Winship Community School

Regular Scheduled Board Meeting

Date and Time
Tuesday September 22, 2020 at 4:30 PM PDT

Location
3840 Rosin Court #200
Sacramento, CA 95834

Zoom Link: https://zoom.us/j/96568347400

Meeting ID: 965 6834 7400
Join by Phone: (669) 900-6833

Agenda

	Purpose	Presenter	Time
I. Opening Items			**4:30 PM**
A. Record Attendance			1 m
B. Call the Meeting to Order		Board President	
C. Approval of the Agenda	Vote	Board President	1 m
D. Public Comments			
E. Closed Session: Conference with Legal Counsel Anticipated Litigation (One Case) § 54956.9	Vote		20 m
F. Executive Director's Report		Julie Haycock	3 m
G. Approve Minutes from 8/25/20 Regular Scheduled Board Meeting	Approve Minutes		2 m
H. Approve Minutes from 9/8/20 Special Board Meeting	Approve Minutes		2 m
Approve minutes for Special Board Meeting on September 8, 2020			
II. Finance			**4:59 PM**
A. August Financials	Vote	Darlington Ahaiwe	10 m
B. Charter School Capital Presentation: Due To Due From	Discuss	CSC Representative	15 m
C. Executive Director MOU	Vote	Julie Haycock & David Brockmyer	5 m
III. Academic Excellence			**5:29 PM**
A. Learning Continuity and Attendance Plan	Vote	Julie Haycock	10 m

IV. Operations			**5:39 PM**
A. Sale of Winship Community School Vehicle	Vote	Julie Haycock	5 m
B. Employee Handbook	Vote	Julie Haycock	5 m
C. Compensation Policy	Vote	Julie Haycock	5 m
V. Closing Items			**5:54 PM**
A. Board of Director's Comments & Requests	Discuss		5 m
B. Announcement of the Next Regular Scheduled Board Meeting October 27, 2020 at 4:30 p.m.	FYI		1 m
C. Adjourn Meeting	Vote		

Public Comment Rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, Zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate to the administrative team of your desire to address the Board or simply communicate orally your desire to address the Board when the Board asks for public comments. Speakers may be called in the order requests are received. Comments are limited to 2 minutes each, with no more than 15 minutes per single topic. If a member of the public utilizes a translator to address the Board, those individuals are allotted 4 minutes each. If the Board utilizes simultaneous translation equipment in a manner that allows the Board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

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Cover Sheet

Executive Director's Report

Section:	I. Opening Items
Item:	F. Executive Director's Report
Purpose:	FYI
Submitted by:	
Related Material:	ED_Report_9.20_Winship.pptx

Executive Director's Report
September 2020

Julie Haycock

WINSHIP
Community School

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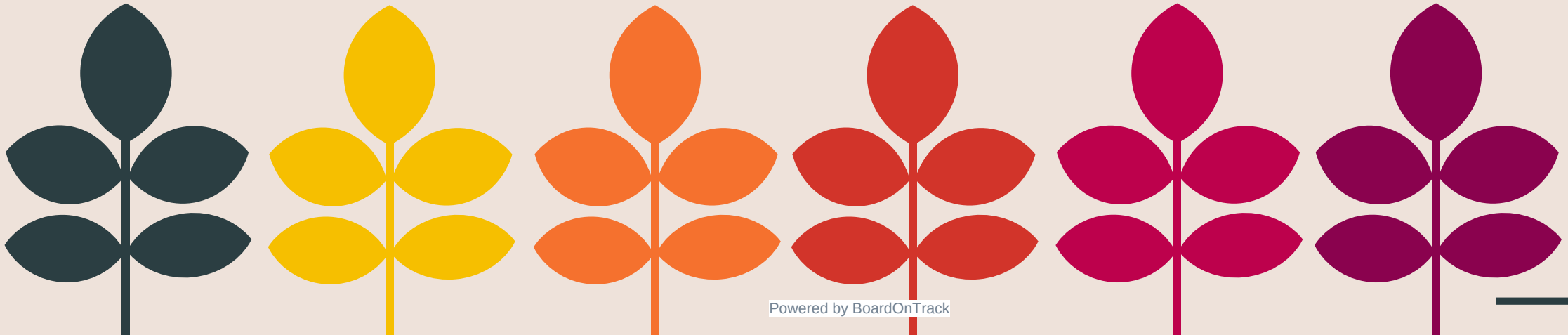
Falling into place...

- **Projects:**
  - Finished Learning Continuity Plans
  - Finalizing annual audit requests

- **Looking ahead:**
  - Charter Renewal - Due June 2021
  - Strategic Planning



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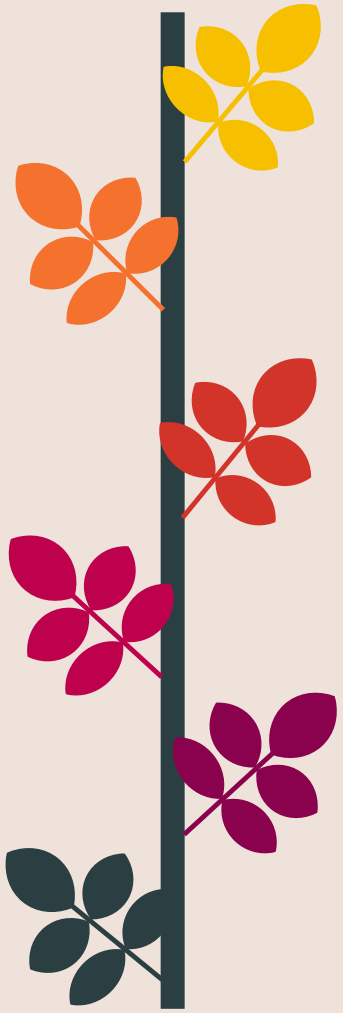
Fall Happenings

STAR 360 Launch

360



Email

Email migration to school-specific emails

CC

Community Connections started

Proof of Residency collected from families

POR

EWS

EWS system launch - payroll, time off requests, staff attendance

Professional Development with online vendors

PD

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Enrollment Report

WINSHIP
Community School

Enrollment Update from Principal

Winship Community School

Current Enrollment County by County/Gradelevel as of 09/17/20

Grade	Butte	Colusa	Placer	Sacramento	Sutter	Yolo	Yuba	Totals
TK	0	0	0	0	0	0	0	0
KN	1	0	0	7	0	0	0	8
1	0	0	0	10	2	0	0	12
2	1	0	1	10	1	0	0	13
3	0	0	0	13	3	0	0	16
4	1	0	0	9	1	1	0	12
5	0	0	0	7	5	0	0	12
6	0	0	0	3	5	1	0	9
7	0	0	0	3	2	0	0	5
8	0	1	0	6	8	0	0	15
Curent Total	3	1	1	68	27	2	0	102
Annual Growth	1	-3	-1	1	-5	-1	-1	-9

Growth calculated from SY19-20 ending enrollment totals.

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Thank you!

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Cover Sheet

Approve Minutes from 8/25/20 Regular Scheduled Board Meeting

Section:	I. Opening Items
Item:	G. Approve Minutes from 8/25/20 Regular Scheduled Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	8-25-20 - Board Minutes - Winship.pdf

WINSHIP COMMUNITY SCHOOL

Regular Scheduled Board Meeting - Winship Community School
August 25, 2020 – 4:30 pm
3840 Rosin Court #200 Sacramento, CA 95834

Attendance: David Brockmyer, Shannon Milligan, Shankari Arcot - Teleconference
Absent: None
Also Present: Jenell Sherman, Kathy Fagundo, Julie Haycock, Bryanna Brossman, Darlington Ahaiwe - Teleconference

Call to Order:

David Brockmyer called the meeting to order at 4:38 pm.

Approval of the Agenda:

David Brockmyer motioned to approve the agenda with postponement of the Employee Handbook, 2020-2021 EL Master Plan, Compensation Policy, and the Board Training Calendar to the September Board Meeting. Shannon Milligan seconded.
-Unanimous

Public Comments:

None.

Executive Director's Report:

- Beginning of School Year Update
- Star 360 Calibration
- Community Connections
- Technology Orders
- Intercompany Invoices for Shared Employee MOU 2019-2020
- Shared Employee MOU for 2020-2021
- Family Liaisons
- Learning Continuity Attendance Plan

Discussion and Potential Action on the July Board Meeting Minutes:

David Brockmyer motioned to approve the July Board Meeting Minutes. Shannon Milliganseconded.
-Unanimous

Discussion on How Charter Schools are Funded:

The Board received a presentation from Darlington Ahaiwe regarding how charter schools are funded.

WINSHIP COMMUNITY SCHOOL

Discussion and Potential Action on the July Financials:

David Brockmyer motioned to approve the July Financials. Shankari Arcot seconded.
-Unanimous

Discussion and Potential Action on the Education Protection Account (EPA) Budget:

David Brockmyer motioned to approve the Education Protection Account (EPA) Budget. Shankari Arcot seconded.
-Unanimous

Discussion and Potential Action on the Fiscal Policies and Procedures:

David Brockmyer motioned to approve the Fiscal Policies and Procedures. Shannon Milligan seconded.
-Unanimous

Discussion and Potential Action on the Process to Request Additional Planning Amounts:

The board heard an update from staff regarding the proposed process for requesting additional planning amounts. No action was taken.

Discussion and Potential Action on the Employee Handbook:

Removed from the agenda and tabled to September.

Discussion and Potential Action on the Policy for Inspection of Public Records:

David Brockmyer motioned to approve the Policy for Inspection of Public Records. Shankari Arcot seconded.
-Unanimous

Discussion and Potential Action on the 2020-2021 EL Master Plan:

Removed from the agenda and tabled to September.

Discussion and Potential Action on the Compensation Policy:

Removed from the agenda and tabled to September.

Discussion and Potential Action on the Residency Policy:

David Brockmyer motioned to approve the Residency Policy. Shannon Milligan seconded.
-Unanimous

WINSHIP COMMUNITY SCHOOL

Discussion and Potential Action on the Board Training Calendar:

Removed from the agenda and tabled to September.

Discussion and Potential Action on the Nomination and Appointment of Board Members:

Shankari Arcot motioned to move the nomination and appointment of Jevon Webster, Junia Carter, Maksim (Max) Semenenko, and Nick Wavrin as new board members. David Brockmyer seconded.
-Unanimous

Discussion and Potential Action on the Acceptance of the Board Resignation:

Shannon Milligan motion to approve the resignation of Shankari Arcot. David Brockmyer seconded.
-Unanimous

David Brockmyer motion to approve the resignation of Shannon Milligan. Shankari Arcot seconded.
-Unanimous

Announcement of Next Regular Scheduled Board Meeting:

The next regularly scheduled board meeting is September 22, 2020 at 4:30 pm.

Adjournment:

The meeting adjourned at 6:00 pm.

Prepared by:
Bryanna Brossman

Noted By:

Board Secretary

Cover Sheet

Approve Minutes from 9/8/20 Special Board Meeting

Section:	I. Opening Items
Item:	H. Approve Minutes from 9/8/20 Special Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on September 8, 2020

Winship Community School

Minutes

Special Board Meeting

Date and Time
Tuesday September 8, 2020 at 4:30 PM

Location
3840 Rosin Court #200
Sacramento, CA 95834

Zoom Link: https://zoom.us/j/96568347400

Meeting ID: 965 6834 7400
Dial by your location
+1 669 900 6833 US (San Jose)

Directors Present
David Brockmyer (remote), Juina Carter (remote), Max Semenenko (remote), Nick Wavrin (remote)

Directors Absent
Jevon Webster

Guests Present
Darcy (remote), Darcy Belleza (remote), Darlington Ahaiwe (remote), Diana Demchuk (remote), Javier Lopez (remote), Jenell Sherman (remote), Julie Haycock (remote), Kathy Fagundo (remote), Katie Royer (remote), Kimmi Buzzard (remote), Samantha Miller (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

David Brockmyer called a meeting of the board of directors of Winship Community School to order on Tuesday Sep 8, 2020 @ 4:40 PM.

C. Approval of the Agenda

David Brockmyer made a motion to approve the agenda.
Max Semenenko seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Jevon Webster	Absent
Max Semenenko	Aye
David Brockmyer	Aye
Juina Carter	Aye
Nick Wavrin	Aye

D. Public Comments

No public comments

E. Executive Director's Report

1. Introductions
2. Board on Track

II. Academic Excellence

A. Local Continuity and Attendance Plan

Public Hearing

1. Translation offered
2. No public questions or comments

B. 2020-2021 EL Master Plan

David Brockmyer made a motion to approve the 2020-2021 EL Master Plan.
Juina Carter seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Max Semenenko	Aye
David Brockmyer	Aye
Juina Carter	Aye
Nick Wavrin	Abstain
Jevon Webster	Absent

C. English Language Development Process

David Brockmyer made a motion to approve the English Language Development Process.
Nick Wavrin seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Max Semenenko	Aye
Nick Wavrin	Aye
Juina Carter	Aye
David Brockmyer	Aye
Jevon Webster	Absent

III. Finance

A. Unaudited Actuals for 2019-2020

David Brockmyer made a motion to approve the Unaudited Actuals for 2019-2020.

Max Semenenko seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

David Brockmyer	Aye
Jevon Webster	Absent
Juina Carter	Aye
Nick Wavrin	Aye
Max Semenenko	Aye

IV. Governance

A. Officer Selection

David Brockmyer made a motion to approve Max Semenenko as the Board Treasurer and Juina Carter as the Board Secretary.
Juina Carter seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

David Brockmyer	Aye
Jevon Webster	Absent
Juina Carter	Aye
Max Semenenko	Aye
Nick Wavrin	Aye

B. Board Training Calendar

David Brockmyer made a motion to take a flexible approach for each board member to choose their board training.
Juina Carter seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

David Brockmyer	Aye
Jevon Webster	Absent
Max Semenenko	Aye
Nick Wavrin	Aye
Juina Carter	Aye

V. Closing Items

A. Announcement of the Next Regular Scheduled Board Meeting

September 22, 2020 at 6:00 pm

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:30 PM.

Respectfully Submitted,
David Brockmyer

Prepared by:
Kimmi Buzzard

Noted by:

Board Secretary

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Cover Sheet

August Financials

Section:	II. Finance
Item:	A. August Financials
Purpose:	Vote
Submitted by:	
Related Material:	Winship_Financial Package_August 2020.pdf

CHARTER IMPACT

Winship Community School

Monthly Financial Presentation – August 2020

WINSHIP - Highlights

- Expense projections increased by $58k.
- Year-end surplus projected at $22k.
- Senate Bill-740 Requirements:
  - 40/80 Expense Ratio ✓

Cert.	Instr.
58%	80%
201,115	(1,937)

  - 25:1 Pupil-Teacher ratio ✓

Pupil:Teacher Ratio	
15.3	:1

WINSHIP - Revenue

Variance Analysis:

- State Aid Rev: Actuals align to CDE LCFF apportionment schedule

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 44,435	$ 151,510	$ (107,075)	$ 980,004	$ 980,004	$ -
Federal Revenue	-	636	(636)	12,775	12,775	-
Other State Revenue	252	3,206	(2,955)	123,005	122,753	252
Other Local Revenue	-	-	-	-	-	-
Total Revenue	**$ 44,687**	**$ 155,352**	**$ (110,665)**	**$ 1,115,783**	**$ 1,115,532**	**$ 252**

WINSHIP - Expenses

Variance Analysis:

- Certificated & Classified Salaries:
  - (1) Instructor added compared to budget.
  - Budgeted teaching Assistant/Advisors not included in August labor distribution.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 73,491	$ 56,127	$ (17,365)	$ 461,960	$ 336,760	$ (125,200)
Classified Salaries	11,264	26,416	15,152	37,940	158,496	120,556
Benefits	22,315	24,759	2,444	161,599	150,315	(11,283)
Books and Supplies	29,813	10,820	(18,994)	88,369	87,420	(949)
Subagreement Services	9,505	22,615	13,110	192,005	169,365	(22,640)
Operations	6,237	6,650	413	39,487	39,900	413
Facilities	-	267	267	1,333	1,600	267
Professional Services	13,013	12,427	(586)	84,976	82,330	(2,646)
Depreciation	1,745	2,883	1,138	16,162	17,300	1,138
Interest	1,585	-	(1,585)	9,743	-	(9,743)
Total Expenses	**$ 168,968**	**$ 162,962**	**$ (6,006)**	**$ 1,093,575**	**$ 1,043,486**	**$ (50,088)**

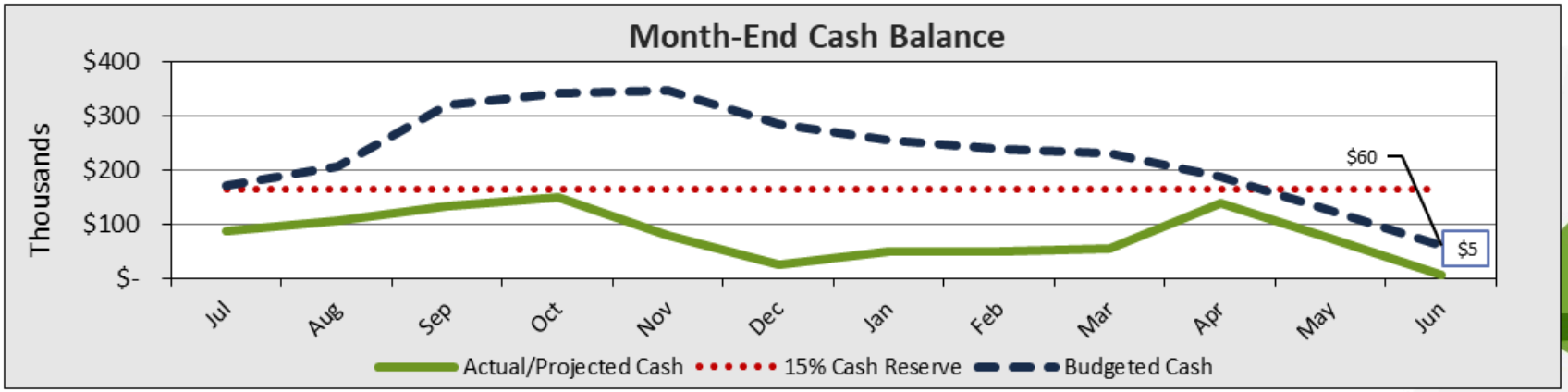
WINSHIP - Fund Balance

- Variance in projected surplus allows for SB-740 expense ratio compliance.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (124,282)**	**$ (7,611)**	**$ (116,671)**	**$ 22,208**	**$ 72,046**	**$ (49,837)**
Beginning Fund Balance	(162,320)	(162,320)		(162,320)	(162,320)	
Ending Fund Balance	**$ (286,601)**	**$ (169,931)**		**$ (140,111)**	**$ (90,274)**	
As a % of Annual Expenses	*-26.2%*	*-16.3%*		*-12.8%*	*-8.7%*	

WINSHIP - Cash Balance

- Cash projections include DTDF payment plan.
  - Amount to Receive: $68,454
  - Amount to Payout: ($139,824)
- Positive year-end cash projected through receivable sales.



WINSHIP - Compliance Reporting

Due Date	Description	Completed By
Sep-30	**2020-21 Learning Continuity and Attendance Plan** -- The LEA governing board/body shall adopt the Learning Continuity Plan by September 30, 2020 in a public meeting. This meeting shall be held after, but not on the same day, as the public hearing. The Plan replaces the annual LCAP for 2020-21, to outline the LEA's compliance with the Budget Act's provisions including student participation and attendance reporting, continuity of learning, in-person instructional offerings and plans for distance learning (with public stakeholder engagement). Should describe how LEAs are increasing or improving service in proportion to unduplicated students.	Winship
Oct-07	**California Basic Educational Data System (CBEDS) data due to CDE -** The first Wed in Oct is CBEDS Information Day, used to collect information on student and staff demographics. Schools must complete the School Information Form (SIF). The SIF is used to report the count of classified staff, kindergarten program type, educational calendars, work visa applications, multilingual instructional programs, and languages of instruction.	Winship
Oct-31	**CBEDS-ORA -** Collection of FTE of classified staff, estimated teacher hires, Kindergarten program types, H-1B work visa application, education calendar, multilingual instructional programs, languages of instruction and district of choice transfer requests and transportation data**.**	Winship

WINSHIP - Appendix

- Monthly Cash Flow / Forecast 20-21
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- AP Aging

Winship

Monthly Cash Flow/Forecast FY20-21

Revised 9/17/2020

ADA = 107.35

		Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	Annual Budget
Revenues															
State Aid - Revenue Limit															
8011	LCFF State Aid	-	44,435	44,435	79,983	79,983	79,983	79,983	79,983	37,994	14,551	14,551	14,551	322,546	**892,978**
8012	Education Protection Account	-	-	-	5,368	-	-	5,368	-	-	5,368	-	-	5,368	**21,470**
8096	In Lieu of Property Taxes	-	-	12,614	5,606	5,606	5,606	5,606	5,606	8,304	4,152	4,152	4,152	4,152	**65,555**
		-	44,435	57,049	90,957	85,589	85,589	90,957	85,589	46,298	24,070	18,703	18,703	332,066	**980,004**
Federal Revenue															
8181	Special Education - Entitlement	-	-	636	1,145	1,145	1,145	1,145	1,145	1,283	1,283	1,283	1,283	1,283	**12,775**
		-	-	636	1,145	1,145	1,145	1,145	1,145	1,283	1,283	1,283	1,283	1,283	**12,775**
Other State Revenue															
8311	State Special Education	-	-	3,206	5,771	5,771	5,771	5,771	5,771	6,470	6,470	6,470	6,470	6,470	**64,410**
8550	Mandated Cost	-	-	-	-	-	1,802	-	-	-	-	-	-	-	**1,802**
8560	State Lottery	-	-	-	-	-	-	5,531	-	-	5,531	-	-	11,160	**22,221**
8598	Prior Year Revenue	246	6	-	-	-	-	-	-	-	-	-	-	-	**252**
8599	Other State Revenue	-	-	-	-	-	-	-	-	34,320	-	-	-	-	**34,320**
		246	6	3,206	5,771	5,771	7,573	11,302	5,771	40,790	12,000	6,470	6,470	17,630	**123,005**
Other Local Revenue															
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Revenue		**246**	**44,441**	**60,891**	**97,872**	**92,505**	**94,306**	**103,403**	**92,505**	**88,371**	**37,354**	**26,456**	**26,456**	**350,979**	**1,115,783**
Expenses															
Certificated Salaries															
1100	Teachers' Salaries	34,894	32,333	32,333	32,333	32,333	32,333	32,333	32,333	32,333	32,333	32,333	32,333	-	**390,553**
1175	Teachers' Extra Duty/Stipends	250	1,250	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	-	**19,000**
		35,144	38,347	38,847	38,847	38,847	38,847	38,847	38,847	38,847	38,847	38,847	38,847	-	- **461,960**
Classified Salaries															
2100	Instructional Salaries	3,943	5,636	-	-	-	-	-	-	-	-	-	-	-	**9,579**
2200	Support Salaries	877	808	2,668	2,668	2,668	2,668	2,668	2,668	2,668	2,668	2,668	2,668	-	**28,361**
		4,820	6,444	2,668	2,668	2,668	2,668	2,668	2,668	2,668	2,668	2,668	2,668	-	- **37,940**
Benefits															
3101	STRS	5,636	6,037	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213	-	**83,801**
3202	PERS	728	190	-	-	-	-	-	-	-	-	-	-	-	**918**
3301	OASDI	299	118	140	140	140	140	140	140	140	140	140	140	-	**1,812**
3311	Medicare	560	554	600	600	600	600	600	600	600	600	600	600	-	**7,113**
3401	Health and Welfare	2,158	8,653	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	**60,812**
3501	State Unemployment	975	411	221	221	221	221	1,103	882	441	221	221	221	-	**5,356**
3601	Workers' Compensation	578	597	579	579	579	579	579	579	579	579	579	579	-	**6,967**
3901	Other Benefits	-	(5,179)	-	-	-	-	-	-	-	-	-	-	-	**(5,179)**
		10,933	11,382	13,752	13,752	13,752	13,752	14,634	14,413	13,972	13,752	13,752	13,752	-	**161,599**
Books and Supplies															
4302	School Supplies	3,128	14,498	4,293	1,422	4,112	3,203	3,130	3,787	2,572	2,458	4,103	4,872	-	**51,579**
4305	Software	-	5,466	783	783	783	783	783	783	783	783	783	783	-	**13,299**
4310	Office Expense	-	-	1,367	1,367	1,367	1,367	1,367	1,367	1,367	1,367	1,367	1,367	-	**13,667**
4311	Business Meals	-	-	108	108	108	108	108	108	108	108	108	108	-	**1,083**
4400	Noncapitalized Equipment	217	6,505	255	85	245	191	186	225	153	146	244	290	-	**8,741**
		3,345	26,469	6,807	3,765	6,615	5,652	5,574	6,271	4,983	4,863	6,605	7,421	-	**88,369**
Subagreement Services															
5102	Special Education	244	140	3,575	3,575	3,575	3,575	3,575	3,575	3,575	3,575	3,575	3,575	-	**36,134**
5104	Transportation	-	272	692	692	692	692	692	692	692	692	692	692	-	**7,189**
5106	Other Educational Consultants	480	3,720	14,743	4,884	14,120	10,998	10,747	13,004	8,832	8,441	14,089	16,731	-	**120,788**
5107	Instructional Services	2,731	1,917	2,325	2,325	2,325	2,325	2,325	2,325	2,325	2,325	2,325	2,325	-	**27,895**
		3,455	6,050	21,334	11,475	20,711	17,589	17,338	19,595	15,423	15,032	20,681	23,323	-	**192,005**
Operations and Housekeeping															
5201	Auto and Travel	-	-	175	175	175	175	175	175	175	175	175	175	-	**1,750**
5300	Dues & Memberships	-	-	117	117	117	117	117	117	117	117	117	117	-	**1,167**
5400	Insurance	1,858	2,612	1,858	1,858	1,858	1,858	1,858	1,858	1,858	1,858	1,858	1,858	-	**23,054**
5501	Utilities	883	883	883	883	883	883	883	883	883	883	883	883	-	**10,600**
5516	Miscellaneous Expense	-	-	292	292	292	292	292	292	292	292	292	292	-	**2,917**
		2,742	3,495	3,325	3,325	3,325	3,325	3,325	3,325	3,325	3,325	3,325	3,325	-	**39,487**
Facilities, Repairs and Other Leases															
5610	Repairs and Maintenance	-	-	133	133	133	133	133	133	133	133	133	133	-	**1,333**
		-	-	133	133	133	133	133	133	133	133	133	133	-	**1,333**
Professional/Consulting Services															

Winship

Monthly Cash Flow/Forecast FY20-21

Revised 9/17/2020

ADA = 107.35

		Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	Annual Budget
5801	IT	-	-	33	33	33	33	33	33	33	33	33	33	-	**333**
5802	Audit & Taxes	-	1,200	-	1,633	1,633	1,633	-	-	-	-	-	-	-	**6,100**
5803	Legal	-	1,899	142	142	142	142	142	142	142	142	142	142	-	**3,316**
5804	Professional Development	-	-	33	33	33	33	33	33	33	33	33	33	-	**333**
5805	General Consulting	-	-	458	458	458	458	458	458	458	458	458	458	-	**4,583**
5806	Special Activities/Field Trips	552	-	460	152	441	343	336	406	276	264	440	522	-	**4,192**
5807	Bank Charges	353	457	117	140	140	140	140	140	140	140	140	140	-	**2,186**
5808	Printing	-	37	8	10	10	10	10	10	10	10	10	10	-	**135**
5809	Other taxes and fees	639	119	8	10	10	10	10	10	10	10	10	10	-	**857**
5810	Payroll Service Fee	-	202	97	97	97	97	97	97	97	97	97	97	-	**1,168**
5811	Management Fee	3,916	3,639	3,952	3,952	3,952	3,952	3,952	3,952	3,952	3,952	3,952	3,952	-	**47,072**
5812	District Oversight Fee	-	-	856	1,364	1,284	1,284	1,364	1,284	694	361	281	281	5,648	**14,700**
		5,460	7,553	6,164	8,025	8,233	8,136	6,575	6,565	5,845	5,500	5,595	5,678	5,648	**84,976**
Depreciation															
6900	Depreciation Expense	873	873	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	-	**16,162**
		873	873	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	-	**16,162**
Interest															
7438	Interest Expense	69	1,516	4,079	-	-	-	-	-	-	4,079	-	-	-	**9,743**
		69	1,516	4,079	-	-	-	-	-	-	4,079	-	-	-	**9,743**
Total Expenses		**66,841**	**102,128**	**98,551**	**83,432**	**95,725**	**91,543**	**90,535**	**93,258**	**86,638**	**89,640**	**93,048**	**96,588**	**5,648**	**1,093,575**
Monthly Surplus (Deficit)		**(66,595)**	**(57,687)**	**(37,660)**	**14,440**	**(3,221)**	**2,763**	**12,867**	**(754)**	**1,733**	**(52,286)**	**(66,592)**	**(70,132)**	**345,331**	**22,208**
Cash Flow Adjustments															
Monthly Surplus (Deficit)		(66,595)	(57,687)	(37,660)	14,440	(3,221)	2,763	12,867	(754)	1,733	(52,286)	(66,592)	(70,132)	345,331	**22,208**
Cash flows from operating activities															
Depreciation/Amortization		873	873	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	-	**16,162**
Public Funding Receivables		-	32,503		-	-	9,969	77,446	-	-	-	-	-	(350,979)	**(231,061)**
Grants and Contributions Rec.		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Due To/From Related Parties		-	-	(71,370)	-	-	-	-	-	-	-	-	-	-	**(71,370)**
Prepaid Expenses		-	(9,628)	-	-	-	-	-	-	-	-	-	-	-	**(9,628)**
Other Assets		(30,000)	-	-	-	-	-	-	-	-	-	-	-	-	**(30,000)**
Accounts Payable		(5,823)	5,647	-	-	-	-	-	-	-	-	-	-	5,648	**5,472**
Accrued Expenses		(35,654)	(20,840)	-	-	-	-	-	-	-	-	-	-	-	**(56,494)**
Cash flows from investing activities															
Cash flows from financing activities															
Proceeds from Factoring			67,900	135,971				-	-	-	135,971	-	-	-	**339,842**
Payments on Factoring		-				(67,900)	(67,986)	(67,986)						-	**(203,871)**
Proceeds from Debt		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Payments on Debt		69	69	-	-	-	-	-	-	-	-	-	-	-	**138**
Total Change in Cash		(137,131)	18,837	28,383	15,882	(69,679)	(53,812)	23,770	688	3,174	85,127	(65,150)	(68,690)		
Cash, Beginning of Month		223,676	86,545	105,382	133,764	149,646	79,967	26,155	49,925	50,613	53,787	138,914	73,763		
Cash, End of Month		**86,545**	**105,382**	**133,764**	**149,646**	**79,967**	**26,155**	**49,925**	**50,613**	**53,787**	**138,914**	**73,763**	**5,073**		

Winship Community School

Budget vs Actual

For the period ended August 31, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 44,435	$ 147,594	$ (103,159)	$ 44,435	$ 147,594	$ (103,159)	$ 892,978
Education Protection Account	-	-	-	-	-	-	21,470
In Lieu of Property Taxes	-	3,916	(3,916)	-	3,916	(3,916)	65,555
Total State Aid - Revenue Limit	44,435	151,510	(107,075)	44,435	151,510	(107,075)	980,004
Federal Revenue							
Special Education - Entitlement	-	636	(636)	-	636	(636)	12,775
Total Federal Revenue	-	636	(636)	-	636	(636)	12,775
Other State Revenue							
State Special Education	-	3,206	(3,206)	-	3,206	(3,206)	64,410
Mandated Cost	-	-	-	-	-	-	1,802
State Lottery	-	-	-	-	-	-	22,221
Prior Year Revenue	6	-	6	252	-	252	-
Other State Revenue	-	-	-	-	-	-	34,320
Total Other State Revenue	6	3,206	(3,201)	252	3,206	(2,955)	122,753
Total Revenues	**$ 44,441**	**$ 155,352**	**$ (110,911)**	**$ 44,687**	**$ 155,352**	**$ (110,665)**	**$ 1,115,532**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 32,333	$ 27,480	$ (4,853)	$ 67,227	$ 54,960	$ (12,267)	$ 329,760
Teachers' Extra Duty/Stipends	1,250	583	(667)	1,500	1,167	(333)	7,000
Total Certificated Salaries	33,583	28,063	(5,519)	68,727	56,127	(12,600)	336,760
Classified Salaries							
Instructional Salaries	5,636	10,540	4,904	9,579	21,081	11,502	126,485
Other Classified Salaries	808	2,668	1,860	1,685	5,335	3,650	32,011
Total Classified Salaries	6,444	13,208	6,764	11,264	26,416	15,152	158,496
Benefits							
State Teachers' Retirement System, certificated positions	6,037	5,164	(873)	11,672	10,327	(1,345)	61,964
Public Employees' Retirement System, classified positions	190	-	(190)	918	-	(918)	-
OASDI/Medicare/Alternative, certificated positions	118	819	701	416	1,638	1,221	9,827
Medicare/Alternative, certificated positions	554	598	44	1,114	1,197	83	7,181
Health and Welfare Benefits, certificated positions	8,653	5,000	(3,653)	10,812	10,000	(812)	60,000
State Unemployment Insurance, certificated positions	411	221	(191)	1,387	441	(946)	4,410
Workers' Compensation Insurance, certificated positions	597	578	(19)	1,175	1,156	(19)	6,934
Other Benefits, certificated positions	(5,179)	-	5,179	(5,179)	-	5,179	-
Total Benefits	11,382	12,379	998	22,315	24,759	2,444	150,315
Books & Supplies							
School Supplies	14,498	3,552	(10,946)	17,626	5,390	(12,237)	51,579
Software	5,466	783	(4,682)	5,466	1,567	(3,899)	9,400
Office Expense	-	1,367	1,367	-	2,733	2,733	16,400
Business Meals	-	108	108	-	217	217	1,300
Noncapitalized Equipment	6,505	602	(5,902)	6,722	913	(5,808)	8,741
Total Books & Supplies	26,469	6,413	(20,056)	29,813	10,820	(18,994)	87,420
Subagreement Services							
Special Education	140	3,575	3,435	384	7,150	6,766	42,900
Transportation	272	692	419	272	1,383	1,111	8,300
Other Educational Consultants	3,720	6,217	2,497	4,200	9,433	5,233	90,277
Instructional Services	1,917	2,324	407	4,648	4,648	(0)	27,888
Total Subagreement Services	6,050	12,808	6,758	9,505	22,615	13,110	169,365
Operations & Housekeeping							
Auto and Travel	-	175	175	-	350	350	2,100
Dues & Memberships	-	117	117	-	233	233	1,400
Insurance	2,612	1,858	(754)	4,470	3,717	(754)	22,300
Utilities	883	883	-	1,767	1,767	-	10,600
Miscellaneous Expense	-	292	292	-	583	583	3,500
Total Operations & Housekeeping	3,495	3,325	(170)	6,237	6,650	413	39,900
Facilities, Repairs & Other Leases							
Repairs and Maintenance	-	133	133	-	267	267	1,600

Winship Community School

Budget vs Actual

For the period ended August 31, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Total Facilities, Repairs & Other Leases	-	133	133	-	267	267	1,600
Professional/Consulting Services							
IT	-	33	33	-	67	67	400
Audit & Taxes	1,200	-	(1,200)	1,200	-	(1,200)	4,900
Legal	1,899	142	(1,758)	1,899	283	(1,616)	1,700
Professional Development	-	33	33	-	67	67	400
General Consulting	-	458	458	-	917	917	5,500
Special Activities/Field Trips	-	289	289	552	438	(114)	4,192
Bank Charges	457	117	(340)	810	233	(576)	1,610
Printing	37	8	(28)	37	17	(20)	115
Other Taxes and Fees	119	8	(111)	758	17	(742)	115
Payroll Service Fee	202	107	(95)	202	215	13	1,287
Management Fee	3,639	3,951	311	7,555	7,902	347	47,410
District Oversight Fee	-	2,273	2,273	-	2,273	2,273	14,700
Total Professional/Consulting Services	7,553	7,419	(133)	13,013	12,427	(586)	82,330
Depreciation							
Depreciation Expense	873	1,442	569	1,745	2,883	1,138	17,300
Total Depreciation	873	1,442	569	1,745	2,883	1,138	17,300
Interest							
Interest Expense	1,516	-	(1,516)	1,585	-	(1,585)	-
Total Interest	1,516	-	(1,516)	1,585	-	(1,585)	-
Total Expenses	**$ 97,364**	**$ 85,191**	**$ (12,173)**	**$ 164,204**	**$ 162,962**	**$ (1,242)**	**$ 1,043,486**
Change in Net Assets	**(52,923)**	**70,161**	**(123,084)**	**(119,518)**	**(7,611)**	**(111,907)**	**72,046**
Net Assets, Beginning of Period	(228,914)			(162,320)			
Net Assets, End of Period	**$ (281,837)**			**$ (281,837)**			

Winship Community School

Statement of Financial Position

August 31, 2020

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	$ 110,146	$ 223,676	$ (113,530)	-51%
Accounts Receivable	90,671	90,671	-	0%
Public Funding Receivables	169,377	201,880	(32,503)	-16%
Factored Receivables	(67,900)	-	(67,900)	0%
Due To/From Related Parties	(296,893)	(296,893)	-	0%
Prepaid Expenses	32,255	22,627	9,628	43%
Total Current Assets	**37,656**	**241,961**	**(204,304)**	**-84%**
Long-Term Assets				
Property & Equipment, Net	32,739	34,485	(1,745)	-5%
Deposits	30,000	-	30,000	0%
Total Long Term Assets	**62,739**	**34,485**	**28,255**	**82%**
Total Assets	**$ 100,396**	**$ 276,445**	**$ (176,050)**	**-64%**
Liabilities				
Current Liabilities				
Accounts Payable	$ 166,479	$ 166,655	$ (176)	0%
Accrued Liabilities	50,265	106,759	(56,494)	-53%
Notes Payable, Current Portion	41,338	41,338	-	0%
Total Current Liabilities	**258,082**	**314,752**	**(56,670)**	**-18%**
Long-Term Liabilities				
Notes Payable, Net of Current Portion	124,151	124,013	138	0%
Total Long-Term Liabilities	**124,151**	**124,013**	**138**	**0%**
Total Liabilities	**382,233**	**438,765**	**(56,532)**	**-13%**
Total Net Assets	**(281,837)**	**(162,320)**	**(119,518)**	**74%**
Total Liabilities and Net Assets	**$ 100,396**	**$ 276,445**	**$ (176,050)**	**-64%**

Winship Community School

Statement of Cash Flows

For the period ended August 31, 2020

	Month Ended 08/31/20	YTD Ended 08/31/20
Cash Flows from Operating Activities		
Change in Net Assets	$ (52,923)	$ (119,518)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	873	1,745
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	32,503	32,503
Grants, Contributions & Pledges Receivable	67,900	67,900
Prepaid Expenses	(9,628)	(9,628)
Other Assets	-	(30,000)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	5,647	(176)
Accrued Expenses	(20,840)	(56,494)
Total Cash Flows from Operating Activities	**23,532**	**(113,667)**
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	69	138
Total Cash Flows from Financing Activities	**69**	**138**
Change in Cash & Cash Equivalents	23,601	(113,530)
Cash & Cash Equivalents, Beginning of Period	86,545	223,676
Cash and Cash Equivalents, End of Period	**$ 110,146**	**$ 110,146**

Winship Community School

Statement of Financial Position

For the period ended August 31, 2020

Check Number	Vendor Name	Check Date	Check Amount
10010	MEL Science U.S. LLC	8/27/2020	VOID
10035	Natomas Music Square	8/3/2020	VOID
10055	Linclon Retirement Services	8/20/2020	VOID
10093	The Serendipity Center for Leadership and Learning	8/6/2020	VOID
10136	Natomas Music Square	8/4/2020	230.00
10137	Sutter County Schools	8/4/2020	443.86
10138	Sutter County Superintendent of Schools	8/4/2020	8,531.17
10139	Charter Impact, Inc.	8/6/2020	1,647.00
10140	Winship-Robbins ESD	8/6/2020	7,222.25
10141	The Serendipity Center for Leadership and Learning	8/6/2020	1,170.00
10142	Winship-Robbins ESD	8/6/2020	7,379.12
10143	A Brighter Child, Inc	8/13/2020	166.47
10144	Alexandra Sokolov	8/13/2020	420.00
10145	VOID	VOID	VOID
10146	Amazon Capital Services	8/13/2020	1,988.75
10147	CharterSafe	8/13/2020	12,837.00
10148	Discount School Supply	8/13/2020	80.51
10149	Evan-Moor	8/13/2020	1,546.82
10150	Global Teletherapy	8/13/2020	833.00
10151	Growing Healthy Children Therapy Services, Inc.	8/13/2020	151.50
10152	Irina Samarina	8/13/2020	200.00
10153	Jabbergym	8/13/2020	1,100.00
10154	Jennifer McQuarrie	8/13/2020	22.00
10155	Lakeshore	8/13/2020	110.93
10156	Math-U-See Inc.	8/13/2020	1,239.00
10157	Mikhail Kravchuk	8/13/2020	1,540.00
10158	MoxieBox Art	8/13/2020	272.66
10159	Natomas Music Square	8/13/2020	230.00
10160	Natomas Music Square	8/13/2020	230.00
10161	Outschool, Inc.	8/13/2020	48.00
10162	Procopio, Cory, Hargreaves & Savitch LLP	8/13/2020	1,689.13
10163	VOID	VOID	VOID
10164	Provenance	8/13/2020	9,646.35
10165	Rainbow Resource Center	8/13/2020	1,382.30
10166	School Pathways, LLC	8/13/2020	782.99
10167	Studies Weekly	8/13/2020	32.27
10168	Teaching Textbooks	8/13/2020	55.08
10169	Typecraft, Inc.	8/13/2020	9.12
10170	VST LLC	8/13/2020	244.00
10171	Wilkinson Hadley King & Co. LLP	8/13/2020	750.00
10172	Charter Impact, Inc.	8/27/2020	257.00
10173	Meridian Diesel	8/27/2020	272.27
10174	Procopio, Cory, Hargreaves & Savitch LLP	8/27/2020	1,604.28
10175	Provenance	8/27/2020	2,073.25
10176	Winship-Robbins Elementary School District	8/27/2020	10,851.09

Winship Community School

Statement of Financial Position

For the period ended August 31, 2020

Check Number	Vendor Name	Check Date	Check Amount
10177	MEL Science U.S. LLC	8/27/2020	279.20
EFT081220-01	Provenance	8/12/2020	$ 3,834.96
		Total Disbursments in August	**$ 83,403.33**

Winship Community School

Statement of Cash Flows

August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Due Date	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
A Brighter Child, Inc	54059	8/6/2020	9/5/2020	$ 680	$ -	$ -	$ -	$ -	$ 680
A Brighter Child, Inc	54060	8/13/2020	9/12/2020	611	-	-	-	-	611
A Brighter Child, Inc	54269	8/13/2020	9/12/2020	368	-	-	-	-	368
A Brighter Child, Inc	54272	8/13/2020	9/12/2020	326	-	-	-	-	326
A Brighter Child, Inc	54571	8/23/2020	9/22/2020	121	-	-	-	-	121
A Brighter Child, Inc	54572	8/16/2020	9/15/2020	156	-	-	-	-	156
Amazon Capital Services	11XK-H63C-34JC	6/6/2020	7/6/2020	(4)	-	-	-	-	(4)
Amazon Capital Services	1CYG-PWQQ-Y7NM	6/25/2020	7/25/2020	15	-	-	-	-	15
Amazon Capital Services	1GPK-JCV1-RYYH	6/25/2020	7/25/2020	46	-	-	-	-	46
Amazon Capital Services	1J6P-XYCT-9CCF	7/10/2020	8/10/2020	(16)	-	-	-	-	(16)
Amazon Capital Services	1L1C-WP1D-M93Y	6/27/2020	7/27/2020	11	-	-	-	-	11
Amazon Capital Services	1TPJ-NW79-GL66	8/12/2020	10/11/2020	17	-	-	-	-	17
Amazon Capital Services	1YTG-GPR6-JYK3	6/25/2020	7/25/2020	18	-	-	-	-	18
Blue Ridge Academy	BRA-WCS	6/30/2020	6/30/2020	11,975	-	-	-	-	11,975
Cengage Learning Inc	69172019	1/8/2020	2/7/2020	(142)	-	-	-	-	(142)
Charter Impact, Inc.	QTR22020	8/19/2020	8/19/2020	20	-	-	-	-	20
Clarksville Charter School	CCS-WCS	6/30/2020	6/30/2020	13,802	-	-	-	-	13,802
Davis Diamonds Gymnastics	5	1/25/2020	2/24/2020	396	-	-	-	-	396
Diana Bedker	29	4/21/2020	5/21/2020	140	-	-	-	-	140
Diana Bedker	30	4/21/2020	5/21/2020	140	-	-	-	-	140
Easter Seal Superior CA	060120	7/7/2020	8/6/2020	140	-	-	-	-	140
Eat at Joes Inc. dba: Encore! Studio of Performing Arts	ENC0072	8/14/2020	9/13/2020	184	-	-	-	-	184
Eat at Joes Inc. dba: Encore! Studio of Performing Arts	ENC0073	8/18/2020	9/17/2020	184	-	-	-	-	184
Feather River Charter School	FRCS-WCS	6/30/2020	7/30/2020	44,580	-	-	-	-	44,580
Heartland Charter School	HCS-WCS	6/30/2020	6/30/2020	11,555	-	-	-	-	11,555
Jennifer McQuarrie	2762	8/6/2020	8/6/2020	22	-	-	-	-	22
Kim Snow's Music Studio	3295	8/4/2020	9/3/2020	250	-	-	-	-	250
Kitchen Kid, LLC	440471015	8/4/2020	9/3/2020	22	-	-	-	-	22
Kovar's Satori Academy	GUTIERREZAPR20	8/7/2020	9/6/2020	459	-	-	-	-	459
Lake View Charter School	LVCS-WCS	6/30/2020	6/30/2020	3,486	-	-	-	-	3,486
Mission Vista Academy	MVA-WCS	6/30/2020	7/30/2020	6,703	-	-	-	-	6,703
Monarch River Academy	MRA-WCS	6/30/2020	6/30/2020	684	-	-	-	-	684
Natomas Music Square	130	8/4/2020	9/3/2020	230	-	-	-	-	230
Outschool, Inc.	20194	7/20/2020	8/19/2020	40	-	-	-	-	40
Pacific Coast Academy	PCA-WCS	6/30/2020	7/30/2020	20,219	-	-	-	-	20,219
Provenance	2093	5/9/2020	6/8/2020	2,109	-	-	-	-	2,109
Provenance	2351	5/13/2020	6/12/2020	51	-	-	-	-	51
Provenance	2388	5/14/2020	6/13/2020	13	-	-	-	-	13
Provenance	2401	5/14/2020	6/13/2020	560	-	-	-	-	560
Provenance	2414	5/14/2020	6/13/2020	4	-	-	-	-	4
Provenance	2427	5/14/2020	6/13/2020	9	-	-	-	-	9
Provenance	2994	7/7/2020	8/6/2020	59	-	-	-	-	59
Provenance	3088	7/24/2020	7/24/2020	1,000	-	-	-	-	1,000
Provenance	3125	8/6/2020	9/5/2020	5,312	-	-	-	-	5,312

Winship Community School

Statement of Cash Flows

August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Due Date	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Provenance	3165	8/12/2020	9/11/2020	343	-	-	-	-	343
Provenance	3176	8/12/2020	9/11/2020	5,312	-	-	-	-	5,312
Provenance	3204	8/12/2020	9/11/2020	115	-	-	-	-	115
Provenance	3224	8/13/2020	9/12/2020	343	-	-	-	-	343
Provenance	3234	8/13/2020	9/12/2020	44	-	-	-	-	44
Provenance	3244	8/13/2020	9/12/2020	115	-	-	-	-	115
Provenance	3254	8/13/2020	9/12/2020	125	-	-	-	-	125
Provenance	3264	8/13/2020	9/12/2020	103	-	-	-	-	103
Provenance	3274	8/13/2020	9/12/2020	103	-	-	-	-	103
Provenance	3289	8/18/2020	9/17/2020	200	-	-	-	-	200
Provenance	3297	8/20/2020	9/19/2020	2,250	-	-	-	-	2,250
Provenance	3349	8/21/2020	8/21/2020	125	-	-	-	-	125
Providence Speech and Hearing Center	1513A	8/18/2020	8/18/2020	(4)	-	-	-	-	(4)
Rainbow Resource Center	2931591	7/6/2020	8/5/2020	93	-	-	-	-	93
Reading Horizons	40085	7/22/2020	8/21/2020	2,977	-	-	-	-	2,977
School Pathways, LLC	65252	6/30/2020	7/30/2020	772	-	-	-	-	772
School Pathways, LLC	65720	7/31/2020	8/30/2020	506	-	-	-	-	506
SchoolMate	IN000540761	7/31/2020	8/30/2020	50	-	-	-	-	50
SchoolMate	IN000540766	7/31/2020	8/30/2020	467	-	-	-	-	467
SchoolMate	IN000540771	7/31/2020	8/30/2020	95	-	-	-	-	95
SchoolMate	IN000540780	7/31/2020	8/30/2020	291	-	-	-	-	291
SchoolMate	IN000540785	7/31/2020	8/30/2020	159	-	-	-	-	159
Teaching Textbooks	28593	8/4/2020	9/3/2020	43	-	-	-	-	43
Weintraub Tobin Chediak Coleman Grodin	WEIN071320	7/13/2020	8/12/2020	273	-	-	-	-	273
Wilkinson Hadley King & Co. LLP	27474	7/7/2020	8/6/2020	1,200	-	-	-	-	1,200
Winship-Robbins Elementary School District	20-012	6/1/2020	7/1/2020	1,449	-	-	-	-	1,449
Yosemite Valley Charter School	YVCS-WCS	6/30/2020	7/30/2020	22,377	-	-	-	-	22,377
		Total Outstanding Payables in August		**$ 166,479**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 166,479**

Cover Sheet

Charter School Capital Presentation: Due To Due From

Section:	II. Finance
Item:	B. Charter School Capital Presentation: Due To Due From
Purpose:	Discuss
Submitted by:	Julie Haycock
Related Material:	CSC DTF pres_0920.pdf

BACKGROUND:

The "Due to/Due From" balances have been presented to the board previously. These balances are from the 2019-20 school year and reflect shared staffing costs and funds borrowed between the schools. The goal is for the schools to pay back the balances among all of the schools during the month of September. Charter School Capital will be presenting the plan for payback.

RECOMMENDATION:

I recommend that the board approve the plan

Charter School Capital Presents:

SY20/21 DTF Payment Proposal:

School Forum Presentation

Shausta Eckland & Tricia Blum
September 10, 2020

CHARTER SCHOOL CAPITAL®

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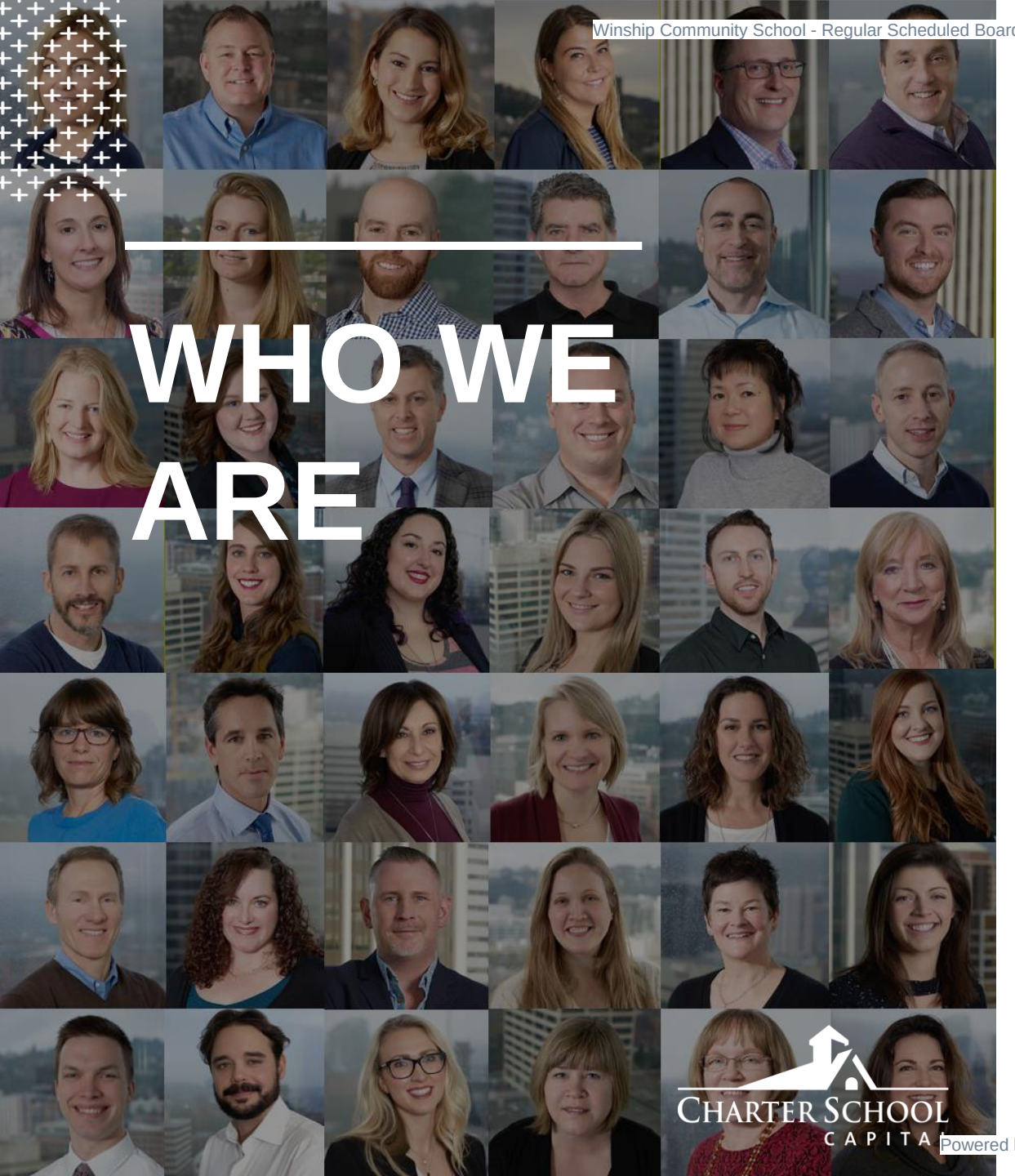
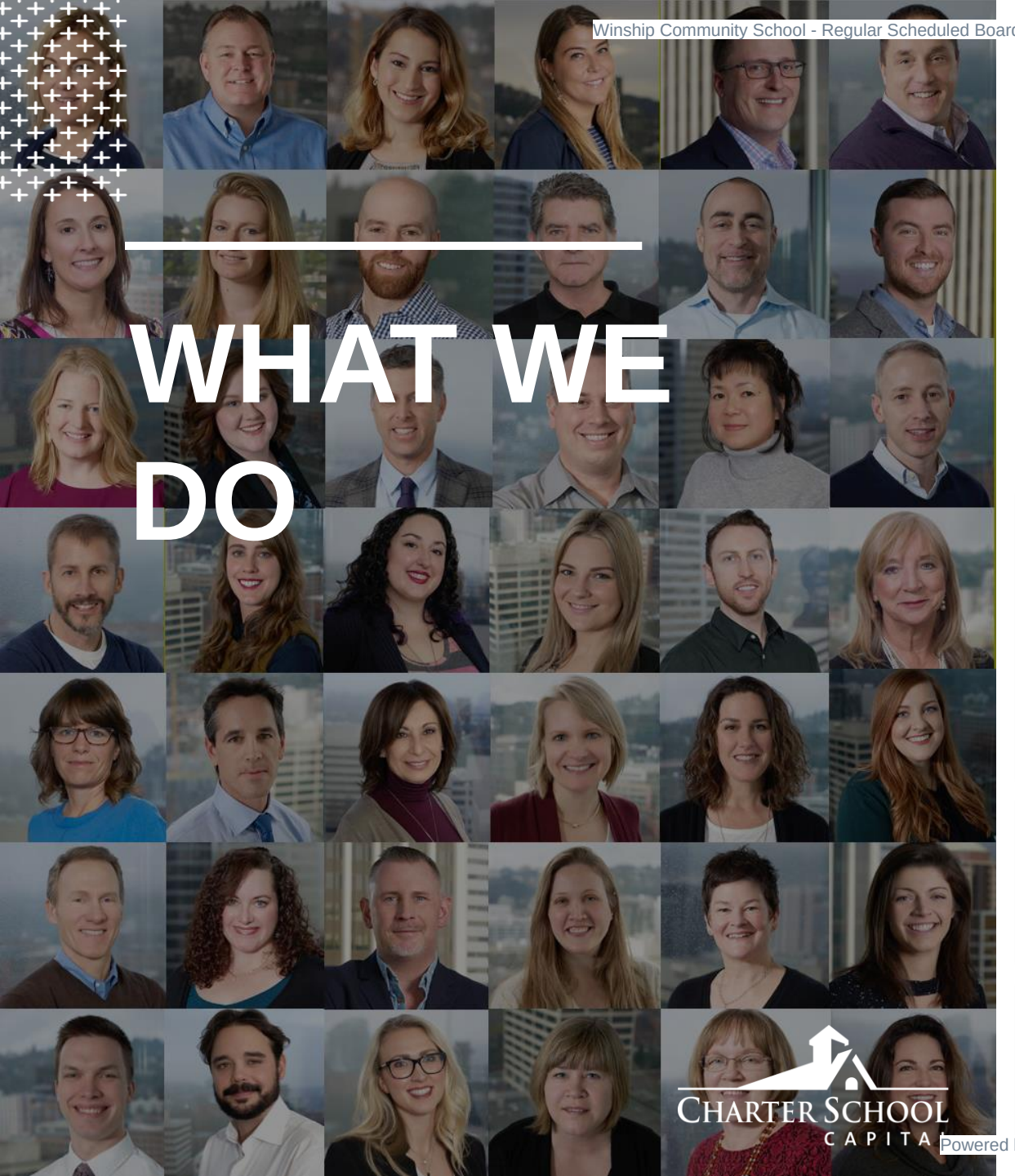


COMPANY OVERVIEW

- We are a specialty finance company focused on financial, business and facilities support for charter schools
- In the past 13 years, we have:
  - Served more than **1,250,000** students and their families
  - Supported more than **700** charter schools
  - Invested **$2B** in helping charter schools better serve their communities
- More than 45 employees headquartered in Portland, OR
- Stellar track record with schools and investors



WHAT WE DO

WORKING CAPITAL

Our receivable sales product is a reliable and flexible process that provides access to capital for operations, facilities, programmatic expenses, or other obligations.

FACILITIES

Our facilities financing product is based on acquiring charter school real estate supporting development and/or making facility upgrades.

ENERGY

Partnering with BioStar Renewables, we retrofit aging school energy systems with new, efficient systems; reducing utility expenses through upgraded electrical components (e.g. LED lights, HVAC systems, and electrical controls).

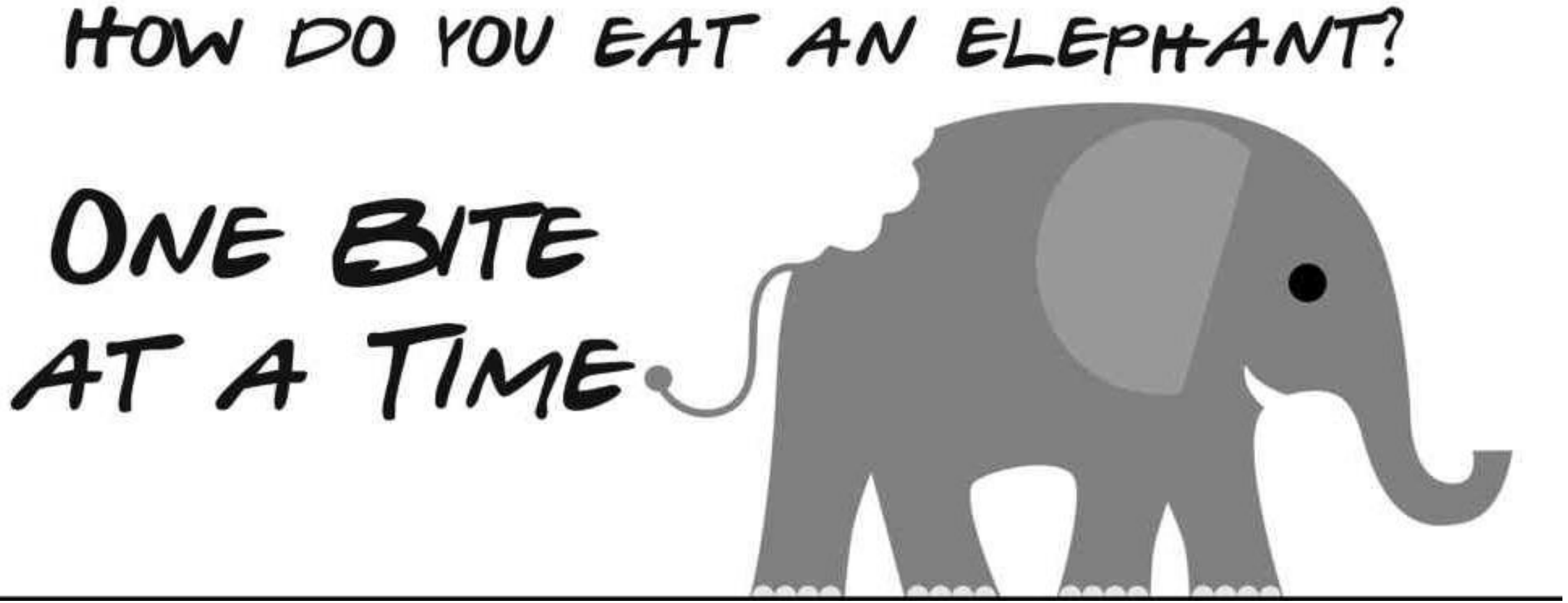
ENROLLMENT MARKETING

Our team is providing enrollment marketing consulting and advertising services to boost enrollment.

BUSINESS SERVICES

EXCLUSIVELY FOR OUR CLIENTS

SY20/21 DTF PAYMENT PROPOSAL



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WHY SHOULD YOU PAY YOUR DUE TO...

It's good business!

- Fiscally responsible
- FCMAT
- Yearly Audit
  - Prevent "going concerns"

It's free money (kinda)!

Like the $20 bill you find in your pocket

- Incoming funds have not been included in current budget—creates a surplus of unexpected money

Don't worry / Be helpful!

Parent/Teacher Speak: "Why don't you just write the paper now, rather than have it hanging over your head all weekend?"

- Some schools need your help—this fight is bigger than ICS or each other—this is about the movement

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SY20/21 DTF PAYMENT PROPOSAL

PROPOSED SOLUTION:

- Custom Funding Plans for SY20/21 delivered
  - Schools kept cash positive
  - Repay DTF in Sept
  - Solve for 2021 deferrals
- Repay DTF as of 9.2.20 by set date in Sept
  - School DTF *ONLY*
- Schedule funding (if necessary) for Sept 25
- All funds deposited into CSC paying agent account
  - Serve as an escrow account. Once all funds are deposited then CSC will release funding to appropriate schools.
    - Email in advance from each school

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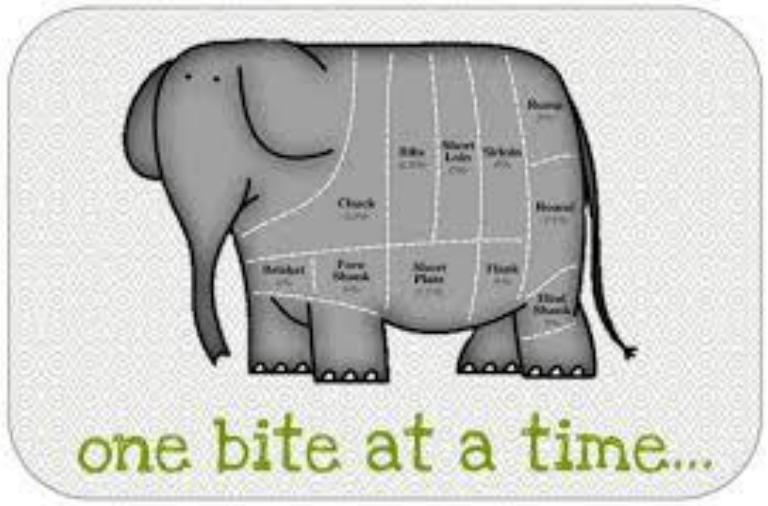
SY20/21 DTF PAYMENT PROPOSAL

PROPOSED SOLUTION LOGISTICS:

- 1st wave: repay 9.2.20 DTF between schools
- True-up SY20/21 Budgets post fundings
- reconcile DTF spreadsheet
- 2nd wave: repay next round of reconciled DTF between schools (hopefully final)
- Repeat as needed



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DTF BY SCHOOL (DATED 9.2.20)

SCHOOL	BLUE RIDGE TOTAL	CABRILLO TOTAL	CLARKSVILLE TOTAL	COTTONWOOD TOTAL	FEATHER RIVER TOTAL	GRANITE MOUNTAIN TOTAL	HEARTLAND TOTAL	LAKE VIEW TOTAL	MISSION VISTA TOTAL	MONARCH RIVER TOTAL	PACIFIC COAST TOTAL	TRIUMPH TOTAL	WINSHIP TOTAL	YOSEMITE TOTAL	TOTAL DTF:
Blue Ridge	$ -	$ 771,903	$ 97,552	$ 496,760	$ (29,895)	$ 2,411,250	$ 294,548	$ (364)	$ (62,813)	$ 510,501	$ 453,684	$ (95,922)	$ (11,975)	$ (136,770)	$ 4,698,459
Cabrillo Point	$ (771,903)	$ -	$ (9,528)	$ 13,342	$ 45,429	$ (181,443)	$ (488,922)	$ (23,878)	$ 1,224,809	$ (12,717)	$ (95,529)	$ (114,320)	$ 37,825	$ (327,176)	$ (704,012)
Clarksville	$ (97,552)	$ 9,528	$ -	$ (31,703)	$ (786)	$ (4,671)	$ 32,619	$ (15,763)	$ (37,588)	$ (94,608)	$ 37,651	$ (4,181)	$ (13,802)	$ (238,138)	$ (458,996)
Cottonwood	$ (496,760)	$ (13,342)	$ 31,703	$ -	$ 246,861	$ (26,496)	$ 42,911	$ (123,420)	$ 21,459	$ (191,475)	$ 73,564	$ 2,666	$ 30,629	$ (427,234)	$ (828,934)
Feather River	$ 29,895	$ (45,429)	$ 786	$ (246,861)	$ -	$ (140,091)	$ (4,463)	$ (333,029)	$ (143,057)	$ (61,756)	$ (132,265)	$ 2,712	$ (44,580)	$ (140,525)	$ (1,258,663)
Granite Mountain	$ (2,411,250)	$ 181,443	$ 4,671	$ 26,496	$ 140,091	$ -	$ 266,045	$ (15,219)	$ (90,914)	$ (2,116)	$ (719,151)	$ (19,737)	$ (4,443)	$ (196,872)	$ (2,840,955)
Heartland	$ (294,548)	$ 488,922	$ (32,619)	$ (42,911)	$ 4,463	$ (266,045)	$ -	$ (10,494)	$ (88,618)	$ 40,427	$ 113,593	$ (15,372)	$ (11,555)	$ (471,238)	$ (585,994)
Lake View	$ 364	$ 23,878	$ 15,763	$ 123,420	$ 333,029	$ 15,219	$ 10,494	$ -	$ 6,764	$ (6,016)	$ 1,129	$ (6,963)	$ (3,486)	$ 879	$ 514,475
Mission Vista	$ 62,813	$ (1,224,809)	$ 37,588	$ (21,459)	$ 143,057	$ 90,914	$ 88,618	$ (6,764)	$ -	$ (8,749)	$ 89,482	$ (7,899)	$ (6,703)	$ (1,190,881)	$ (1,954,793)
Monarch River	$ (510,501)	$ 12,717	$ 94,608	$ 191,475	$ 61,756	$ 2,116	$ (40,427)	$ 6,016	$ 8,749	$ -	$ 71,954	$ (10,616)	$ (684)	$ (1,307,521)	$ (1,420,357)
Pacific Coast	$ (453,684)	$ 95,529	$ (37,651)	$ (73,564)	$ 132,265	$ 719,151	$ (113,593)	$ (1,129)	$ (89,482)	$ (71,954)	$ -	$ (63,513)	$ (20,219)	$ (142,719)	$ (120,561)
Triumph	$ 95,922	$ 114,320	$ 4,181	$ (2,666)	$ (2,712)	$ 19,737	$ 15,372	$ 6,963	$ 7,899	$ 10,616	$ 63,513	$ -	$ 22,024	$ (6,572)	$ 348,597
Winship	$ 11,975	$ (37,825)	$ 13,802	$ (30,629)	$ 44,580	$ 4,443	$ 11,555	$ 3,486	$ 6,703	$ 684	$ 20,219	$ (22,024)	$ -	$ 22,377	$ 49,346
Yosemite	$ 136,770	$ 327,176	$ 238,138	$ 427,234	$ 140,525	$ 196,872	$ 471,238	$ (879)	$ 1,190,881	$ 1,307,521	$ 142,719	$ 6,572	$ (22,377)	$ -	$ 4,562,389
TD$ You Owe:	**$ (5,036,197)**	**$ (1,321,404)**	**$ (79,798)**	**$ (449,793)**	**$ (33,393)**	**$ (618,747)**	**$ (647,405)**	**$ (530,940)**	**$ (512,471)**	**$ (449,391)**	**$ (946,945)**	**$ (360,548)**	**$ (139,823)**	**$ (4,585,645)**	**$ (15,712,502)**
TD$ Due To You:	**$ 337,739**	**$ 2,025,416**	**$ 538,794**	**$ 1,278,727**	**$ 1,292,057**	**$ 3,459,702**	**$ 1,233,399**	**$ 16,465**	**$ 2,467,265**	**$ 1,869,748**	**$ 1,067,506**	**$ 11,951**	**$ 90,477**	**$ 23,256**	**$ 15,712,502**
NET TOTAL:	**$ (4,698,459)**	**$ 704,012**	**$ 458,996**	**$ 828,934**	**$ 1,258,663**	**$ 2,840,955**	**$ 585,994**	**$ (514,475)**	**$ 1,954,793**	**$ 1,420,357**	**$ 120,561**	**$ (348,597)**	**$ (49,346)**	**$ (4,562,389)**	**$ -**

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FORECASTED TIMELINE

- Each school schedules a funding (if necessary) for Sept 25
  - Just like a regular funding request
- Plan to share plan at school board meetings ASAP/ special meeting
- Each school will separately send an email to CSC indicating amount to pay each school (Date TBD—sooner the better)
- All funds deposited into CSC paying agent account
  - Serve as an escrow account
  - Once all funds are deposited then CSC will release funding to appropriate schools
    - Email in advance from each school
      - Will release funds as per school's direction
- On September 25 schools will receive a lump sum of funds via CSC blocked account
- Each school should reconcile amounts received
- Take a breath—chew
- Get ready for the next bite
- Take the bite...

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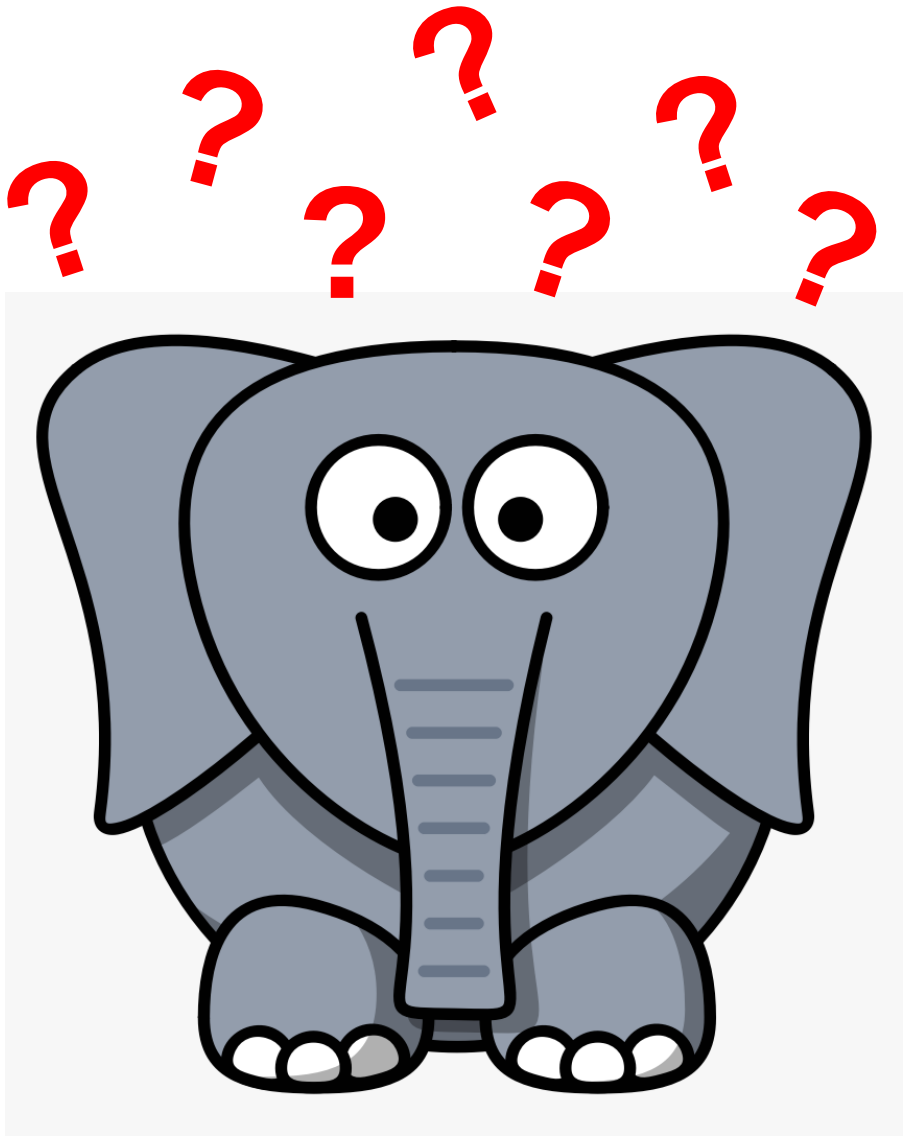
Q&A



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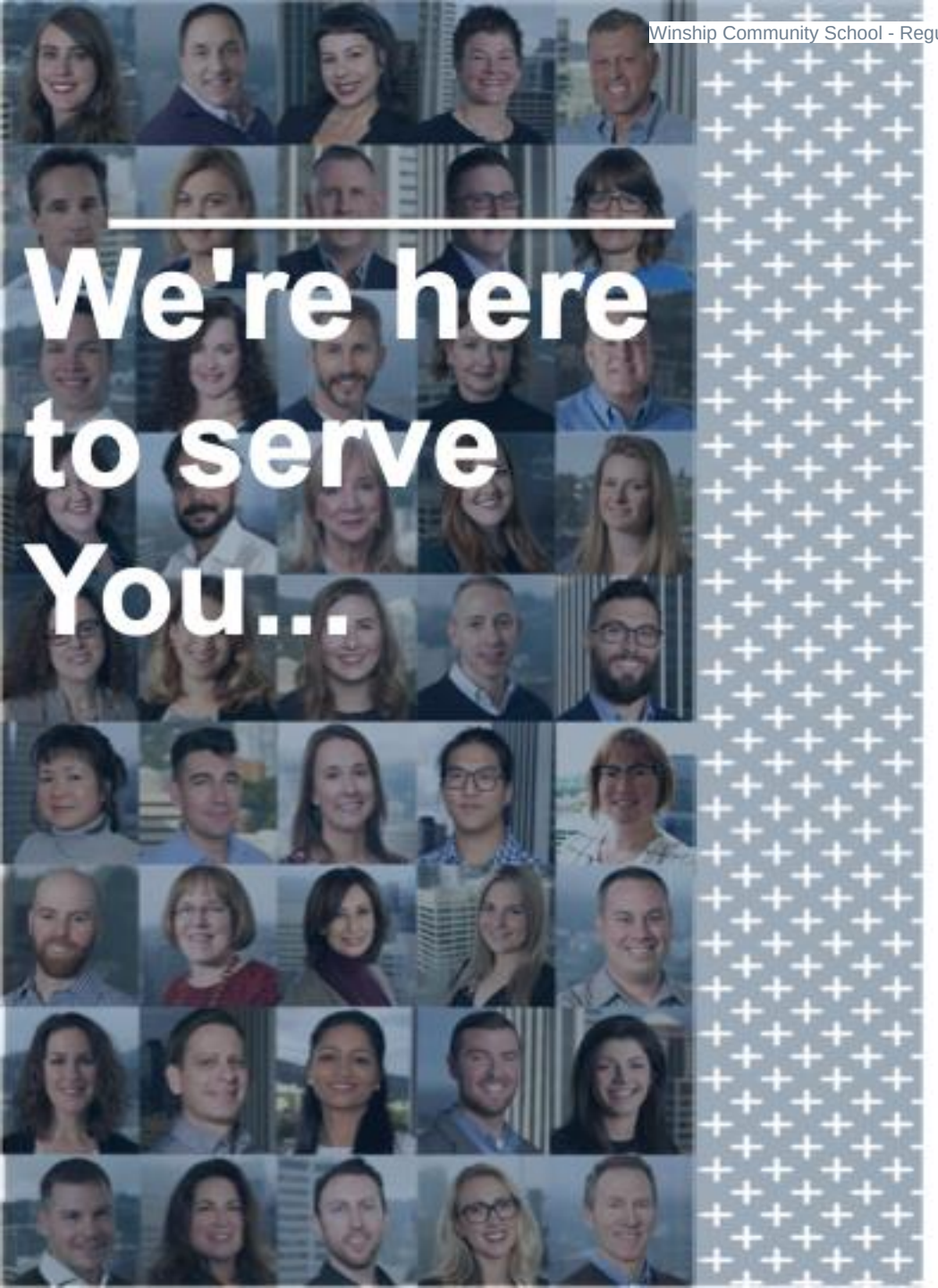

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Thank you!

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Cover Sheet

Executive Director MOU

Section:	II. Finance
Item:	C. Executive Director MOU
Purpose:	Vote
Submitted by:	Julie Haycock
Related Material:	Executive Shared MOU.pdf

BACKGROUND:

This is the Memorandum of Understanding between Feather River, Winship, Clarksville, and Lake View Charter Schools for the shared services of Julie Haycock and Jenell Sherman as the Executive Directors and Vice Principals of the four schools.

RECOMMENDATION:

The recommendation is that the board approves the MOU

MEMORANDUM OF UNDERSTANDING
FOR SHARED EXECUTIVE PERSONNEL SERVICES

This Memorandum of Understanding for Shared Executive Personnel Services ("MOU") is entered into as of July 1, 2020 ("Effective Date") by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a "Party" and collectively as the "Parties" to this MOU: Lake View Charter School ("LVCS"), Winship Community School ("WCS"), Clarksville Charter School ("CCS"), and Feather River Charter School ("FRCS").

RECITALS

WHEREAS, LVCS, WCS, CCS, and FRCS are each nonprofits that operate California public charter schools;

WHEREAS, LVCS entered into an employment agreement effective as of July 1, 2020, with Julie Haycock ("Haycock") as the Executive Director of LVCS. As part of the terms of Haycock's Employment Agreement and addendum effective as of July 1, 2020, Haycock and LVCS agree that LVCS may be on loan to WCS, CCS and FRCS in the roles designated herein.

WHEREAS, CCS entered into an employment agreement effective as of July 1, 2020, with Jenell Sherman as the Executive Director of CCS. As part of the terms of Sherman's Employment Agreement and addendum effective July 1, 2020, Sherman and CCS agree that Sherman may be on loan to LVCS, WCS and FRCS in the roles designated herein.

WHEREAS, the Parties seek to share the services of: (i) Haycock as an Executive Director for LVCS and WCS and as Vice Principal for CCS and FRCS; and (ii) Sherman as an Executive Director for CCS and FRCS and Vice Principal for LVCS and WCS (collectively, the "Shared Personnel") among them cooperatively in order to achieve cost savings and other benefits for each Party, so that each Party may have access to additional, valuable and/or specialized personnel services that might otherwise not be available to them;

WHEREAS, the sharing of services performed by the Shared Personnel among all of the Parties cooperatively is in the mutual interest of each of the Parties and in furtherance of their shared goal to successfully implement their respective education programs in an efficient and cost effective manner; and

WHEREAS, the Parties intend to coordinate the services provided by the Shared Personnel to the Parties and to allocate costs among the Parties according to the terms and conditions set forth in this MOU.

NOW, THEREFORE, in consideration of their mutual promises set forth in this MOU, the sufficiency of which is acknowledged, the Parties hereby agree as follows.

AGREEMENT

1. Shared Personnel Services. During the term of this MOU, the Parties shall coordinate with each other for the Shared Personnel to perform the services described in **Attachment A** (the "Services") under the terms and conditions set forth herein.

2. Relationship of Parties. The Parties acknowledge that Shared Personnel are and shall remain employees of LVCS and CCS (as set forth in the above Recitals), which shall constitute the sole employers and "Lessors" of Services performed by Shared Personnel under this MOU. The non-Lessor

Parties entitled to receive Services from Shared Personnel pursuant to the terms of the MOU shall constitute the "Lessees." Shared Personnel shall be subject to the ultimate oversight, direction and control of Lessors and their respective governing boards, officers, and designated representatives, but may also be subject to the supervision and direction of Lessees when performing Services on their behalf. The termination of this MOU shall not terminate the Shared Personnel's employment relationship with their respective Lessors. Lessees are not, and nothing in this MOU shall cause Lessees to become, third party beneficiaries to the Lessors' respective employment agreements with the Shared Personnel. Nothing in this MOU shall confer upon any Party any rights or remedies, including any right to employment, as an employee of any other Party. Nothing in this MOU shall create a joint venture between the Parties. Each Party shall remain solely responsible for its own governance, operations and educational program.

3. Allocation. Each Party's right to receive Services and obligation to pay fees under this MOU shall be determined based upon their proportionate share using the formula set forth in **Attachment B (the "Allocation")**.

4. Allocation of Services. Each Party will have the right to receive Services from Shared Personnel in an amount reasonably equivalent to that Party's Allocation. The Parties shall work cooperatively with each other and the Shared Personnel to coordinate the performance of such Services. Any Party which asserts that it has not received its Allocation of Services from Shared Personnel, must provide written notice to the Parties, describing in detail the alleged deficiency and allowing thirty (30) days to cure before seeking any other remedy.

5. Allocation of Fees and Expenses. As consideration for the Services provided by Shared Personnel, each Lessee shall pay to the Lessors the fees and expenses set forth herein.

a. Fees. Each Lessee shall pay to the Lessors a fee that is calculated based on their Allocation of the annual total cost incurred by Lessors in employing the respective Shared Personnel as set forth in **Attachment B**. The total cost shall be fixed as of July 1 for each year of this MOU and may thereafter be subject to change only with the agreement of all Parties. Any such changes, notating the effective date, shall be memorialized by Lessors in **Attachment B**.

b. Expenses. Reasonable and necessary expenses incurred by Shared Personnel in the course of performing Services under this MOU shall be split evenly between those Parties on whose behalf the expenses were incurred. Expenses in excess of $1,000 must be approved in advance by the affected Parties. Invoices for expenses shall be sent by Lessors within [thirty (30)] days of payment to Shared Personnel and shall include copies of supporting documentation (e.g. receipts). If the reasonable and necessary expense is incurred by Shared Personnel by one Party, that Party shall be responsible for the full cost of the expense.

6. Monthly Payment. Lessors shall provide monthly statements to the non-Lessor parties which shall include the billing period, the fees and any expenses owed and a description of the method by which the fees and expenses were calculated. Each non-Lessor Party shall submit payment to Lessors within thirty (30) days after receipt of the invoice. Any disputes concerning invoices must be directed to Lessors in writing within thirty (30) days after receipt of the invoice. Lessors shall provide access to reasonable backup documentation for such fees upon request and subject to privacy considerations.

7. Lessor Responsibilities. In addition to any other promises and covenants identified herein, Lessors shall have the following responsibilities under this MOU as it pertains to their respective employee:

a. Comply with all applicable federal, state and local laws and regulations, including laws prohibiting harassment, discrimination and retaliation.

b. Comply with all applicable federal, state and local laws, regulations and orders concerning workplace safety.

c. Timely pay Shared Personnel consistent with applicable law and their employment agreements, if any.

d. Ensure that Shared Personnel maintain the qualifications and competency necessary to provide the Services, including but not limited to: (i) complete all required training, including, but not limited to initial and annual training on mandated child abuse and neglect reporting; (ii) are free from active tuberculosis; (iii) have passed a criminal background check through the Department of Justice; (iv) have not been convicted of a serious or violent felony (as defined by Penal Code §§ 667.5 and 1192.7); (v) are eligible to work in the United States; and (vi) maintain in good standing all applicable licenses and credentials.

e. Supervise and evaluate Shared Personnel and make and implement, in its sole discretion all employment related communications and decisions with respect to Shared Personnel, including, but not limited to matters relating to discipline, termination, accommodations, disability claims, complaints, leaves of absence, compensation and benefits.

f. Administer trainings, leaves of absence, disability accommodations and other duties of an employer as required by applicable law.

8. Lessee Responsibilities. In addition to any other promises and covenants identified herein, each Lessee shall have the following responsibilities under this MOU:

a. Comply with all applicable federal, state and local laws and regulations, including laws prohibiting harassment, discrimination and retaliation.

b. Comply with all applicable federal, state and local laws, regulations and orders concerning workplace safety.

c. Provide to Shared Personnel, in writing, copies of any of Lessee's policies and procedures applicable to the Services.

d. Provide a safe working environment for Shared Personnel.

e. Supervise and direct Shared Personnel when providing Services on behalf of the Lessee in order to ensure that Shared Personnel meet their performance obligations and comply with all of Lessee's applicable policies and procedures.

f. Provide feedback to Lessors regarding the performance of Shared Personnel.

9. Term and Termination.

a. Term. The MOU is effective as of July 1, 2020 and shall remain in effect until June 30, 2021 (the "Initial Term"). This MOU shall automatically renew for consecutive additional one (1) year terms unless a Party provides written notice of non-renewal to the other at least ninety (90) days prior to the expiration of the then-current term (each, a "Renewal Term"). The Initial Term and any Renewal Term(s) are referred to as the Term. Termination under this subsection shall not relieve the terminating Party of any of its obligations under this MOU prior to the effective date of such termination. Termination by a Lessee will not automatically terminate this MOU as to the remaining Parties. In the

event a Lessee's participation in this MOU is terminated, the remaining Parties' Allocation shall be re-assessed consistent with Section 3 of this MOU.

b. Termination With Cause. Any Party may terminate its participation in this MOU for cause as defined below. All notices required under this subdivision must be simultaneously provided to all Parties in writing.

i. Material Breach. Any Party may terminate this MOU the event of another Party's material or persistent breach of any one or more of the terms of this MOU, which breach is not remedied within thirty (30) days after written notice is provided to all Parties. If after thirty (30) days the non-breaching Party determines that the breach has not been remedied or appropriate actions have not commenced to cure the breach, the non-breaching Party may terminate its participation in the MOU effective immediately. Following termination under this subsection, the breaching Party remains responsible for paying its Allocation of fees through the last day of the month in which the MOU is terminated.

ii. Charter Revocation/Non-Renewal. Upon the revocation or non-renewal of the charter of a Party, that Party may terminate their participation in the MOU. Notice of any such revocation or non-renewal shall be provided as soon as possible.

iii. Termination for Change in Shared Personnel. Any Party may terminate this MOU upon a change in the employment status of Shared Personnel. A legally protected leave of absence taken by Shared Personnel shall not constitute a change in employment status under this subdivision and shall not give cause for termination of this MOU. In the event Shared Personnel are on an extended leave of absence or are no longer employed by the respective Lessor, that Lessor and applicable Lessees may mutually agree upon a replacement. In the event Shared Personnel are terminated which results in a severance, the terminating party shall be responsible for paying for any severance required by that contract

c. Termination by Agreement of All Parties. This MOU may be terminated at any time upon a written agreement of all Parties.

10. Intellectual Property; Work Product. Any intellectual property owned by a Party that is used by or on behalf of another Party in the context of providing Services, shall remain the property of the originating Party. No Party shall have the right to grant a license, sublicense, or any other use or rights to the intellectual property of another Party. A Party's use of another Party's intellectual property under this MOU shall not create any ongoing license or other right to continuing use of that intellectual property after the termination of this MOU. Upon termination of this MOU, the intellectual property of each Party in the possession of any other Party shall be returned and/or destroyed. Any work product created by or on behalf of a Party pursuant to this MOU, shall be and remain the property of that Party.

11. Confidentiality. Each Party acknowledges that during the term of this MOU, it may have access to certain Confidential Information of the other Parties as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards, including but not limited to restricting access to Confidential Information, in order to reasonably protect the confidentiality of the other Parties' Confidential Information. The Parties' obligations hereunder with respect to Confidential Information shall survive termination of this MOU.

a. Scope. "Confidential Information" means non-public information marked either "confidential" or "proprietary," or that otherwise should be understood by a reasonable person to be confidential in nature. Confidential Information may include but is not limited to trade secrets, policies, procedures, closed session records and communications, student education records, intellectual property, business or strategic plans, contractual arrangements or negotiations, fundraising and marketing strategies, financial information and employee information. Confidential Information does not include any information which (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; (iv) is or later becomes publicly available without violation of this MOU or may be lawfully obtained by a Party from a non-party; or (v) which is a public record under California law.

b. Notice. If disclosure of Confidential Information is requested pursuant to law, statute, rule or regulation (including through a subpoena or request under the California Public Records Act, but excluding requests in connection with routine supervisory examination by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement), the Party to which the request for disclosure is made shall provide the Party(ies) whose Confidential Information is requested with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the affected Party(ies) to seek a restraining order or other appropriate relief.

c. Return. Upon the termination or expiration of this MOU, Confidential Information of each Party in the possession of the other Party shall be returned.

12. Student Information. Each Party is responsible for its compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) ("FERPA") and other applicable state and federal laws pertaining to student information and privacy.

a. To the extent necessary, the Lessors shall be designated as having a legitimate educational interest in accessing each Lessee's student education records, as that term is defined by and for purposes of FERPA, thereby allowing Shared Personnel to access personally identifiable information from student education records from the Lessees as needed to perform the Services. For purposes of this MOU, the term "personally identifiable information" ("PII") means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data.

b. Lessors shall not use or disclose pupil records, including PII, received from or on behalf of another Party except as necessary with respect to the performance of the Services, as required by law, or as otherwise authorized in writing by the applicable Lessees. Lessors shall protect the student education records it receives from or on behalf of another Party no less rigorously than it protects its own student education records. In the event of an unauthorized disclosure of PII, Lessors shall notify the affected Lessee(s) as soon as practicable, and shall, upon the affected Lessee's request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.

13. Conflicts. In the event an actual or potential conflict arises between the Parties, the affected Parties shall seek to resolve the conflict, while taking reasonable measures to protect from disclosure any Confidential Information.

14. Insurance. Lessors shall procure and maintain in full force and effect for the duration of this MOU, the following insurance in connection with Lessors' performance under this MOU and the provision of Services by Shared Personnel.

a. California Workers' Compensation Insurance, as required by the State of California and consistent with Labor Code section 3602(d)(1), with statutory limits, and Employer's Liability Insurance with limit of no less than $1,000,000 per accident for bodily injury or disease, covering all Shared Personnel provided under this MOU.

b. General Liability Insurance including coverage for personal injury, death, property damage and sexual abuse/molestation (if not included with ELL) with a combined single limit of no less than One Million Dollars ($1,000,000) per occurrence, and a minimum annual aggregate of Two Million Dollars ($2,000,000).

c. Employment Practices Liability Insurance with a combined single limit of no less than One Million Dollars ($1,000,000) per occurrence.

d. Professional Liability Insurance, which may also be called Educator's Legal Liability Insurance (or ELL), with a combined single limit of no less than One Million Dollars ($1,000,000) per claim, and Two Million Dollars ($2,000,000) policy aggregate.

e. Lessors will provide additional insured coverage and policy endorsements for Lessees and their officers, directors, employees, volunteers or agents (collectively referred to as the "Additional Insureds") under the General Liability and Employment Practices policies. The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds. Lessors' insurance shall be primary as respects Additional Insureds, and any insurance, self-insurance or other coverage maintained by Additional Insureds shall be excess to Lessors' insurance and shall not contribute to it.

f. Lessors hereby agree to waive rights of subrogation which any insurer of Lessors may acquire from Lessors by virtue of the payment of any loss. Lessors agree to obtain any endorsement that may be necessary to affect this waiver of subrogation.

g. Upon request at any time, Lessors shall furnish any Lessee with original Certificates of Insurance including all required amendatory endorsements (or copies of the applicable policy language effecting coverage required by this Section) and a copy of the Declarations and Endorsement Page of the CGL policy listing all policy endorsements. Failure to obtain the required documents prior to the work beginning shall not waive Lessors' obligation to provide them. Lessees reserve the right to require complete, certified copies of all required insurance policies, including endorsements, herein required, at any time.

h. Lessors will provide 30 days prior written notice to applicable Lessees in the event of any material modification or cancellation of insurance required by this MOU. If any of the required coverages expire during the term of this MOU, Lessors shall deliver the renewal certificate(s) including the additional insured endorsements to Lessees at least ten (10) days prior to the expiration date.

i. Except as indicated above, all policies shall be provided on an occurrence basis. If any of the required policies provide coverage on a claims-made basis, then the following terms shall be provided to the extent possible: (i) the retroactive date must be shown and must be before the date of the MOU or the beginning of the work; (ii) insurance must be maintained and evidence of insurance must be provided for at least five (5) years after completion of the work; (iii) if coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the contract effective date, the Lessors must purchase "extended reporting" coverage for a minimum of five (5) years after completion of contract work.

15. Liability. Each Party shall be and remain responsible for its own debts and obligations. Nothing in this MOU shall be construed as imposing on a Party any liability arising out of the operations of any other Party, except as such liability may result from the performance of the first Party's obligations under this MOU.

16. Indemnification. Each Party shall defend, indemnify, and hold harmless the other Parties, and their employees, officers, directors, and agents, from and against any liability, loss, claims, demands, damages, expenses, lawsuits and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of any breach of duties under this MOU and/or negligence or willful misconduct of that Party, including its employees, officers directors and agents. In no event shall any Party be required to defend, indemnify or hold harmless any other Party for its sole negligence or willful misconduct.

17. Assignment. No Party shall assign this MOU, any interest in this MOU, or its rights or obligations under this MOU without the express prior written consent of the other Parties. This MOU shall be binding on, and shall inure to the benefit of, the Parties and their respective successors and assigns.

18. Fiduciary Obligations. The governing body for each Party has reviewed this MOU in good faith, and in a manner in which it believes to be in its best interests, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and has determined that the MOU is in the best interests of its Party and that the cost allocation to be paid is fair and reasonable.

19. Dispute Resolution. If there is any dispute or controversy between the Parties arising out of or relating to this MOU, the Parties agree to confidentially meet in good faith to discuss a mutually amicable resolution to the dispute. If informal efforts at dispute resolution are not successful, the Party with the complaint shall give written notice of the dispute and the desired resolution to the other Party. The Parties agree that, within thirty (30) days of the date of written notice of the failure to resolve the dispute despite good faith efforts, they will again meet with a mutually agreeable mediator for non-binding mediation in good faith, with a principal of each of the Parties present. If the Parties are still unable to come to a resolution within thirty (30) days of the external mediation, the Parties may agree to arbitrate the dispute in El Dorado County before a retired California state or federal court judge under the Comprehensive Arbitration Rules of JAMS, rather than resorting to litigation.

20. Notice. All notices, requests, demands, or other communications (collectively "Notice") given to or by the Parties under this MOU shall be in writing and shall be deemed to have been duly given on the date of receipt if transmitted by email or personally served on the Party(ies) to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party(ies) to whom Notice is to be given, at the applicable address set forth below:

To: Lake View Charter School
ATTN: Board President
[insert address]
[email]

To: Winship Community School
ATTN: Board President
[insert address]
[email]

To: Clarksville Charter School
ATTN: Board President
[insert address]
[email]

To: Feather River Charter School
ATTN: Board President
[insert address]
[email]

21. Headings. The descriptive headings of the sections and/or paragraphs of this MOU are inserted for convenience only, are not part of this MOU, and do not in any way limit or amplify the terms or provisions of this MOU.

22. Amendments. This MOU may be amended by the mutual written consent of all Parties.

23. Entire MOU. This MOU constitutes the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the Parties with respect to such subject matter made or entered into prior to the date of this MOU.

24. Arm's Length and Independent Counsel. This MOU has been negotiated at arm's length and between persons (or their representatives) sophisticated and knowledgeable in the subjects in this MOU. Accordingly, any rule of law or legal decision that would require interpretation of any ambiguities against the Party that has drafted it is not applicable and is waived. The provisions of this MOU shall be interpreted in a reasonable manner to affect the purpose of the Parties and this MOU. Each Party has been advised by, or had opportunity to seek advice from, its independent counsel regarding this MOU.

25. No Waiver. No waiver of any provision of this MOU shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.

26. Severability. If any provision of this MOU is invalid or contravenes California law, such provision shall be deemed not to be a part of this MOU and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential purpose of this MOU.

27. Governing Law. This MOU shall be governed by and interpreted under California law.

28. Authority to Contract. Each Party warrants to the others that it has the authority to enter into this MOU, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this MOU.

29. Counterparts. This MOU may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf, or other electronic copy of the fully executed original version of this MOU shall have the same legal effect as an executed original for all purposes.

[Signature Page to Follow]

IN WITNESS WHEREOF, the Parties execute this MOU as of the Effective Date above.

Lake View Charter School, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2020

Winship Community School, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2020

Clarksville Charter School, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2020

Feather River Charter School, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2020

ATTACHMENT A

Shared Services

Position	**Executive Director**
Description of Services	See Job Description attached as A-1. Additional or different duties may be agreed upon by the Lessors and Lessees.

Julie Haycock shall perform the services related to the Executive Director position on behalf of Winship Community School and Lake View Charter School.

Jenell Sherman shall perform the services related to the Executive Director position on behalf of Feather River Charter School and Clarksville Charter School.

Position	**Vice Principal**
Description of Services	See Job Description attached as A-2. Additional or different duties may be agreed upon by the Lessors and Lessees.

Julie Haycock shall perform the services related to the Vice Principal position on behalf of Feather River Charter School and Clarksville Charter School.

Jenell Sherman shall perform the services related to the Vice Principal position on behalf of Lake View Charter School and Winship Community School.

ATTACHMENT B

Allocation

1. Allocation Formula

The Parties have collaborated to determine an equitable distribution for salaries based on the proportionate amount of services the Parties expect Sherman and Haycock will provide to all four schools in the roles of Executive Director and Vice Principal. The Parties intend for each School to receive equitable amount of services from an Executive Director and Vice Principal.

Party	Percentage of Jenell Sherman Salary	Percentage of Julie Haycock Salary
Lake View Charter School	6%	50%
Winship Community School	4%	20%
Clarksville Charter School	45%	.15%
Feather River Charter School	45%	15%

Total Cost

The following total cost of employing Shared Personnel is approved and effective as of July 1, 2020:

1. Julie Haycock

   [summarize cost]

2. Jenell Sherman

   [summarize cost]

Job Description
Executive Director

Direct Report:	School Board
Supervises:	Teachers & Classified Staff
FSLA Status:	Exempt
Contract Type:	A

Summary of Position:

The Executive Director is responsible for the effective operation of the school including the general administration of all instructional, business or other operations of the school, and for advising and making recommendations to the School Board on such items/areas. He/she is also responsible for the support and growth of the charter school including both teaching and support staff as well as students and families. The 12 month position requires the Executive Director work in both his/her home office and out in the field as needed and, as with other high level leadership roles, may also be called upon under special circumstances to be available during weekends/breaks/holidays. This position will require travel both within and outside of the region. The Executive Director will uphold and promote the school's mission and vision at all times.

The salary is based on experience and region's size. The Executive Director is not required to carry a caseload of students.

Duties and Responsibilities:

- Be professional, fair, and a team player in all duties, actions, and communications
- Keep the Board informed of the condition of the school's educational program and assure effective communication between the Board and school staff as needed
- Actively engage in the preparation of Board agendas and prepare and submit recommendations to the Board to all matters requiring board action
- See to the execution of all decisions and requests from the Board
- See that all funds, physical assets, and other property of the school are appropriately safeguarded and administered
- Complete and submit all reports, requests, and other deliverables as required by various governing or authorizing bodies or Board policies
- Ensure that annual budgets and financial reports are prepared and submitted to all pertinent parties

- Primarily responsible for hiring new Assistant Director(s), Regional Coordinators, Homeschool Teachers, and other positions as appropriate by screening applicants, participating in interviews, and assist as needed during the hiring/onboarding process
- Directly Supervise and train Assistant Director(s) and Regional Coordinators
- Supervise and support Homeschool Teachers and other regional support positions (High School Success Coordinator, Community Connections Coordinator, Teacher Training Coordinator, Testing and Assessment Coordinator, etc.)
- Collaborate with Department Directors and Administrators and ensure information, processes, and procedures from Departments are shared with fidelity and in a timely manner
- Participate in weekly check-ins with Assistant Director(s) for their updates from regional support staff meetings
- Promote student academic achievement at all levels
- Advocate for equitable academic and extracurricular programs in all facets of the school
- Oversight of Work Sample review and collection
- Oversight of Attendance Log review and collection
- Monitor Student Compliance and academic progress
- Review Teacher Tracking Reports
- Ensure all school websites and resources are accurate and up to date
- Collaborate on the Weekly Update
- Attend Leadership Meetings as needed
- Attend Regional Coordinator meetings (virtual and or in person) as needed
- Regularly visit and support school events
- Ensure Year-End Transition (YET) is completed accurately and on time
- Participate in data collection and analysis
- Monitor and support compliance issues that arise with students, Homeschool Teachers, or Regional Coordinators, including Compliance Conferences
- Monitor and ensure successful testing participation and administration
- Complete student transfers
- Monitor and report teacher and student numbers, as needed
- Seek approval for staffing needs
- Participate in staff evaluations
- Help monitor and direct special committees and or adjunct duties
- Ensure proper teacher training and professional development
- Attend Annual Admin/Leadership retreat and assist with the planning of Regional Retreats
- Help plan and book events (Examples: Holiday Party, Graduation, Retreats, Back to School, etc.)
- Approve school employee salaries
- Approve stipends, overtime, and time off requests
- Execute staff contracts
- Complete Form 700
- Execute contracts
- Ensure SPED services are provided appropriately

- Ensure Intervention services are provided appropriately
- Ensure the LCAP is created and implemented
- Report Local Dashboard Indicators
- Monitor and approve day to day spending and delegated borrowing and lending authority
- Approve payroll and accounts payable
- Implement policies and practices outlined in all handbooks
- Monitor student data to drive instruction and programs
- Foster positive authorizer relationships
- Be responsive and address staff, student, parent, community, and board concerns and calls
- Implement WASC Action Plan
- Complete and approve attendance reports
- Other duties as assigned

Job Description
Vice Principal

Direct Report:	School Board
Supervises:	Teachers & Classified Staff
FSLA Status:	Exempt
Contract Type:	A

Summary of Position:

The Vice Principal assists the Executive Director in the effective operation of the school including the general administration of all instructional, business or other operations of the school, and for advising and making recommendations to the School Board on such items/areas. He/she is also responsible for the support and growth of the charter school including both teaching and support staff as well as students and families. The 12 month position requires the Vice Principal work in both his/her home office and out in the field as needed and, as with other high level leadership roles, may also be called upon under special circumstances to be available during weekends/breaks/holidays. The Vice Principal will uphold and promote the school's mission and vision at all times.

The salary is based on experience and region's size. The Vice Principal is not required to carry a caseload of students.

Duties and Responsibilities:

- Be professional, fair, and a team player in all duties, actions, and communications
- Keep the Board informed of the condition of the school's educational program and assure effective communication between the Board and school staff as needed
- Actively engage in the preparation of Board agendas and prepare and submit recommendations to the Board to all matters requiring board action
- See to the execution of all decisions and requests from the Board
- See that all funds, physical assets, and other property of the school are appropriately safeguarded and administered
- Complete and submit all reports, requests, and other deliverables as required by various governing or authorizing bodies or Board policies
- Ensure that annual budgets and financial reports are prepared and submitted to all pertinent parties
- Primarily responsible for hiring new Assistant Director(s), Regional Coordinators, Homeschool Teachers, and other positions as appropriate by screening applicants, participating in interviews, and assist as needed during the hiring/onboarding process

- Directly Supervise and train Assistant Director(s) and Regional Coordinators
- Supervise and support Homeschool Teachers and other regional support positions (High School Success Coordinator, Community Connections Coordinator, Teacher Training Coordinator, Testing and Assessment Coordinator, etc.)
- Collaborate with Department Directors and Administrators and ensure information, processes, and procedures from Departments are shared with fidelity and in a timely manner
- Participate in weekly check-ins with Assistant Director(s) for their updates from regional support staff meetings
- Promote student academic achievement at all levels
- Advocate for equitable academic and extracurricular programs in all facets of the school
- Oversight of Work Sample review and collection
- Oversight of Attendance Log review and collection
- Monitor Student Compliance and academic progress
- Review Teacher Tracking Reports
- Ensure all school websites and resources are accurate and up to date
- Collaborate on the Weekly Update
- Attend Leadership Meetings as needed
- Attend Regional Coordinator meetings (virtual and or in person) as needed
- Regularly visit and support school events
- Ensure Year-End Transition (YET) is completed accurately and on time
- Participate in data collection and analysis
- Monitor and support compliance issues that arise with students, Homeschool Teachers, or Regional Coordinators, including Compliance Conferences
- Monitor and ensure successful testing participation and administration
- Complete student transfers
- Monitor and report teacher and student numbers, as needed
- Seek approval for staffing needs
- Participate in staff evaluations
- Help monitor and direct special committees and or adjunct duties
- Ensure proper teacher training and professional development
- Attend Annual Admin/Leadership retreat and assist with the planning of Regional Retreats
- Help plan and book events (Examples: Holiday Party, Graduation, Retreats, Back to School, etc.)
- Approve school employee salaries
- Approve stipends, overtime, and time off requests
- Execute staff contracts
- Complete Form 700
- Execute contracts
- Ensure SPED services are provided appropriately
- Ensure Intervention services are provided appropriately
- Ensure the LCAP is created and implemented
- Report Local Dashboard Indicators

- Monitor and approve day to day spending and delegated borrowing and lending authority
- Approve payroll and accounts payable
- Implement policies and practices outlined in all handbooks
- Monitor student data to drive instruction and programs
- Foster positive authorizer relationships
- Be responsive and address staff, student, parent, community, and board concerns and calls
- Implement WASC Action Plan
- Complete and approve attendance reports
- Other duties as assigned

Cover Sheet

Learning Continuity and Attendance Plan

Section:	III. Academic Excellence
Item:	A. Learning Continuity and Attendance Plan
Purpose:	Vote
Submitted by:	Julie Haycock
Related Material:	Winship LCAP 20-21,final.pdf

BACKGROUND:

The Learning Continuity and Attendance Plan was presented at the special board meeting in a Public Hearing, as an opportunity to share input on the plan. Any input and changes are reflected in the final plan presented tonight for approval and adoption by the board.

RECOMMENDATION:

I recommend that the board approves the plan.

California Department of Education, July 2020

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Winship Community School	Julie Haycock, Executive Director	julie.haycock@winshipcommunity.org, (916) 241-8664

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

On March 20, 2020, our Board approved to physically close Winship Community School in response to the COVID-19 pandemic. We transitioned to our emergency distance learning plan on April 20, 2020. Our emergency distance learning plan continued through the end of the school year on June 19, 2020. We have provided staff and parents with ongoing updates and guidance from State and local agencies over the past few months. We have worked to prepare for a safe and successful fall reopening that considers current challenges. We are located within a Sutter County, a county that is on the State watch list due to its high COVID-19 rates. We communicate regularly with the Sutter County Offices of Education and monitor the Sutter County Public Health Department (SCPHD) health guidelines. The most recent SCPHD advisory for the operation of schools is dated August 22, 2020. It allows all public, charter, and private schools to hold classes and other school activities if we adhere to State COVID-19 guidelines with the approval of a waiver.

As a non-classroom-based independent study charter school, we offer a variety of independent-study learning options, including online, distance, and in person. (For more details, see Learning Continuity section) While we have been able to sustain most of our learning options during the pandemic, its effects have impacted several approaches. For example, we emphasize Place-Based Learning that immerses students in local cultures, landscapes, and resources to contextualize our curriculum. Because many museums, centers, and other local resources remain closed during the pandemic, students and families have been unable to visit/use them. Additionally, our students and families have confirmed in survey responses that the COVID-19 crises and societal unrest have directly affected them. To mitigate the negative impact of COVID-19 and societal unrest on the education of our students, we have increased and refined various services and approaches, including social-emotional support.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Beginning in the spring of 2020, we communicated with our stakeholders about the impact of COVID-19 impact on our school. We engaged them in assessing needs through a variety of mediums, including surveys administered in August 2020 and virtual meetings in August and

September 2020. We continue making a concerted effort to inform all stakeholders of opportunities to participate in the development of our Learning Continuity Plan, including our September 4, 2020, public hearing. We translated questionnaires used in surveys into appropriate languages and provided translation services during virtual meetings. Since a substantive portion of our curriculum occurs online, we know an overwhelming majority of our parents and students have access to and are knowledgeable about using the internet. We work with new families to ensure they quickly have access to technology and the internet. Our communication strategies with families include surveys, email, social media, and school websites. We also identify families who do not speak English at home (based on Language Surveys) and translate communications in a language accessible to them. We want to ensure all stakeholders have notice of opportunities to contribute to our Learning Continuity and Attendance Plan, including proposed actions and expenditures. We encourage verbal and written comments.

[A description of the options provided for remote participation in public meetings and public hearings.]

Board meetings, public hearings, and stakeholder input meetings are open to the public via Zoom, ensuring transparency. We inform the public or our Learning Continuity Plan public hearing through emails and our school website. We translate communications as appropriate. We held our public hearing during a special board meeting September 4, 2020. The Board is scheduled to formally approve the Learning Continuity and Attendance Plan on September 22, 2020. We publicize on our website notice of the Learning Continuity and Attendance Plan public hearing (72-hour notice), as well as the separate meeting wherein the Board will decide whether to approve it. We also make a draft of our Learning Continuity plan available for public review at least 72 hours before the public hearing. Members of the public can participate in the public hearing via Zoom and submit comments during the public hearing via Zoom, telephone, or email. Members of the public may also address the Board during the regularly scheduled meeting to approve the Learning Continuity Plan. Members of the public who wish to provide public comment during a regularly scheduled meeting via Zoom or may call a designated number.

[A summary of the feedback provided by specific stakeholder groups.]

We received feedback regarding our Learning Continuity and Attendance Plan from parents and teachers.

Teachers- Our teachers expressed a desire to learn more about mitigating the negative impact on our placed-based-learning by exploring and implementing virtual programs to contextualize the curriculum. Teachers expressed professional development to support trauma due to Covid.

Parents-Given the closures of many community resources, including museums, our parents want access to a compendium of virtual placed-based learning resources such as virtual tours of museums to help contextualize the curriculum. Parents would like access to more connections when the counties open.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Our stakeholder feedback (outlined in the previous section) informed the final version of our Learning Continuity and Attendance Plan in the following manner:

Teachers-Feedback informed various sections of this plan, areas related to professional development to support both potential learning loss and aspects to address the social emotional components of our students.

Parents- Feedback informed various sections of this plan, particularly the Pupil Learning Loss Strategies and expenditures related to social-

emotional resources and training.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

While we have been able to sustain most of our learning options during the pandemic, its effects have impacted several approaches. For example, we emphasize Place-Based Learning that immerses students in local cultures, landscapes, and resources to contextualize our curriculum. Because many museums, centers, and other local resources remain closed in our county, students and families have been unable to visit/use them. We will adhere to all guidelines, including physical distancing, when State and county guidelines allow us to re-open our in-person activities.

We are implementing trauma-informed practices to mitigate the effects of the COVID-19 pandemic and societal. We elaborate on trauma-informed practices in subsequent sections. As an independent study school, we ensure students are engaged in appropriate educational activities on instructional days, assess the time value of independent work, and the quality of contemporaneous work samples. Additionally, some of our families/students choose conventional courses led by a credentialed teacher.

We provide homeschooling families with a variety of curriculum delivery options and instructional material aligned with California state and Common Core standards. Curriculum delivery options include online instruction courses led by credentialed teachers, offline courses, and virtual courses. Upon enrollment, we assign an appropriately certified home school teacher (HST) to a family to collaboratively create an individualized education plan that reflects a combination of optimal learning approaches. The role of an HST is similar to that of a case manager teacher within the exceptional needs education environment, including monitoring the academic progress of students assigned to their caseload and supporting parents. During regularly scheduled meetings, HSTs collaborate with families to provide needed support and to review student performance and progress to date. HSTs also schedule additional appointments and support as needed. As we have done before the State and county in-person restrictions, we discuss with each family the curriculum delivery options available during the COVID19 shelter in place restrictions. Below is a summary:

1) Teacher-Directed Instructional Model
   - Teacher and families select materials (e.g.,district-adopted textbooks and place- based-learning resources)
   - Students engage through asynchronous or on-demand approaches and synchronous or live sessions using digital platforms such as Zoom and the online learning management system, such as Schoology
   - Teacher prioritizes learning goals and determines full or partial credit
   - Teacher communicates with students and families regarding academic progress through phone, meetings (in-person or virtual), and Schoology
- Online Instructional Model Instruction provided through district-licensed online content resources such as Edgenuity.

2) Online Instructional Model
- Instruction provided through district-licensed online content resources such as Edgenuity. Students engage through asynchronous or on-demand approaches and synchronous or live sessions using digital platforms such as Zoom and an online learning management system called Schoology
- Credentialed teacher communicates with students and families through the a school-licensed online program, phone, meetings (in-person or virtual), and Schoology.
- Our online middle school model is called a virtual academy

3) Blended Instructional Model
- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks, and placed-based-learning resources)
- Students engage through asynchronous or on-demand approaches, as well as synchronous or live sessions using digital platforms such as Zoom and an online learning management system called Schoology.
- Teacher enhances district-licensed online content resources (e.g., Edgenuity), prioritizes learning goals, and determines full or partial credit
- Teacher communicates with students and families through a school-licensed online program, phone, meetings (in-person or virtual), and Schoology
- Our online middle school model is called a virtual academy

We do not attempt to recreate long, traditional school days at home. Instead, we focus on strategically combining synchronous (live) and on- demand (asynchronous) approaches that leverage the full array of technology and online-based resources to individualize support for each student, including the amount of time spent on a learning activity. We also make an effort to divide learning objectives into manageable chunks to accommodate reduced attention spans resulting from home and societal level distractions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description		Contributing
Expenditures associated with researching and access to virtual access to community resources, including museum, Nature program, STEM Experiences, Aerospace Museum Virtual Guided Learning Experiences specifically for unduplicated students who have challenges paying for the programs	$2,000	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Because we are a non-classroom-based independent study charter school, we have been able to sustain most of our learning options during the pandemic. We are implementing trauma-informed practices to mitigate the effects of the COVID-19 pandemic and societal challenges. We elaborate on trauma-informed practices in subsequent sections. We ensure students are engaged in appropriate educational activities on instructional days, assess the time value of independent work, and the quality of contemporaneous work samples. Additionally, some of our families/students choose conventional courses led by a credentialed teacher.

We provide homeschooling families with a variety of curriculum delivery options and instructional material aligned with California state and Common Core standards. Curriculum delivery options include online instruction courses led by credentialed teachers, offline courses, and virtual courses. Upon enrollment, we assign an appropriately certified home school teacher (HST) to a family to collaboratively create an individual education that reflects a combination of optimal learning approaches. The role of an HST is similar to that of a case manager teacher within and the exceptional needs education environment, including monitoring the academic progress of students assigned to their caseload and supporting parents. During regularly scheduled meetings, HSTs collaborate with families to provide needed support and to review student performance and progress to date. HSTs also schedule additional appointments and support as needed. As we have done before the State and county in-person restrictions, we discuss with each family the curriculum delivery options available during the COVID19 shelter in place restrictions. Below is a summary:

1) Teacher-Directed Instructional Model
- Teacher and families select materials (e.g.,district-adopted textbooks and placed-based-learning resources)
- Students engage through asynchronous or on-demand approaches and synchronous or live sessions using digital platforms such as Zoom and an online learning management system called Schoology.
- Teacher prioritizes learning goals and determines full or partial credit
- Teacher communicates with students and families regarding academic progress through phone, meetings (in-person or virtual), and Schoology.

2) Online Instructional Model

- Instruction provided through district-licensed online content resources such as Edgenuity.
- Students engage through asynchronous or on-demand approaches and synchronous or live sessions using digital platforms such as Zoom and an online learning management system called Schoology

Credentialed teacher communicates with students and families through a school-licensed online program, phone, meetings (in-person or virtual), and Schoology.

- Our online middle school model is called a virtual academy

3) Blended Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks, and placed-based-learning resources)
- Students engage through asynchronous or on-demand approaches, as well as synchronous or live sessions using digital platforms such as Zoom and an online learning management system called Schoology.
- Teacher enhances district-licensed online content resources (e.g., Edgenuity), prioritizes learning goals, and determines full or partial credit
- Teacher communicates with students and families through a school-licensed online program, phone, meetings (in-person or virtual), and Schoology
- Our online middle school model is called a virtual academy

We do not attempt to recreate long, traditional school days at home. Instead, we focus on strategically combining synchronous (live) and on- demand (asynchronous) approaches that leverage the full array of technology and online-based resources to individualize support for each student, including the amount of time spent on a learning activity. We also make an effort to divide learning objectives into manageable chunks to accommodate reduced attention spans resulting from home and societal level distractions.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

As part of our emergency closure in March of 2020, we began administering surveys and holding planning meetings intended to identify needed technology, particularly for students identified as English Learners (ELs), those with exceptional learning needs, and those living in poverty or foster care, and those experiencing homeless. We have continued administering these surveys and meetings in August and September 2020. Through surveys and discussions, we have made a concerted effort to identify families in need of technology devices or access to the internet. Most importantly, each of our students and families meets with their designated HST regularly to focus on academic progress and identify needs, including technology. When we learn of families in need of technology, the HST follows through immediately to process an appropriate order. We hand-delivered computers and hard copies of the curriculum to students (and their caregivers) living domestic violence shelters. Of course, we make sure to provide families with distance learning packets, including hard copies of the curriculum, while they receive the ordered technology.

We have used appropriate funding sources to provide all families with the technology needed to participate in our curriculum equitably. We pay particular attention to the needs of English learners, those with exceptional learning needs, those living in poverty, those living in foster care, and those experiencing homelessness. High-speed internet access is critical to the smooth operation of our regular curriculum delivery options. Based on survey responses and communications, most families and students have access to the technology necessary to participate in learning effectively, including access to high-speed internet. However, we have purchased devices and equipment to access the internet, including Wi-Fi hotspots, and provided them to families who need them. We also attempt to use external resources to help families, including a list of free and reduced internet companies as options.

We are also vigilant of student privacy (e.g., FERPA and California Student Online Personal Protection Act). We take care not to record or take pictures of virtual meetings and use passwords to help prevent security breaches such as Zoombombing. We also use Zoom educator accounts (instead of consumer accounts) that offer more stringent privacy policies. We make a concerted effort to use only technology products that have that meet privacy compliance concerns.

We elaborate on related professional development in the section below called Distance Learning Professional Development.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

We are aware that COVID-19 and societal unrest may influence many of our students to disengage. Accurately monitoring engagement is one of the most important ways we can help ensure student learning and monitor student wellbeing during a pandemic and societal unrest.

We are a non-classroom-based independent study work charter school and have operated as such for several years. While our school year is longer than 175 instructional days, some of the language in Education Code §43502 (based on AB77), including daily synchronous instructional minutes with a teacher, do not apply to our format. To ensure each student is engaged in appropriate educational activities on

instructional days, we assess the time value of independent work and the quality of contemporaneous work samples. We also monitor participation in conventional courses led by a credentialed teacher and those provided by a third-party provider such as Edgenuity.

Additionally, we measure student engagement through regular meetings (in-person or virtual) with families (minimum of every 20 days) and students, office hours via telephone or online, participation in scheduled live synchronous sessions, completion of asynchronous assignments, participation in diagnostic assessments and formative assessments. We use our student information system (Pathways) to track progress, including daily engagement records.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our staff training includes learning how to use Google Classroom, an online learning management system that allows teachers to create lessons and implement them, assignments, make announcements, store or link instructional materials, monitor progress, etc. Our middle school teachers also participate in professional training specific to our virtual academies. We have also developed a new resource for parents that includes community and academic information.

Our distance learning professional training also focuses on peaking student interest in a topic, concept, or phenomenon before engaging them in a related lesson. We use a variety of online (mostly asynchronous or on-demand) and place-based learning approaches to build student curiosity. Often, this requires vetting information ahead of time to modify for various learning needs.

We make an effort to learn how to create lessons that leverage the vast array of available digital resources without replicating a conventional linear lesson plan. As an example, if one were to look at a digitized instructional unit plan, it is interactive, dynamic. It includes visually rich options (highlighted with icons) with hyperlinks. All synchronous and asynchronous tasks directly support an overarching unit question.

Our professional training also focuses on the Universal Design Learning framework, including maximizing the variety of learning and communication modalities. We do not all learn or communicate in the same way. Sometimes students need visual representations to understand, while others need to practice a skill. In the same, students may express their comprehension better if allowed to do it in a variety of ways, including comics, podcasts, short videos, voice-to-text dictation, etc. Thus, we also try to differentiate asynchronous tasks to address student ability levels and learning styles. As an example, many web-based programs infuse algorithms to automatically adjust the starting point or pace of a learning task. Targeted animations, videos, or other media delivered asynchronously also provide a critical context of an abstract concept and allow students to review as often as needed and at their optimal pace. This approach facilitates student application of what they learn or experience through place-based-learning.

This year, we have added two new aspects of our professional training related to distance learning. First, we are focusing on strategies to accelerate learning. We explain our accelerated learning approach in greater detail in other sections, including Pupil Learning Loss. Second, we are helping staff and families learn how to implement trauma-informed practices within a distance format. Trauma-informed practices were implemented as tier 2 supports before the pandemic but will implement them as tier 1 support this year. Our approach to trauma- informed practices is explained in greater detail in other sections, including Mental Health and Social and Emotional Well-Being.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The roles of our teachers have not changed drastically due to COVID-19. All Homeschool Teachers' will be meeting with their families through a virtual program such as ZOOM for their Learning Period Meetings. HST's will be providing Trauma-Based Practices into their meeting with students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Below is a summary of the support we provide students with unique needs. More than any other aspect of our curriculum, we will address the individual needs of students through a tiered trauma-informed practice approach. We explain our trauma-informed practices in greater detail within other sections, including Mental Health and Social and Emotional Well-Being. The following is a summary of how we support the individual needs of students beyond our trauma-informed practices:

English Learners

We provide live online leveled designated ELD classes composed of approximately 20 students. Our ELD Coordinator monitors student progress and communicates with administrators and teachers. Students identified as long-term English learners receive additional English language development, twice a week in 45-minute live sessions. Additionally, we integrate English language development in and through specific subject matter courses. Our virtual curriculum options (E.g., MobyMax, BrainPop, McGraw-Hill ODI) facilitate embedded ELD instructional support, including built-in accommodations, parent portals, instructional videos, hands-on activities, performance tasks, and progress monitoring. Our professional development related to English learners focuses on learning to use a range of information systems (e.g., graphic organizers, diagrams, videos, or other media) and improved language models (e.g., sentence frames and stems) to provide comprehensible input and structure. These instructional supports are aligned with our core instructional approach (UDL), emphasizing multiple means of engagement, representation, and expression. Further, we will offer virtual events and workshops (called Community Connections) that facilitate opportunities for students to practice their conversational English speaking skills and improve their connection to other students. Our Community Connections initiative also offers scheduled workshops for the parents of our English learners.

Pupils with Exceptional Needs

Our core program implements California's multi-tiered system of support framework (MTSS), an inclusive model for meeting the needs of all students, including those with exceptional needs. Essentially, MTSS is a whole-school, data-driven, prevention-based framework through which we provide a continuum of supports to address varying student needs. We combine our MTSS approach with an inclusive core instructional program based on the principles of UDL, regular monitoring of academic and behavioral indicators, and tailored differentiated support for all students. Tier 1 supports are available to all and are intended to meet the needs of approximately 80 to 90%

of students. This year, our tier 1 supports include trauma-informed practices. When our universal supports are insufficient to address individual academic or behavioral needs, we administer level 2 or additional supports individually and in small groups. These supports are short term and deployed rapidly to address issues as they arise for approximately 5-10% of students. For example, our Community Coordinators offer workshops that address specific science math standards to engage students and provide outreach during the pandemic. However, there approximately 1-5% of our students require additional focused tier 3 supports. These supports are intensive and often are longer-term.

Despite COVID-19 and societal unrest, we have not experienced any student disengaging for ten instructional days or longer, necessitating the crafting of specific distance learning plans within a student's individualized education program, or IEP. However, we are working with families to determine how best to administer occupational, speech, or physical therapy virtually. Our attempted solution varies according to the need of each student and family. We are also trying to find a way to administer assessments virtually as needed optimally.

We launched a directed studies course. And improved our Life Skills and ATP courses. Google Classroom was also created for SAI with both an Instructional and Compliance Coach. A Reading specialist is also available to help and support students.

Pupils who are Experiencing Homelessness and Those in Foster Care

Many of our students in foster care are experiencing a negative impact due to COVID-19 and societal unrest. As an example, we are noticing a higher transiency rate among foster families. An increased number of students are also experiencing homelessness (including doubling up with another family) as a direct result of COVID-19. To improve services for students experiencing homelessness or foster care, we are:

1. Strategically planning for and implementing a time during the instructional day to learn more about students and to listen to their concerns and needs. For example, teachers use communication circles during class (synchronous and online) to help normalize student struggles and to increase resiliency

2. Continuing to maintain a personalized relationship with students and families. The impact of the pandemic and societal unrest increases student concerns about the safety and emotional wellbeing of their family. We strive to establish meaningful relationships with families to mitigate the adverse effects of the pandemic and unrest by helping facilitate a safe and supportive environment for learning. We do this in a variety of ways, which is explained in greater detail in the Mental Health and Social-Emotional Support section.

3. Maximize instructional flexibility and support. Students in foster care or experiencing homelessness may be unable to attend each real- time class or meet a project deadline. We are aware of the need for increased flexibility. We will work with students and parents/guardians to avoid any unnecessary academic penalties related to matters beyond their control.

4. Increased outreach and coordination with community resources to provide basic needs, including food, shelter, clothing, and technology. Given the impact of the pandemic and societal unrest, we are unable to meet every student's need without the support of community resources, including county and state agencies. For example, we are active members of a community resource network where we learn more about available resources for our students and how to expedite referrals. Additionally, we are delivering to all of our students experiencing homeless or foster care with care backpacks that contain school supplies.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Professional learning for staff and parents related to incorporating trauma-informed practices into lessons, specifically in a distance learning format	$2,500	Y
STAR360 diagnostic/interim assessments: Implement a variety of assessments to monitor student progress and continual assessment to provide targeted instruction and intervention	$4,443	Y
MobyMax and other instructional material/resources to help EL	$700	Y
Technology to support EL Designees to support communication with our students legibly zia zoom. Provide modeling and scaffolding during these lessons.	$1,800	Y
Additional devices, including Chromebooks for homeless as well as students with exceptional needs	$25,000	Y
Costs to implement Community Connections program include hot spots for connectivity, web cameras/tripods for the Community Coordinators to host/produce the workshops	$1,500	N

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

In response to Governor Newsom's Executive Order N-33-20, we stopped our normal school operations from March through June of 2020. Also, in March 2020, the Governor suspended the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC). The pandemic also directly affected many of our families, rendering it difficult for them to participate in or focus on our interim assessments during the second half of the 2019-20 school year. Thus, many of our students were unable to complete their ELPACs and STAR360 diagnostic assessment cycle. The validity of spring 2020 interim assessment results for those students who did participate is uncertain given the impact of the pandemic on our families, including trauma experienced by students. Additionally, in late March 2020, the U.S. Department of Education approved California's waiver of the Every Student Succeeds Act (ESSA) assessment and accountability requirements for the 2019–20 school year. Consequently, the California Department of Education did not report Dashboard results for the 2019-20 school year.

The foundation of our plan to mitigate learning loss and accelerate learning is the infusion of trauma-informed practices into the curriculum. We explain this approach in greater detail in the Mental Health and Social and Emotional Well-Being section. Beyond our trauma-informed practices, we will use a balanced array of assessments to determine the extent of learning loss carried over from the 2019-20 school year, including formative and diagnostic assessments. We will administer the STAR360 diagnostic for ELA, early literacy, and math at the

beginning of the school year, again at the end of semester 1, and a third time toward the end of semester 2. We plan to analyze the results of our diagnostic assessments to formulate a general understanding of how students are progressing toward understanding State content standards. The results of these assessments may influence our grade and course scope and sequences.

We are doing our best to administer Initial ELPAC within 30 days and are aware of a possible 45-day extension (not official). If a student is unable to complete the Initial ELPAC within 30 days, we use the results of the Home Language Survey to identify presumptive English learner students and notify their parents/guardians that English language development courses and resources.

Beyond our diagnostics results, we will rely heavily on formative assessments to formulate additional details of student learning proficiencies. A formative assessment refers to a first-hand evaluation of student proficiency during a lesson. Teachers can engage in this type of evaluation using a variety of methods, including asking probing questions and observing students during student to student discussions. In this manner, a teacher may also consider English language proficiency and make immediate adjustments. We explain our strategies for implementing formative assessments and accelerating learning in greater detail in the next section.

We will use the same approach explained in the Pupil and Family Engagement and Outreach section to communicate with parents regarding student learning loss and progress.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

As stated in the previous section, the foundation of our plan to mitigate learning loss and accelerate learning is the infusion of trauma-informed practices into the curriculum. Trauma-informed practices help meet student social-emotional needs facilitating an improved focus on their education. In particular, English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs are most vulnerable to the effects of risk factors outside of school. We cannot reasonably expect a student to focus on her algebra class if her family is unable to pay the rent. Our trauma-informed practices include establishing a safe and comfortable learning environment. For example, teachers foster a safe learning environment by incorporating community-building activities into live classes. These opportunities encourage students to share personal information, including their interests or concerns, or difficulties focusing on schoolwork. We also use Zoom break-out rooms to facilitate more intimate students grouping reducing anxiety and allowing teachers to check in with each group. Additionally, we try to increase student perspectives, backgrounds, interests, and experiences in both synchronous and asynchronous sessions to improve their agency. Within asynchronous tasks or resources, we include a personalized message or words of encouragement. Regardless of synchronous or asynchronous approach, we refine our lesson learning objectives to help with student attentional spans and break tasks into smaller chunks.

Our instructional supports also reflect the Universal Design Learning framework and focuses on maximizing the variety of learning and communication modalities. We do not all learn or communicate in the same way. Sometimes students need visual representations to

understand, while others need to practice a skill. In the same, students may express their comprehension better if allowed to do it in a variety of ways, including comics, podcasts, short videos, voice-to-text dictation, etc. Thus, we also try to differentiate asynchronous tasks to address student ability levels and learning styles. As an example, many web-based programs infuse algorithms to automatically adjust the starting point or pace of a learning task. Targeted animations, videos, or other media delivered asynchronously also provide a critical context of an abstract concept and allow students to review as often as needed and at their optimal pace.

Our instructional strategies focus on filling the most critical gaps, not in isolation, but at the moment students need them. This approach differs from isolated remediation concentrated on the previous year's curriculum. To know what instructional supports are required, when, and how, we strive to identify the content, skills, and knowledge considered essential in grade and course.

After reducing our curriculum to its essential learning priorities, we administer academic supports (or scaffolds) to help students access content, skills, and concepts. Examples of scaffolding or instructional support for literacy include: using text sets and systemically order them from less to more complex, by topic, to build students background knowledge; using varying strategies before reading a text, during the initial reading and subsequent readings, and after reading to support all students in comprehending complex texts; building vocabulary with a focus on words that are key to text comprehension; planning time for differentiated support for individual or small groups of students depending on their needs.

In math, we use the Understand-Diagnose-Take Action cycle to provide appropriate scaffolding or instructional supports. Understand refers to teachers understanding the revised learning priorities for this year, including prerequisite skills students need to access grade-level content. Diagnosing refers to having an accurate understanding of where individual students stand about the revised learning priorities. To do this, teachers engage in formative assessments and review the results of diagnostic assessments. Take Action refers to planning for and appropriately implementing needed supports/scaffolds during a lesson.

The following is a summary of how we further support the acceleration of learning for specific demographic groups:

English Learners

We implement a range of information systems (e.g., graphic organizers, diagrams, videos, or other media) and improved language models (e.g., sentence frames and stems) to provide comprehensible input and structure. These instructional supports are aligned with our core instructional approach (UDL), emphasizing multiple means of engagement, representation, and expression.

Pupils with Exceptional Needs

Our instruction methodologies are part of our overall multi-tiered system of support framework (MTSS). When our universal supports are insufficient to address individual academic or behavioral needs, we administer tier 2 and tier 3 supports. Tier 3 supports are more intensive and provided for an extensive period in collaboration with community agencies.
Despite COVID-19 and societal unrest, we have not experienced any student disengaging for ten instructional days or longer, necessitating the crafting of specific distance learning plans within a student's individualized education program, or IEP. Our special education department has implemented the following:

1. Virtual and/or distance learning model for all special education services i.e specialized academic instruction, occupational therapy, speech and language services, etc. Our services vary according to the need of each student and family. Google classrooms are being launched this year to support specialized academic instruction virtual and distance learning services for staff, students, and parents. Student and Parent training (PPT and how-to guides) were sent to families prior to the start of the school year. In-depth staff training on google classroom occurred prior to the start of school and continues through professional development and professional learning communities monthly.
2. Working with staff and non-public agencies to support special education evaluations during COVID-19. We are working to identify students that may need a records review, in-person, assessment, or virtual evaluation.
3. The Certificate of Completion Life Skills courses as well as the Adult Transition courses were improved with more support embedded.
4. To support learning loss and increase executive functioning skills, a Directed Studies elective was built for students with IEPs. Students receive SAI services, curricular support, study skills, and executive functioning skills.

5. Three new types of positions were created to support student and staff needs that have arisen: Reading Specialists, Instructional Coach, and Compliance Coach. Each of these three types of positions supports a direct need from the previous school year within the special education department. Reading Specialists support students with special needs who require a research-based, structured, multi-sensory literacy program. Our Instructional and Compliance Coaches support teaching staff and implement quality SAI based off of their compliantly written IEPs.

Pupils who are experiencing homelessness and those in foster care

We maximize instructional flexibility and support. Students in foster care or experiencing homelessness may be unable to attend each real-time class or meet a project deadline. We are aware of the need for increased flexibility. We will work with students and parents/guardians to avoid any unnecessary academic penalties related to matters beyond their control. We also will engage in increased outreach and coordination with community resources to provide basic needs, including food, shelter, clothing, and technology. For example, we are delivering to all of our students experiencing homeless or foster care with care backpacks that contain school supplies.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Due to school closures, waiver of ESSA requirements, and the effects of the pandemic, many of our students were unable to complete their ELPACs and STAR360 diagnostic assessment cycle during the last school year. The validity of spring 2020 diagnostic assessment results for those students who did participate is uncertain given the impact of the pandemic on our families, including trauma experienced by students. Additionally, the State waived the CAASPP, precluding us from analyzing results in math, ELA, and science.

We will administer the STAR360 diagnostic for ELA, early literacy, and math at the beginning of the school year, again at the end of semester 1, and a third time toward the end of semester 2. We plan to analyze the results of our diagnostic assessment to formulate a general understanding of how students are progressing toward understanding State content standards. The results of these assessments may influence our grade and course scope and sequences.

However, we will rely heavily on formative assessments to formulate details of student learning proficiencies. Ideally, formative assessments occur during each lesson. They do not look like a traditional quiz or final examination. A formative assessment refers to a teacher evaluation of student proficiency during a class. This type of assessment takes on a variety of methods whereby the teacher observes and processes evidence of learning. In this manner, a teacher may also consider English language proficiency and make immediate adjustments.

We will use the same approach explained in the Pupil and Family Engagement and Outreach section of this document to communicate with parents regarding student learning loss and progress. These strategies consider a family's home language, literacy level, and access to in the Pupil and Family Engagement and Outreach section of this document to communicate with parents regarding student learning loss and progress. These strategies consider a family's home language, literacy level, and access to technology.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Homeschool teachers to provide instruction for all students, Provide school counselors to support students in targeted services with social and academic wellness: in-person/distance learning platform, provide junior high virtual academy coordinator and lead teacher, provide high school virtual academy coordinator, special education teachers, intervention specialists, Executive Director/Assistant Principals/Specialists provide instructional coaching for teachers; lead "data talks" discussions and analysis on student assessment results, monitor and supervise services for EL; and monitor student attendance and participation schoolwide, student intervention support, school psychologists, high school success coordinator * 10% of certificated salaries will be funded with LCFF Supplemental & Concentration funds (contributing column) and the remaining 90% with LCFF Base Funds.	$63,910	Y
Staff and parent training related to understanding our MTSS, and expressly what resources are provided at each tier	$2,500	Y
Staff and parent training related to understanding our English Language Development strategies	$1,000	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

As stated in the section Pupil Learning Loss Strategies, accelerated learning will not occur if instructional practices leave students feeling displaced, invisible, or unsafe. In particular, English learners, students living in poverty, students placed in foster care, students

experiencing homelessness, and those with exceptional needs are most vulnerable to the effects of risk factors outside of school. For example, we cannot reasonably expect a student to focus on her geometry class if her family is unable to pay the rent. Worse, students who live in poverty often do not have equitable access to outside mental health support. To mitigate the adverse effects of the pandemic and societal, we will implement tiered trauma-informed practices per or MTSS. Generally speaking, trauma-informed practices are strategies or techniques that help students regulate emotions, build resilience, and overcome the impact of trauma/stress. We based our trauma-informed on the Collaborative for Academic, Social, and Emotional Learning or CASEL Framework.

Our tier 1 universal supports include trauma-informed practices to help meet student social-emotional needs facilitating an improved focus on their education. Our trauma-informed practices include establishing a safe and comfortable learning environment. For example, our teachers try to incorporate community-building activities into synchronous classes that offer students opportunities to share personal information, including their interests or concerns, or difficulties focusing on schoolwork. Zoom break-out rooms are used to facilitate more intimate students grouping reducing anxiety, and allowing teachers to check in with each group. We also try to increase student perspectives, backgrounds, interests, and experiences in both synchronous and asynchronous sessions to improve their agency. Within asynchronous tasks or resources, we include a personalized message or words of encouragement. We also use asynchronous methods to differentiate instruction according to student ability levels and learning styles. Many web-based programs infuse algorithms to automatically adjust the starting point or pace of a learning task. Targeted animations, videos, or other media delivered asynchronously also provide a critical context of an abstract concept and allow students to review as often as needed and at their optimal pace. Regardless of synchronous or asynchronous approach, we refine our lesson learning objectives to help with student attentional spans and break tasks into smaller chunks.

Tier 1 supports include webinars for students and families and focus on social-emotional-learning strategies (SEL). We offer SEL webinars on the first Monday of each month. Additionally, we invite students to share how they have used SEL strategies and to ask questions. We hold the SEL sharing and Q & A sessions on the third Monday of each month. We have also created a collection of Growth Mindset resources for teachers and families. Growth Mindset approaches help normalize students' struggles with learning loss and to increase resiliency. We have also added new SEL resources for teachers and parents and publicized crisis hotlines. We expect our tier 1 supports will meet the needs of approximately 80 to 90% of our students.

Our second tier of supports includes educating staff and families about the signs and symptoms of trauma in students, including changes in behavior, unexplained headaches or body pain, irritation, and depression, and strategies to mitigate them. We use a variety of resources for tier 2 supports, including the Everfi virtual social-emotional curriculum. When we identify a student in need of level 2 supports, a Student in Crisis Coordinator monitors and collaborates with families to customize support. Tier 2 supports include enrollment in a new program called Mindset Mondays, wherein students and families focus on social-emotional-learning strategies.

We anticipate that approximately 5-10% of students will require tier 2 supports through individual or small group settings. We deploy tier 2 supports rapidly to address issues as they arise. For example, students in foster care, experiencing homelessness, or struggling with poverty may be unable to focus on school despite our tier 1 supports. In these cases, our staff will immediately reach out to families and schedule a meeting to explore appropriate supports. Parents play a critical role in helping us identify issues and helping customize supports.

We anticipate that approximately 1-5% of our students will require additional individual supports beyond those provided in tiers 1 and 2.

Tier 3 supports are intensive, for longer durations, and can involve outreach to and coordination with community resources. Given the impact of the pandemic and societal unrest, we are simply unable to meet every student's need without coordinating with community resources, including county and state agencies. Many community mental health organizations use HIPPA compliant mediums such as telehealth.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Because we operated as a non-classroom-based independent study work charter school during the 2019-20 fiscal year, much of Education Code section 43504 is not applicable, particularly distance learning requirements. Instead, we continue to meet all of the independent study statutory requirements, including ensuring each student is engaged in appropriate educational activities on instructional days by assessing the time value of independent work and the quality of contemporaneous work samples. Further, our school year is longer than 175 instructional days, and we maintain daily engagement records for each student.

We are aware that the COVID-19 pandemic and societal unrest may influence many of our students to disengage. Monitoring participation is vital to help ensure student learning and wellbeing during these challenging times. Thus, our student and family engagement approach reflects positive strategies, including maintaining strong personalized relationships with students and families. These meaningful relationships help us to quickly discern student disengagement, particularly for those who disengage or are absent for three days or more (60% of the instructional days in a school week).

We assess student engagement through regular meetings with families and students, check-in meetings, office hours via telephone or internet, participation in scheduled live synchronous sessions, participation in diagnostic assessments, formative assessments, and completion of assignments as documented in our student information system (Pathways). We upload daily engagement records to our student information system. Because we will not report student attendance for funding purposes during the 2020-21 school year, we plan to use different and temporary internal codes when a student is considered disengaged or absent.

When a student disengages, our Homeschool Teacher initiates contact with the family and if needed begins the board approved non-compliance policy. Depending on the outcome of this meeting, we will provide additional and appropriate supports to meet student needs. There are times when students will need intensive supports, including referrals to outside services. When this occurs, we collaborate with the family to explore options and facilitate referrals.

When communicating with families about student disengagement, we do not assume families speak or understand English, have access to the internet, or know how to access an email.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

As a non-classroom-based independent study charter school, we serve meals at our resource center which is currently closed and in a distance learning model. Once the resource center reopens, all safety protocols will be in place during mealtime. Consequently, we do not provide congregate meals to students through the Summer Food Service Program (SFSP) or the National School Lunch Program Seamless Summer Option (SSO), including non-congregate meals during our COVID-19 closure. We also help families find needed resources within the community.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
n/a			

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.97%	This year for WCS, the supplemental concentration funds are $96,911. WCS plans to spend 100% of the supplemental concentration funds. The 10.97% to increase or improve services is $10,631.

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

English learners, students living in poverty, and students placed in foster care, are vulnerable to the effects of the pandemic, societal unrest,

and resulting learning loss that exacerbates previous achievement gaps. As such, we considered the unique needs of unduplicated groups throughout this plan. We focus on evidence-based practices when identifying and implementing support for our unduplicated students. For example, we aligned our trauma-informed practices with the CASEL framework.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The actions/services intended to increase the quantity and improve the quality of support for English learners, students living in poverty, and students placed in foster care are summarized below according to respective sections:

Continuity of Learning

- staff and parent training related trauma-informed practices
- access to community

resources. Distance Learning-

- staff and parent training related trauma-informed practices in a *distance-learning format*
- diagnostic and interim assessments
- additional devices to access the distance-learning curriculum
- expenditures associated with ensuring access to the high-speed internet, including hot-spots
- online learning resources

Learning Loss

- Junior High Virtual Academy, JHVA Lead Teacher to help maximize our MTSS
- staff and parent training related to our MTSS
- staff and parent training related to our English Language Development program
- staff training related to formative assessments, instructional supports, and the refinement of our Scope and Sequences-as explained in the Learning Loss section, these strategies are critical to accelerating learning.

Cover Sheet

Sale of Winship Community School Vehicle

Section:	IV. Operations
Item:	A. Sale of Winship Community School Vehicle
Purpose:	Vote
Submitted by:	Julie Haycock
Related Material:	Van Value.pdf

BACKGROUND:

Winship Community School owns a 2012 Honda Odyssey Minivan that is only used when purchasing food for the school breakfast and lunch programs. Currently, students are not on-site, so no meals are being provided. Additionally, when students return to the learning center, staff will be reimbursed for mileage when shopping for groceries. The Blue Book estimate on the van is about $9000, and in addition, the school has been paying for insurance, gasoline, service, and registration.

RECOMMENDATION:

I would like to recommend that the board approve selling of the vehicle

Values

2012 Honda Odyssey LX Minivan 4D

Change options or condition

Fair Purchase Price Fair Market Range	**$10,748** $9,836-$11,659
Suggested Retail	**$11,370**
Private Party (Good)	**$9,237**
Trade-In (Good) Trade-In Range	**$6,660** $5,723-$7,596

Cover Sheet

Employee Handbook

Section:	IV. Operations
Item:	B. Employee Handbook
Purpose:	Vote
Submitted by:	Julie Haycock
Related Material:	Employee Handbook - Winship - Redlined.pdf

BACKGROUND:

This is the annual approval of the Employee Handbook. Significant changes for this include the addition of a lactation policy, organ donor/bone marrow donor leave, reimbursement policy, the residency of staff and COVID-19 leave policy.

RECOMMENDATION:

I recommend the board approves the Employee Handbook

WINSHIP
Community School

EMPLOYEE HANDBOOK
202019-202110

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SECTION 1 – WELCOME

Welcome to Winship Community School!

We are happy to have you join us at Winship Community School (WCS or School). We believe our school is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of WCS, its personnel policies and procedures, and your benefits as a WCS employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No WCS guideline, practice, manual or rule may alter the "at-will" status of your relationship with WCS.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, WCS reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever WCS determines that such action is warranted. For these reasons, we urge you to check with your supervisor to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

We welcome you and wish you great success and fulfillment at WCS.

SECTION 2 – GENERAL

This handbook has been written to serve as a guide for the employer/employee relationship. This handbook applies to faculty and staff at WCS.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or Human Resources. You are responsible for reading, understanding, and complying with the provisions of this handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other WCS document confers any contractual right, either express or implied, to remain in WCS' employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by WCS or you may resign for any reason at any time.

No supervisor or other representative of WCS except the PrincipalExecutive Director or designee, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Further, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

SECTION 3 – PHILOSOPHY

CORE PURPOSE

WCS exists to educate and inspire children to realize their potential to become extraordinary and active members of society.

CORE VALUES

The following three core values are what distinguish WCS from other schools:

1. Mentoring – to inspire students to forge their paths in the world
2. Passionate – to strive for excellence
3. Collaborative – to be active, engaging, and contributing team members

PERMISSION-TO-PLAY VALUES

The following Permission-to-Play values are minimum behavioral standards that all employees must exhibit consistently:

1. Innovative
2. Dynamic
3. Results-oriented
4. Data-driven
5. Extraordinary
6. Confident
7. Energetic

STRATEGIC ANCHORS

To ensure success of our core purpose and core values, WCS will use the following two strategic anchors to inform every decision the school makes and the basis for how decisions and actions will be evaluated:

1. Academic achievement through relevant curricula, clear expectations, and shared accountability
2. Relationship building through mentorship and consistent communication

School-wide Learning Outcomes

All students at WCS strive to achieve the School-wide Learning Objectives (SLOs). Each year, WCS will assess student progress towards attainment of the SLOs and review and revise the SLOs, as necessary. WCS students will be:

1. **Technologically proficient and will:**
   a. Develop media literacy to analyze different information outlets and their influences.
   b. Navigate various online platforms and participate in virtual discussion.
   c. Use the Internet to acquire, organize, manipulate, interpret, and communicate information.
   d. Adapt, integrate and utilize various emerging online resources in order to compete in the workplace and connect with their passion.

2. **Critical thinkers who will:**
   a. Produce original products through written and/or oral work, problem solutions, or artistic presentation and/or performances.
   b. Problem solve through questioning, making inferences, predicting, and hypothesizing.
   c. Apply learned skills to new situations or problems.
   d. Take ownership of their learning and modify their performance based on feedback and assessment to attain their goals.
   e. Focus on learning ~~state~~ state-adopted standards and demonstrate mastery in core content areas as evaluated through standardized assessments~~.~~ (CAASPP, STAR 360).

3. **Effective communicators who will:**
   a. Listen, speak, read, and write proficiently using standard English according to commonly accepted rubrics.
   b. Articulate thoughts, rationale and logic with confidence in oral presentation.
   c. Present work using a variety of media, including drawing, ~~essays~~writing, short speech, or ~~activity sheets~~digital media.
   d. Contribute effectively in collaborations during class, office hour discussions, and class discussion forums ~~or Jigsaw meetings~~.

4. **Responsible and self-directed citizens who will:**
   a. Set attainable personal and academic goals through the Individual Learning Plan and the Individualized Graduation Plan.
   b. Demonstrate integrity and respect within the academic and personal setting.
   c. Become active members of the community through community service and volunteering.
   d. Be cognizant of local and global issues.

SECTION 4 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

EQUAL EMPLOYMENT OPPORTUNITY

WCS is an equal opportunity employer. In accordance with applicable law, WCS prohibits discrimination against any employee or applicant for employment on the basis of an individual's protected status, including race/ethnicity (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, age, sexual orientation, marital status, parental status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity/expression, military service, veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), genetic information, protected medical leaves, domestic violence victim status, political affiliation, or any other consideration protected by applicable law. Also in accordance with applicable law, WCS prohibits discrimination against any qualified disabled employee or applicant, against a disabled veteran, or against a veteran of the Vietnam era with a physical or mental disability. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. WCS will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training. Additionally, in accordance with applicable law, WCS prohibits all forms of unlawful harassment of a sexual or other discriminatory nature. Any conduct contrary to this policy is prohibited. This policy applies to all applicants and employees of WCS.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, WCS will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to WCS. An applicant or employee who believes he or she requires an accommodation in order to perform the essential functions of the job should contact Human Resources and request such an accommodation, specifying what accommodation

he or she needs to perform the job. WCS will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

HARASSMENT

It is the policy of WCS to ensure equal employment opportunity without discrimination or harassment on the basis of race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), religious creed (which includes, without limitation, to religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

WCS prohibits any such discrimination or harassment. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying that maintains equality, dignity, and respect for all. This policy protects all employees of the School as well as interns, volunteers, and potential employees (applicants). All employees of the School are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees. This policy applies to all applicants and employees (or other listed individuals), whether related to conduct engaged in by fellow employees or someone not directly connected to WCS (e.g. an outside vendor, consultant or customer). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the terms "discrimination" and "harassment" includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:

- Offensive remarks, comments, jokes or slurs pertaining to an individual's race, religion, sex, sexual orientation, gender or gender identity or gender expression, age, national

origin or ancestry, disability, citizenship, veteran status, or any other protected status as defined by law or regulation whether verbally or by electronic means including email, and/or text messages

- Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved and whether verbally or by electronic means
- Offensive physical conduct, including, but not limited to, touching, blocking normal movement or interfering with another's work regardless of the gender of the individuals involved, including, but not limited to threats of harm, violence or assault
- Offensive pictures, drawings or photographs or other communications, including email, text messages, or other forms of electronic communication
- Holding work functions in inappropriate venues, such as a strip-club
- Sex or gender based practical jokes, sexual favoritism
- Threatening reprisals due to an employee's refusal to respond to requests for sexual favors or for reporting a violation of this policy
- Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when:
    - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
    - Submission to, or rejection of, such conduct by an individual is used as a basis for employment decisions affecting such individual;
    - Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile or offensive working environment.

What is abusive conduct/workplace bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests.
    - Use of derogatory remarks, insults and/or epithets.
    - Verbal or physical conduct that sabotages or undermines a person's work performance that is threatening, humiliating or intimidating.
- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our School culture, create false rumors, disrupt school operations and interfere with the privacy of others.

What is Retaliation?

Retaliation against an individual for reporting harassment, discrimination, abusive conduct or for participating in an investigation of a claim of such is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately to Human Resources and will be promptly investigated and addressed.

As used in this policy, "retaliation" means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected

activity may include, but is not necessarily limited to, opposing a practice or conduct the employee reasonably believes to be unlawful, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an "adverse employment action" means conduct or an action that materially affects the terms and conditions of the employee's employment status or is reasonably likely to deter the employee from engaging in further protected activity. An adverse employment action may include, but is not limited to, the following: demotion, suspension, reduction in pay, denial of merit salary increase, failure to hire, refusing to promote, denying employment opportunities, changing work assignments or otherwise treating an employee differently.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes he/she has been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility

All WCS employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

Reporting

WCS encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, ~~Principal~~ Executive Director or Human Resources. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint. In addition, WCS encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. WCS recognizes, however, that an individual may prefer to pursue the matter through formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. WCS is serious about enforcing its policy against harassment; however, WCS cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to WCS' attention so it can take whatever steps are necessary to correct the problems.

Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Human Resources, the ~~Principal~~ Executive Director or the Chair of the Board of Directors, if appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination.

Investigation/Complaint Procedure

All complaints of harassment, discrimination, retaliation or abusive conduct will be promptly investigated.

WCS encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

WCS' investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter.

All employees are required to fully cooperate with WCS' investigation. which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, WCS will provide regular progress updates, as appropriate, to those directly involved. WCS will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

WCS may investigate conduct in the absence of a formal complaint if WCS has reason to believe that an individual has engaged in conduct that violates WCS policies or applicable law. Further, WCS may continue its investigation even if the original complainant withdraws his or her complaint during the course of the investigation.

Any conduct which WCS believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as WCS believes appropriate under the circumstances. Due to privacy protections, WCS may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Conclusion

This policy was developed to ensure that all employees could work in an environment free from harassment, discrimination, abusive conduct and retaliation. WCS will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has questions or concerns about these policies should talk with Human Resources or the ~~Principal~~Executive Director. Finally, these policies should not, and may not, be used as a basis

for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of WCS prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and prerequisites of employment. The prohibitions against harassment, discrimination, abusive conduct, and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

If you believe you have experienced discrimination, harassment, or abusive conduct you may file a Department of Fair Employment and Housing ("DFEH") or Equal Employment Opportunity Commission complaint. For information contact the DFEH or EEOC. You may find their phone numbers in the phone directory.

Training Requirements

WCS requires all employees to abide by California's training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

AT WILL EMPLOYMENT

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

This is called "employment at will," and no one other than the ~~Principal~~Executive Director of WCS with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the ~~Principal~~Executive Director. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict WCS' right to terminate at-will.

OPEN COMMUNICATION POLICY

We want to hear from you. WCS strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. WCS is interested in all our employee's success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with their supervisor or the ~~Principal~~Executive Director. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. WCS will attempt to keep the employee's concerns and complaints and any resulting investigation confidential to the extent feasible. However, in the course of an investigation and/or in resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

WCS provides a reasonable amount of break time to accommodate a female employee's need to express breast milk for the employee's infant child. For those employees that are working at a school site, ~~T~~the School will also make a reasonable effort to provide the employee with the use of a room or other private location in close proximity to the employee's work area for the employee to express milk in private. The location will also meet the following requirements: not be a bathroom; be free from intrusion; be shielded from view; be safe, clean, and free of hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the School shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the School may provide another cooling device suitable for storing milk, such as a School-provided cooler.

The School reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting an accommodation under this policy should comply with the following requirements:

1. The employee should complete an accommodation request form and contact the employee's supervisor or Human Resources to request designation of a location and time to express breast milk under this policy. The School will respond accordingly, generally within two business days.
2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Nonexempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes she has been retaliated against it should be reported immediately to her supervisor, Human Resources or ~~Principal~~Executive Director. Discrimination against and harassment of lactating employees in any form is unacceptable, a form of prohibited sex/gender discrimination, will not be tolerated at WCS and will be handled in accordance with WCS' policy on discrimination and harassment.

If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with his or her supervisor

and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone at 213-897-6595 or visit a local office by finding the nearest one on our website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed

PUBLIC RELATIONS

The success of a school depends upon the quality of the relationship among the school, its employees, students, parents and the general public. The public impression of WCS and its interest in our school will be formed in part, by WCS employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, WCS and our School's services.

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

These are the building blocks for our continued success:

- Communicate with parents regularly~~.~~
- Act competently and deal with others in a courteous and respectful manner.
- Communicate pleasantly and respectfully with other employees, families and students at all times.
- Follow up on requests and questions promptly, provide ~~business like~~professional and personable replies to inquiries and requests, and perform all duties in an orderly manner.
- Respond to email and voicemail within 24 hours during the workweek.
- Take great pride in your work and enjoy doing your very best.

WHISTLEBLOWER POLICY

WCS is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of WCS policy, specifically the policies contained in WCS' Employee Handbook.

An employee who wishes to report a suspected violation of law or WCS Policy may do so by contacting the ~~Principal~~Executive Director, Assistant ~~Principal~~ Director or Human Resources.

WCS expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of WCS policy. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that he or she has been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: the ~~Principal~~Executive Director, Assistant ~~Principal~~ Director or Human Resources. Any supervisor, manager, or human resources staff member that receives complaints of retaliation must immediately inform the ~~Principal~~Executive Director or Chair of the Board of Directors, if appropriate.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality as much as possible (although confidentiality cannot be guaranteed) and consistent with a full and fair investigation. Human Resources and a member of WCS' administration will conduct the investigation or designate other internal or external parties to conduct the investigations. The investigating parties will notify the concerned individuals of their findings as appropriate.

SECTION 5 – THE EMPLOYMENT PROCESS

EMPLOYEE STATUS AND CLASSIFICATIONS

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

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

Exempt

This category includes all regular employees who are determined by the School to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Exempt employees will be expected to work the number of hours necessary to complete their assigned responsibilities. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work. Typically, full-time Teachers and Administrators are exempt employees.

Non-Exempt

This category includes all regular employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime and doubletime pay as well as meal and rest breaks, as prescribed by law. Typically, all part-time and temporary employees are non-exempt. Additionally, most Classified staff are typically non-exempt employees.

Certificated Employee

Certificated Employees are teachers and administrators. Teachers are B-Basis (11 Months) or C-Basis (10 Months) employees. Administrators are A-Basis (12 Months).

Classified Employee

Classified Employees include those employees hired by WCS that do not primarily instruct students, nor require state certification, such maintenance, assistants and other operational employees. Full-time Classified employees are A-Basis (12 Months), B-Basis (11 Months), D-Basis (11 months) or C-Basis (10 Months) employees.

WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The ~~Principal~~Executive Director or your supervisor will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short- term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by the ~~Principal~~Executive Director.

WCS reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment.

Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work "off the clock." Attendance at School-sponsored functions is not compensated unless the supervisor has required you to attend. Employees violating these rules may be subject to disciplinary action up to and including termination.

WORKWEEK AND WORKDAY

~~Y~~

~~WCS' workweek is from Sunday at 12:00 A.M. through the following Saturday at 11:59 P.M.~~ WCS ~~' standard workday is 12:00 A.M. to 11:59 P.M. (midnight) each day.~~ Teachers are expected to complete their WCS employment duties from 8:30 a.m. – 5:00 p.m. Monday- Friday excluding holidays.

~~SPECIAL~~ VIRTUAL ACADEMY CLASSROOM EMPLOYMENT CONDITIONS

Position Responsibilities:

1. Teachers ~~may~~ selected for special assignment including High School Virtual Academy and Junior High Virtual Academy be assigned a "Virtual Class" or "Virtual Classes"

2. Teachers are provided, at WCS' expense, a computer capable of maintaining a high speed internet connection for ~~their entire~~ conducting virtual class and other duties. Other equipment provided when necessary for class upon request.

3. Teachers must be available each school day from 8:~~00~~ 30 a.m. – 5:00 p.m. Monday - Friday by internet and/or phone.

4. Teachers ~~may~~ **assigned to virtual classes will** be required to conduct a virtual classroom session **up to** two (2) hours per day for grades TK – 8 and **up to** three (3) hours per day for grades 9 – 12.

5. Teachers must have access to a phone for calling/responding to students/parents during the teacher's scheduled time within two (2) hours by phone or four (4) hours by internet.

6. Teachers will use the tracking and monitoring system integrated into the student's assigned course. Teachers will provide continual monitoring of the student's progress and their scheduled benchmarked progress status.

7. Teachers will be responsible for all virtual school required record keeping and reporting.

Training:

Teachers are required to attend training sessions hosted virtually or in-person. Mileage reimbursement will follow standard WCS protocols and procedures.

Worksites:

Most classes will be held virtually. Teachers may work from home.

SPECIAL EDUCATION TEACHING EMPLOYMENT CONDITIONS

Special Education Teachers/ Case Managers

1. Special Education Teachers/ Case Managers teach specialized academic instruction (SAI) sessions as well as credit bearing courses virtually.
2. Teachers are provided, at WCS' expense, a computer capable of maintaining a high speed internet connection for conducting virtual class and other duties.
3. Teachers must be available each school day from 8:30 a.m. – 5:00 p.m. Monday - Friday by internet and/or phone.
4. Special Education Teachers are required to teach in virtual classrooms/ sessions **up to** four (4) hours per day.
5. Teachers must have access to a phone for calling/responding to students/parents during the teacher's scheduled time within two (2) hours by phone or four (4) hours by internet.
6. Teachers will use the tracking and monitoring system in google classroom and/or curricular program as well as SEIS. Teachers will provide continual monitoring of the student's progress and their scheduled benchmarked progress status.

7. Teachers will be responsible for all special education required record keeping and reporting.

Training:

Teachers are required to attend training sessions hosted virtually. ~~or in person~~ Special Education Teachers are required to attend two in-person Charter wide meetings/trainings per year. ~~.~~ Mileage reimbursement will follow standard WCS protocols and procedures.

State-wide Assessments:

Special Education Teachers are required to proctor 5 days (maximum) of state-wide assessments per year.

Worksites:

~~Most classes will be held virtually. Teachers may work from home.~~Special Education Teachers work remotely as all classes and sessions are taught virtually.

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality is considered an essential function of all positions. If you are unable to report for work on any particular day, you must call your supervisor at least one hour before the time you are scheduled to begin working for that day. If you call in less than one hour before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The School understands that in some cases, advance notice is not possible. In these cases, notify your supervisor personally at the earliest possible moment. In some circumstances, you may be required to provide verification of the reason or documentation for your absence.

More than three instances of tardiness by a non-exempt employee or instructional employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive.

If you fail to report for work without any notification to your supervisor and the absence continues for a period of three business days, the School will determine that you have abandoned your job and voluntarily terminated your employment.

PROFESSIONAL DEVELOPMENT

Employees are expected to attend and participate in all professional development sessions and other school sponsored trainings that may be scheduled. While we understand that scheduling conflicts may arise, consistent tardiness, absenteeism ~~and~~ or early departures may result in disciplinary action.

When an employee attends a ~~School~~ school sponsored professional development and/or training, the time spent in attendance shall be counted as time worked~~. All employees are required to sign in electronically or via paper and out for the purpose of record keeping~~. For virtual attendance, zoom registration/chat or sighing in on a Google Doc will serve as attendance. For in-person meetings, either online document or paper documentation will be required for the purpose of record keeping.~~ These records will serve as the official roster of attendance.

WCS will pay hourly employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours at the employee's hourly rate. As exempt employees, salaried staff may be required to attend training seminars that may be outside of WCS' normal business hours with no additional pay.

In the event that an employee must leave early or is unable to attend a scheduled training (i.e. Professional Development sessions), during their normal work hours, an employee MUST put in a time-off request according to the time-off policy. Employees may also be required to attend make-up sessions of any missed training.

Failure to comply with this policy may result in disciplinary action.

TIME RECORDS (NON-EXEMPT EMPLOYEES)

Non-exempt employees must accurately complete time records within the School's time keeping system on a daily basis. Each time record must show the exact time work began and ended, the meal periods taken, and ~~your~~ employee signature. Absences and overtime must be accurately identified on your time record. Non-exempt employees are not allowed to work "off the clock." All time actually worked must be recorded. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit his or her own time record. Employees must record all time actually worked.

Exempt employees must report full days of absence from work. Deductions from an exempt employee's salary will be made only in accordance with applicable law. Employees should immediately contact Human Resources with any questions concerning their pay so that inadvertent errors can be corrected.

OVERTIME

All non-exempt employees are required to obtain approval from their supervisor prior to working overtime or double-time. Failure to obtain such approval may subject an employee to discipline, up to and including termination. However, in all cases, the School will compensate its non-exempt employees for all hours worked.

OFF THE CLOCK WORK

WCS prohibits all non-exempt employees from working off the clock at any time. All time worked must be recorded on the employee's timesheet. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy or you must begin your meal period more than five hours after your work period began, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken.

Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are given a 30-minute duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin his or her meal period no later than 12:00 p.m. (noon). The employee may waive this meal period if his/her workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from their supervisor and complete a "Meal Period Waiver" form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute duty-free meal break. The employee only may waive this second meal period if he/she has taken the required first meal break of at least 30 minutes and his/her workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from their supervisor and complete a "Second Meal Period Waiver" form.

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any missed, late or short meal periods on that days' time record and to the employee's supervisor immediately. The meal period must be accurately recorded on the employee's time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute rest period for each four (4) hours of work or major portion thereof. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off.

Hours Worked	**Number of Rest Periods**
3.5 hours to 6 hours	1, 10-minute rest period

Over 6 hours to 10 hours	2, 10-minute rest periods
Over 10 hours to 14 hours	3, 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period immediately as set forth below. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

Reporting Missed, Late or Short/Interrupted Meal and Rest Periods

Any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period – for any reason – must immediately report this issue in writing (via email) to Human Resources on the same workday that he or she experienced the non-compliant meal or rest period. The employee must include a description providing a thorough explanation for the non-compliant meal or rest period.

If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an "authorized" meal period at the time provided by WCS), the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a client call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the non-compliant meal or rest period to Human Resources.

PAYDAYS

Employees are paid semi-monthly in accordance with the School's payroll schedule. The Payroll Coordinator or his or her designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual "payday," the School is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

If a wage garnishment order is received by WCS for one of our employees, we are obligated by law to comply with the demand. The ~~effected~~ affected employee will receive notice from his or her supervisor or Human Resources as soon as possible.

PAYROLL WITHHOLDINGS

WCS is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty) and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a

garnishment, tax levy, or an order to withhold child support payments should be delivered, WCS must comply with that order within the time allowed by law, and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in his or her pay or deductions WCS will work in good faith to resolve errors as soon as possible. The employee should notify the Payroll Coordinator or his or her designee of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then he or she should ask Human Resources to explain it. The employee may change the number of withholding allowances he or she wishes to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W4 form and submitting it to Human Resources.

SECTION 6 - CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

WCS employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms. Former employees who are rehired must also complete the form if they have not completed an I-9 with WCS within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, official transcripts, and/or test scores prior to your first day of actual work. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your ~~Principal~~Executive Director and the School with verification of renewals. Failure to provide these updated documents to the School may result in suspension without pay until such time as the necessary documentation has been provided.

If a teacher fails to obtain the appropriate credential, or allows a credential, certificate, registration, or required course deadline to expire, or fails re-certification, training, or testing, the School reserves the right to suspend the teacher without pay until the teacher's credential is cleared, or release the teacher from at-will employment as necessary.

RESIDENCY REQUIREMENTS

All employees of Winship Community School with in-person requirements as part of their job description are required to live and reside in California, in the region where students are served. Employees are not permitted to work for Winship Community School while out of the state of California, unless on a pre-approved basis.

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that he or she was examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.

TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the School has a valid certificate on file.

CRIMINAL BACKGROUND CHECK

As required by law, all individuals working or volunteering at the School will be required to submit to fingerprinting and a criminal background investigation.

The School shall, on a case-by-case basis, determine whether a volunteer will have more than limited contact with pupils or consider other factors requiring a criminal background check for such a volunteer.

CHILD ABUSE AND NEGLECT REPORTING ACT

Since our employees work directly with children, they are in a position to detect instances of child abuse and neglect. It is WCS' policy that all School employees shall comply with the California State law regarding child abuse reporting procedures. Section 11166 of the California Penal Code mandates the reporting to designated authorities of cases of suspected child abuse as follows:

"Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident."

While each employee has the responsibility to ensure the reporting of any child he/she suspects is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. Teachers or staff who become aware of suspected child abuse should report the suspicions as required.

It is extremely important that WCS' employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA. In addition, any other person who voluntarily reports a known or suspected incident of child abuse or neglect will not incur civil or criminal liability unless it is proven that the report was false and the person knew the report was false or made the report with reckless disregard of its truth or falsity.

Your direct supervisor is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without WCS' assistance, he or she is required to notify WCS of the report if it is based on incidents he or she observed or became aware of during the course and scope of his or her employment with WCS.

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of his or her personnel records at reasonable times, at a reasonable place, and on reasonable advance notice

to Human Resources. All requests should be put in writing preferably on the form maintained by WCS. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports, or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYEE INFORMATION

An employee is responsible for notifying Human Resources about changes in the employee's personal information and changes affecting the employee's status (ex. name changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

SECTION 7 – PERFORMANCE

PERFORMANCE EVALUATIONS

Performance evaluations generally are conducted annually to provide both employees and supervisors with the opportunity to discuss the employee's position, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving performance. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee an increase in salary or promotional opportunities, or even continued employment. Salary increases and promotions are solely within the discretion of WCS and depend upon many factors in addition to performance.

Teachers:

At the start of each academic year, each Teacher will meet with their ~~Regional Coordinator~~ Supervisor to establish Performance Objectives or SMART Goals for that school year. The Teacher will put these objectives in writing in accordance with a template to be provided by their Supervisor~~Regional Coordinator.~~

The ~~Regional Coordinator~~Supervisor will generally evaluate the Teacher's performance at least once a year formally and on an ongoing basis informally. The evaluation will be based on factors including the Teacher's job description, accomplishment of the Performance Objectives, the WCS' charter, and standards for teaching performance developed by the ~~Principal~~Executive Director, the WCS Board of Directors, and/or other WCS staff.

In addition to these more formal performance evaluations, WCS encourages you and your supervisor to discuss your job performance on an ongoing basis.

WCS' provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at-will or limit WCS' right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Employment is at the mutual consent of the employee and WCS. Accordingly, either the employee or WCS can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

Classified Staff:

Formal evaluations are generally held once each year. You will be provided a copy of the evaluation tool and as part of the process you will do a self-evaluation. Your supervisor may schedule your evaluation time in advance so that you are prepared for the process.

In addition to these more formal performance evaluations, WCS encourages you and your supervisor to discuss your job performance on an ongoing basis.

SECTION 8 – LEAVES

FAMILY MEDICAL LEAVE ACT/CALIFORNIA FAMILY RIGHTS ACT[1]

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence, and are employed at a worksite where there are 50 or more employees of the School within 75 miles.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as possible. You should use the School's request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

1. The birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;

2. The care of the employee's spouse, child, parent, or registered domestic partner with a "serious health condition";

3. The "serious health condition" of the employee;

4. The care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

5. Any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) above only if due to a serious health condition, your spouse, child, parent, or registered domestic partner requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (3) above, you must

[1] Employees may qualify for FMLA/CFRA Leave only if the School has 50 or more employees, the employees work within 75 miles of their respective worksites and meet other eligibility requirements set forth above. Please check with Human Resources to determine whether you are eligible for FMLA/CFRA leave.

provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

Family and medical leave is unpaid and may be taken for up to 12 workweeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any available PTO during unpaid family and medical leave. You will also be required to use any available paid sick leave during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or paid sick leave.

Benefit accrual, such as PSL, PTO, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During a family and medical leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances, "key" employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any "key" employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources.

NEW PARENT LEAVE ACT[2]

Pursuant to the California New Parent Leave Act ("NPLA"), eligible employees may request a new parent leave of absence pursuant to this policy. Eligible employees are those who have been employed by the School for at least 12 months, have worked at least 1,250 hours during the 12 months immediately prior to the new parent leave of absence, and are employed at a worksite where there between 20 and 49 employees of the School within 75 miles.

If an employee is employed at a worksite where there are 50 or more employees of the School within 75 miles, and is otherwise eligible for leave pursuant to the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), the employee will be eligible for leave pursuant to FMLA and CFRA in lieu of being eligible for leave pursuant to NPLA. In other words, an employee cannot be eligible for leave under both NPLA and FMLA/CFRA. While the School is subject to compliance with FMLA and CFRA, it is the School's belief that none of its employees are currently eligible for FMLA/CFRA pursuant to the qualifying conditions set forth in applicable statutes/regulations. If an employee has questions about eligibility under NPLA, FMLA, or CFRA, please contact Human Resources.

An employee may request leave under this policy for the following baby-bonding reasons: the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child. This leave may be taken for up to 12 workweeks during the designated 12-month period, which will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much leave time has been taken and therefore determine the amount of leave that is available. This leave may be taken in addition to the Pregnancy Disability Leave set forth below, subject to those terms and conditions.

Notwithstanding the previous paragraph, if both of the child's parents work for the School, the parent-employees dually share the 12-week leave entitlement under NPLA. In other words, each parent-employee is not separately entitled to 12 weeks of leave. Each parent does not get 12 weeks of leave. The School may grant simultaneous leave to both parents.

Ordinarily, you must request a planned new parent leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the School's request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

When an approved new parent leave ends, the employee will be reinstated to the same position or a comparable position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and

[2] Employees may qualify for NPLA Leave only if the School has between 20 and 49 employees, the employees work within 75 miles of their respective worksites and meet other eligibility requirements set forth above. Please check with Human Resources to determine whether you are eligible for NPLA leave.

conditions of employment than if the employee had been continuously employed in this position during the new parent leave. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

New parent leave is unpaid. However, you may utilize any available PTO and PSL during your leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and the School may mutually agree to supplement such benefit payments with available PTO/PSL. The use of such benefits does not extend the length of the leave.

Benefit accrual, such as PTO and holiday pay, if any, will be suspended during new parent leave and will resume upon return to active employment. Group health benefits will be maintained during the approved new parent leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

For more information on new parent leave, please contact Human Resources.

PREGNANCY DISABILITY LEAVE

The School provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to Human Resources. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The School will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the School may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any unused allotted sick time during any unpaid portion of pregnancy disability leave. Employees may also elect to use any available PTO during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as

California's State Disability Insurance plan or Paid Family Leave program), the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or sick leave.

Benefit accrual, such as PTO, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the School with at least one week's advance notice of the date she intends to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

If you have any questions regarding pregnancy disability leave, please contact Human Resources.

ADDITIONAL LEAVES

Some of the following leaves are designated with asterisks, which means that application and employee eligibility requirements of the leave (either in part or in whole) depends on whether the School employs the minimum number of employees indicated below. Policies without an asterisk apply regardless of the number of School employees.

*The School has 15 or more employees

**The School has 16 or more employees

***The School has 25 or more employees

Should you have any questions as to eligibility requirements of any leave policy, please contact Human Resources.

MILITARY SPOUSE LEAVE***

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days unpaid leave during a period when the spouse is on leave from deployment during a period of military conflict.

An eligible employee must work an average of 20 hours per week; must provide notice of his or her intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use available PSL or PTO for this leave.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration leave will depend upon the rate of recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e. FMLA/CFRA if applicable). Human Resources will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact Human Resources.

BEREAVEMENT LEAVE

WCS provides regular full-time employees up to three (3) days of paid bereavement leave, beyond sick or personal time, due to the death of an immediate family member. This includes a parent (including an in-law and step-parent), spouse, domestic partner, dependent, sibling, stepsibling, grandparent or grandchild. If a funeral is more than 500 miles from your home, you may receive paid leave for five (5) days with prior approval from your supervisor.

JURY DUTY LEAVE

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the School's judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any available PTO during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of his or her employment with the School, the School will provide time off with pay.

TIME OFF TO VOTE

The School will allow any non-exempt employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time without loss of pay to vote. The request must be made at least two (2) working days in advance. The time must be at the beginning or end of the employee's regular shift, whichever

allows the most free time for voting and the least time off from work unless the School and the employee agree otherwise. The employee may be required to prove he or she is a registered voter.

An employee may also serve as an election official on Election Day without being disciplined, however the School will not pay the employee for this time off. Available PTO may be used for this time off. Nothing in this policy requires the employee to bring his or her mail (absentee) ballot to work, including mailing such absentee ballot from work.

SCHOOL ACTIVITIES LEAVE***

The School encourages employees to participate in the school activities of their child(ren). If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed daycare facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or daycare facility, to find, enroll or reenroll your child in a school or with a licensed childcare provider and/or to address a childcare provider or school emergency.

The leave is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year;
- Unless it is an emergency, employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;
- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by his or her supervisor;
- Employees must use existing PTO in order to receive compensation for this time off;
- Employees who do not have paid time off available will take the time off without pay.
- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed child care/day care facility.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert his or her supervisor as soon as possible before leaving work. In compliance with California Labor Code section 230.7, no discriminatory action will be taken against an employee for taking time off for this purpose.

This leave is unpaid but the employee may choose to use available PTO. You will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work to attend judicial proceedings related to a violent felony, serious felony (as defined by the California Penal Code) or felonies related to theft or embezzlement if they are:

- A victim of such a crime;
- An immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child or a registered domestic partner) is a victim of such a crime.

An employee must give reasonable advanced notice to the School by providing documentation of the proceeding. Documentation may be from any of the following:

- Notice from the court or government agency setting the hearing;
- The district attorney or prosecuting attorney's office; or
- The victim/witness assistance office advocating on the victim's behalf.

This leave is unpaid but the employee may choose to use available PSL or personal time off (PTO). You will not be discharged or discriminated against because of an absence protected by this law.

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT LEAVE***

If you are a victim of domestic violence, you may take unpaid time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your child(ren). Employees may use available PTO (if applicable) or PSL. Otherwise, the time off is unpaid. All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling, or safety planning related to domestic violence, sexual assault, or stalking.

You must give the School reasonable notice unless advance notice is not feasible, and provide certification that you are seeking such assistance.

Certification may be sufficiently provided by any of the following:

- A police report indicating that you were a victim of domestic violence or sexual assault;
- A court order protecting or separating you from the perpetrator of an act of domestic violence or sexual assault, or other evidence from the court or prosecuting attorney that you appeared in court; or
- Documentation from a medical professional, domestic violence advocate, health care provider, or counselor that you are undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence or sexual assault.

Employees have the right to ask the School for help or changes in their workplace to make sure they are safe at work. The School will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. The School may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation. The School will maintain confidentiality to the extent possible regarding any requests for accommodations under this policy.

The School will also, to the extent allowed by law, maintain the confidentiality to the extent possible of an employee requesting leave under this provision. The School will not discharge, discriminate, or retaliate against an employee who exercises their rights under this law. Domestic violence, sexual assault, and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.

WCS is committed to ensuring employees are not treated differently or retaliated against because of any of the following:

- The employee is a victim of domestic violence, sexual assault, or stalking.
- The employee asked for time off to get help.
- The employee asked WCS for help or changes in the workplace to ensure safety at work.

Employers are prohibited from discharging, discriminating, or retaliating against an employee who is a victim of domestic violence, the victim of sexual assault or stalking for taking time off to seek medical attention, obtain services from a domestic violence shelter or program or rape crisis center, obtain psychological counseling, participate in safety planning, or temporary or permanent relocation.

MILITARY LEAVE

California's military leave laws, found at Military & Veterans Code section 389 et seq. and the Uniformed Services Employment and Reemployment Rights Act ("USERRA"), found at 38 U.S.C. Section 4301 et seq., ensure that employees are not adversely affected in their employment after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the School under applicable laws should notify Human Resources regarding the need for military leave.

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

ADULT LITERACY LEAVE***

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for

participation in an adult literacy education. However, you may utilize available PTO if you want compensation for this time off. If you do not have any PTO available, you will be permitted to take the time off without pay.

ORGAN DONOR / BONE MARROW DONOR LEAVE*

Pursuant to California law, the School will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person. In addition, the School will provide up to 30 business days of paid leave within a one-year period and up to another 30 business days of unpaid leave within a one-year period to an employee who donates an organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months.

The School requires that bone marrow donors use up to five days of available accrued PSL or vacation time during the course of the leave. Organ donors must use up to ten days of available accrued PSL or vacation time during the course of the leave.

To qualify for this leave, an employee must have been employed for at least 90 days prior to the commencement of the leave and must provide the School with written verification of his or her status as an organ or bone marrow donor and the medical necessity for the donation. During such leave, the School will continue coverage under its group medical insurance plan, if applicable. However, employees must continue to pay their portion of the applicable premiums. Employees should give the School as much notice as possible of the intended dates upon which the leave would begin and end.

~~If you donate an organ to another person you may take up to thirty (30) days paid leave per year for this process or up to five (5) days paid leave for the donation of bone marrow.~~

~~You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to ten (10) days of any available paid leave (sick and/or PTO) for organ donation and up to five (5) days of available paid leave (sick and/or PTO) for bone marrow donation.~~ This leave does not run concurrently with FMLA/CFRA. ~~You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.~~

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to receive paid time off and other benefits as if they had continued working. ~~The employee shall be required to pay any portion of their benefits they are currently paying.~~

An employee shall not have any greater rights during this leave than if he or she had been actively working during this time, but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE***

WCS will reasonably accommodate any employee who volunteers to enter an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the School. Reasonable accommodation includes time off without pay and adjusting work hours. You may use allotted and unused sick leave. All reasonable measures to safeguard your privacy will be maintained.

This policy in no way restricts WCS' right to discipline an employee, up to and including termination of employment, for violation of WCS' Substance and Alcohol Policy.

VOLUNTEER CIVIL SERVICE LEAVE

You are allowed to be absent from work to engage in volunteer emergency duty as a volunteer firefighter, reserve police officer, or emergency rescue personnel. This is an unpaid leave, but the employee may use any earned sick, and/or PTO.

CIVIL AIR PATROL LEAVE**

WCS provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to (10) days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by the School.

To be eligible, employees must have been employed with WCS for 90 days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees may use available paid time off for leave taken under this policy. The notice and eligibility requirements for any such paid time off will generally apply to an employee's request for use of PTO under this policy.

COVID 19 RELATED EMPLOYMENT LEAVE POLICIES (See Addendum A)

SECTION 9 – BENEFITS

SCHOOL HOLIDAYS

The School observes 12 paid holidays during the year:

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

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees and teachers are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the School-observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The School reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to their supervisor. The employee may use paid time off (PTO) if the employee has unused PTO available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor's request/approval
- Due to closure of schools because of inclement weather
- Due to sickness with a doctor's note verifying need for absence
- Prior to or following Jury Duty or Bereavement Leave

- Due to a previously scheduled and approved time off

PAID TIME OFF (PTO) - A BASIS ONLY

Full-time A-Basis (12 Months) school based employees are entitled to paid time off (PTO) according to this policy. PTO days may be used for vacation, personal time, illness, or time off to care for family or dependents. All other employees, including teachers, temporary employees, part time employees are not eligible to receive or accumulate PTO.

PTO must be scheduled at least five (5) days in advance and approved by your supervisor, except in the case of an illness or emergency. In the case of illness or emergency you are required to contact your immediate supervisor at least one (1) hour before your shift begins, if possible or otherwise as soon as practicable. Employees using extended PTO time (in excess of three (3) days) must submit a request at least two (2) weeks before the extended PTO or, if used as sick time, the employee may be required to submit a doctor's release upon return to work. Your supervisor uses his/her discretion to approve PTO without advance notice.

Unless used for illness related purposes, PTO may not be taken the last week of the school year, or on scheduled in-service and/or training days, testing administration day, or immediately before or after holidays without supervisor's permission.

All full-time A-Basis (12 Months) employees may be eligible to receive up to ten (10) days (i.e., 80 hours) of PTO each school year (July 1- June 30). Once an employee's PTO balance reaches twenty (20) days (i.e., 160 hours), the employee stops receiving any additional PTO until PTO is used and the employee's balance falls below the 20-day cap. PTO days will not accumulate during any unpaid leave of absence.

The following terms also apply to PTO:

- For both non-exempt and exempt employees, vacation time may be taken in minimum increments of .25 hours. If an exempt employee absents himself or herself from work for part or all of a workday, he or she will be required to use available PTO to make up for the absence.
- In the event an employee has exhausted his or her PTO, any additional time off must be approved by their supervisor and will be taken without pay.
- Any employee who misses three (3) consecutive days of work without notice to their supervisor may be deemed to have abandoned his/her job and voluntarily resigned from employment.
- Upon separation of employment, employees will be paid their earned PTO based on their date of separation and their regular rate of pay.
- To the extent permitted by law, PTO accumulated prior to the start of a requested and approved unpaid leave of absence must be used to cover hours missed before the start of the unpaid leave.

As with all of its policies and procedures, the School reserves the right to modify, alter, or otherwise eradicate this policy at its sole and absolute discretion to the extent allowed by law.

SICK LEAVE

The School enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave ("PSL") to eligible employees.

Eligible Employees

All employees (including teachers, part-time and temporary employees) who work for the School more than 30 days within a year in California are –allotted PSL as set forth in this policy.

Permitted Use

Eligible employees may use their allotted PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee's family member. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law.

Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault.

Allotment

PSL days are allotted as set forth below to eligible employees:

- Full-time A-Basis, B-Basis, C-Basis, and D-Basis school based employees:

  On July 1 of each year, eligible employees will be allotted ten days (80 hours) of PSL per school year (July 1 – June 30), which unused PSL days will carryover year to year subject to a cap of 18 days (144 hours). Employees hired after July 1 but before December 31 will receive ten days (80 hours) of PSL on his or her first day of employment. Employees hired after December 31 will receive five days (40 hours) of PSL on his or her first day of employment.

- All other eligible employees:

  All other eligible employees will be allotted three days (24 hours) of PSL each school year (July 1 – June 30) on July 1 or on his or her first day of employment, even if hired mid-year. PSL days are "use it or lose it" and, as such, do not carry over from year to year.

Limits on Use

Eligible employees may use PSL beginning on the 90th day of employment.

PSL may be taken in minimum increments of .25 hours. If an exempt employee absents himself or herself from work for part or all of a workday for a reason covered by this policy, he or she will be required to use PSL to make up for the absence.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

Termination

Employees will not receive pay in lieu of unused PSL. Unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their PSL.

PAID SICK LEAVE DONATION POLICY

Personal Hardship

Employees who have exhausted all paid sick leave (PSL) may request donations from co-workers through this policy. The PSL donation policy applies to employees suffering from a catastrophic illness or other medical emergency, which for the purposes of this policy, constitutes an employee's or a family member's medical condition that will require the prolonged/extended absence of the employee from duty and will result in a substantial loss of income to the employee due to the exhaustion of all PSL available.

Eligibility

Employees who are experiencing hardship due to a catastrophic illness or medical emergency are eligible to request and receive donations of PSL from other employees who have agreed to surrender leave to the School sponsored leave bank.

Requests for Donations

A written request for PSL donations that describes the specific medical emergency or medical condition must be submitted to Human Resources. Human Resources will verify the employee's eligibility, and make a written determination which will be given to the employee as soon as practical.

Donations of Paid Leave

Employees who have more than 24 hours of PSL and who wish to donate PSL to the School sponsored leave bank on behalf of an eligible employee shall complete a PSL Donation Form indicating the number of PSL hours to be donated and the employee, if any, who the employee requests receive the benefit of the donation. All such donations are voluntary and irrevocable.

1. Donating employees must maintain a minimum of 24 hours of PSL after reducing their leave balance to effect the donation.
2. In any 12-month period, no employee may donate more than 40 hours.

3. Voluntary donations of PSL are final upon submission of a signed PSL Donation Form that satisfies the conditions established by this policy. The donating employee's PSL balance account shall thereupon be reduced by the hours donated.
4. Donated hours not used by the eligible employee during the hardship period shall remain in the eligible employee's PSL account balance.
5. The names of donating employees, hours donated, and the value of such donations shall be kept confidential to the extent possible.

Valuation of Donated PSL

The value of the donated paid leave shall be determined by multiplying the number of hours donated by the donating employee's current hourly rate to determine the value of the donation in dollars ("Donation Value"). The Donation Value shall then be divided by the eligible employee's current hourly rate to determine the number of hours to be added to the eligible employee's PSL balance. Human Resources shall periodically notify the eligible employee of donations made pursuant to this policy. The eligible employee may then request to receive payment for these hours, which will be treated as taxable "wages" to such eligible employee for the payroll period utilized. No employee shall receive payment for more than 40 hours of paid leave, whether allotted or donated, during any week unless required by state or federal law.

INSURANCE BENEFITS

Full-time employees are entitled to insurance benefits offered by WCS. These insurance benefits will include medical, dental, and vision. The School will set a defined contribution towards the employee's insurance premiums that are sponsored by WCS. This amount will be determined on an annual basis. The employee's portion of the monthly premiums will be deducted from the employee's paycheck on a pre-tax basis.

If medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to retain coverage. Unless otherwise mandated by law, employees on a leave of absence may be responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA. If you have any benefit related questions while on a leave of absence, please contact Human Resources.

Full-time employees will also be covered under an insurance policy that includes Life, Short-term Disability and Long-Term Disability at no cost to the full-time employee. Additional voluntary insurance plans will be offered through the School that will be the employee's responsibility to purchase and pay for.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under WCS' health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation, and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at WCS group rates plus an administration fee. WCS or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under WCS' health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

If you are a full time regular employee contributing to a teacher's retirement system (PERS/STRS), your earnings from this job are not covered under Social Security. When you retire, or if you become disabled, you may receive a pension based on earnings from this job. If you do, and you are also entitled to a benefit from Social Security based on either your own work or the work of your spouse, or former spouse, your pension may affect the amount of the Social Security benefit you receive. Your Medicare benefits, however, will not be affected.

WCS withholds income tax from all employees' earnings and, if elected, participates in FICA (Social Security), for temporary employees and Medicare withholding and matching programs as required by law.

STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from Human Resources.

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to ~~six~~ eight weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption) The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided concurrently while an employee takes an eligible leave of absence under WCS policy and applicable law.

WCS will require you to take up to two weeks of unused PTO prior to your receipt of benefits under the PFL program.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

In the event of an occupational injury or illness (as defined under Workers' Compensation Law) an employee may be covered by workers' compensation insurance instead of group insurance.

If an employee should become injured or in any way disabled on the job, he or she must report the injury immediately to his or her supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

SECTION 10 – EMPLOYEE COMMUNICATIONS POLICY

COMMUNICATIONS POLICY

Every employee is responsible for using WCS' computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the Internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the employee's immediate supervisor.

The Communication Systems are the property of WCS and have been provided for use in conducting WCS business. All communications and information transmitted by, received from, created, or stored in its WCS' Communication Systems are records and property of WCS. The Communication Systems are to be used for School purposes only. Employees may, however, use WCS technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with WCS business, and does not violate any WCS policies:

- To send and receive necessary and occasional personal communications;
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

No Expectation of Privacy

WCS has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email and instant messages sent and received by users and/or voicemails. Further, WCS may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of WCS' Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from WCS' Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish WCS' right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed WCS upon request for any reason that WCS, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send, or receive on the Communication Systems.

Notwithstanding the foregoing, even though WCS has the right to retrieve, read, and delete any information viewed, created, sent, received, or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of the ~~Principal~~Executive Director.

Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment, and responsibility than they would use for letters or internal memoranda written on WCS letterhead.

Offensive and Inappropriate Material

WCS' policy against discrimination and harassment, sexual or otherwise, applies fully to WCS' Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in WCS' computers. Employees encountering or receiving this kind of material should immediately report the incident to their ~~Principal~~Executive Director and Human Resources.

WCS may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by WCS networks. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to WCS' blocking software.

Solicitations

WCS' Communication Systems may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations. Approval from the ~~Principal~~Executive Director is required before anyone can post any information on commercial on-line systems or the Internet.

Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of his/her ~~Principal~~Executive Director.

Games and Entertainment Software

Employees may not use a WCS Internet connection to download games or other entertainment software, or to play games over the Internet.

Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to WCS' "Confidential Information" policy, contained herein, for a general description of what WCS deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Copyrights and Trademarks

WCS' Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from his/her ~~Principal~~Executive Director. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor.

Any WCS approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices. Absent prior approval from a supervisor to act as an official representative of WCS, employees posting information must include a disclaimer in that information stating, "Views expressed by the author do not necessarily represent those of WCS."

Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video, and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related. In addition, employees should routinely delete outdated or otherwise unnecessary voicemails, Emails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to WCS' network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to WCS' network.

Files obtained from sources outside WCS including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by customers or vendors, may contain dangerous computer viruses that may damage WCS' computer network. Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non-WCS sources, without first scanning the material with WCS approved virus checking software. If you suspect that a virus has been introduced into WCS network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Amendment and Modification of this Policy

WCS reserves the right to modify this policy at any time, with or without notice. WCS may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources, which shall control in the event of a conflict.

SOCIAL MEDIA POLICY

WCS has adopted the following policy with regard to employees' behavior on social networking sites including but not limited to Facebook, Twitter, LinkedIn, Pinterest, Instagram, SnapChat and YouTube. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, School-endorsed networking platform. Such sites will be the property of the School who will have unrestricted access to, and control of, such sites.

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

With regard to social networking content, employees should not use commentary deemed to be defamatory, obscene, proprietary, or libelous with regard to any School-related business or policy, employee, student, or parent. Additionally, employees should exercise caution with regards to exaggeration, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations. Employees should weigh whether a particular posting puts his/her effectiveness as a School employee at risk. WCS encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

Due to security risks, employees must be cautious when installing the external applications that work with the social networking site. At a minimum, it is recommended that all employees should have all privacy settings set to "Only Friends". The settings "Friends of Friends" and "Networks and Friends" open your content to a large group of unknown people, including students.

Personal or Professional Blogs

If you are developing a website or writing a blog that will mention WCS, you must identify that you are an employee of the organization and that the views expressed on the blog or web site are yours alone and do not represent the views of WCS. Unless given permission by your ~~Principal~~Executive Director, you are not authorized to speak on behalf of WCS or to represent that you do so. If you are developing a site or writing a blog that will mention WCS, as a courtesy to the organization, please let your ~~Principal~~Executive Director know in advance of publication. Your ~~Principal~~Executive Director may choose to visit your blog or social networking site from time to time.

You may not share information that is confidential and proprietary with regard to WCS. This includes, but is not limited to, information about curriculum, School dynamics, School programs, future goals, or current challenges within the organization. These are given as examples only and do not cover the range of what WCS considers confidential and proprietary. If you have any questions about whether information has been released publicly or doubts of any kind, speak with your ~~Principal~~Executive Director and Human Resources.

When writing a blog or participating in any other social networking site, employees should speak respectfully about WCS and our current and potential employees, students, parents, and competitors. Name-calling or behavior that will reflect negatively on the organization's reputation is discouraged. Note that the use of copyrighted materials, unfounded, harassing, libelous, or derogatory statements, or misrepresentation is not viewed favorably by WCS and can result in disciplinary action, up to, and including termination.

All employees who engage in social networking may be legally liable for anything he/she writes or presents online. Employees can be disciplined, if appropriate, by WCS for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment.

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.

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

Employees may not use trade names, or logos belonging to the School without express written permission of the ~~Principal~~Executive Director.

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

EQUIPMENT POLICY

WCS attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the School. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops,

and any other equipment that may be assigned to them if the loss is due to willful misconduct or gross negligence.

Laptop Computers

Each staff member assigned a laptop for professional use shall be required to sign a laptop Agreement Form and will be charged for any damages, loss or theft to the laptop caused by willful misconduct or gross negligence.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the School.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used;
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures;
- Keep food and drinks away from all computing devices and work areas;
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
    - Immediately report the incident to his/her immediate supervisor and~~/or Principal~~Executive Director; IT.
    - Obtain an official police report documenting the theft or loss; and
    - Provide a copy of the police report to his/her immediate supervisor, ~~or~~ ~~Principal~~Executive Director and IT.

If the employee fails to adhere to these procedures, the employee may be held legally and financially responsible to the School for the replacement of such equipment.

The School is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

There is no expectation of privacy in School equipment. The School may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to management review, monitoring, and auditing by the School. Other audits may be performed on the usage and internal controls as deemed necessary.

Non-compliance with any policies or procedures regarding Employee Computers and Portable Computing Devices issued by the School will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School.

CELL PHONE POLICY

Personal cell phones should not be used ~~use is not permitted w~~while you are working, if assigned to a location. Cell phones should be turned off and stored with your other personal belongings while you are working.

If you are required to perform business on a cell phone for WCS while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a School vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages, and email.

If you are assigned a School cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

Telephone Calls and Texting

While at work and during staff meetings, the employee's undivided attention is expected. Cell phones, texting, and pagers are not allowed so that the activities or discussion are not disturbed. Employees should wait to make personal phone calls during breaks.

NO SOLICITATION/DISTRIBUTION POLICY

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, WCS has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the School's business.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed, or controlled by WCS.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Additionally, distribution of written materials of any kind by WCS employees is prohibited at all times in all working areas on School premises.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by WCS.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the School. WCS must approve any postings prior to posting.

WCS reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the School's business.

Employees are required to leave School premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on School premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from their supervisor.

Definitions

School "premises": property owned, leased, operated, managed, or controlled by the School, including buildings, parking lots, and play areas that the School has the right to use exclusively or in common with others, vehicles owned or operated by the School.

Work time: any time when employees are engaged in or required to be performing work tasks. Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the School where employees are performing work, except cafeterias, employee break areas, and parking lots (non-work areas).

Employee Responsibility

If you have a need to solicit and/or distribute materials on School premises, it must be in compliance with this policy. If you have questions, talk with Human Resources. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to your supervisor.

ANTI -NEPOTISM POLICY

Policy Statement

It is the policy of WCS to avoid Nepotism, which means to avoid creating or maintaining circumstances in which the appearance or possibility of favoritism, conflicts of interest, or management disruptions exist due to a relationship between a WCS decision-maker and his or her Family Member. This policy is to ensure effective supervision, internal discipline, security, safety, and positive morale in the workplace and to avoid the potential for problems of actual or perceived favoritism, conflicts in loyalty, discrimination, and appearances of impropriety or conflict of interest. This policy applies to all WCS board members, employees, individual consultants hired or retained by WCS, and School Services Providers hired or retained by WCS.

Relationships between WCS board members, employees, consultants, or School Services Providers are permissible under the following circumstances:

(a) Family Members of WCS board members, employees, individual consultants, or School Services Providers shall not be hired for or retained in an employment position if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other.

(b) Any time a board member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not result in an adverse impact on work productivity or performance. The determination of whether there is an adverse impact shall be in the discretion of the supervisor(s) of the employee(s), consultant(s), or School Services Provider(s), or in the case of a board member, in the discretion of the WCS board of directors.

(c) Any time a board member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not create an actual conflict of interest under the law, and shall not create a detrimental perceived conflict of interest. The determination of whether there is a detrimental perceived conflict of interest shall be in the discretion of the supervisor(s) of the employee(s), consultant(s) or School Services Provider(s), or in the case of a board member, in the discretion of the WCS board of directors.

Definitions

"Family Members" include an employee's parent, child (natural, adopted, or legal guardianship), spouse, domestic partner, brother, sister, grandparent, grandchild, step-relationships within the preceding categories, brother-in-law, sister-in-law, son-in-law, daughter-in-law and father-in-law.

"Nepotism" describes a work-related situation in which there is the potential for favoritism toward a Family Member (such as giving a job, promotion, biased performance reviews, or more favorable working conditions) on the basis of the familial relationship.

"**School Services Provider**" shall mean any provider of school services to WCS, and in the case of an organization shall mean be the responsible individual at such organization that provides school services to WCS.

Procedures

When a Family Member of a current WCS board member, employee, individual consultant, or School Services Provider applies to become a board member or employee, or requests to be a consultant or School Services Provider, the Family Member's application/request must be denied if a conflict under this policy exists (*e.g.*, if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other). Special circumstances may be reviewed by the Board in the event that WCS' best interests would be served otherwise.

When a Family Member of a current WCS board member, employee, individual consultant, or School Services Provider applies for a transfer to a new employment position within WCS, the Family Member's application must be evaluated to determine whether a conflict under this policy exists. If a conflict exists, the application for transfer must either be denied or one of the Family

Members must seek a position transfer to avoid the conflict, if any such opportunity exists. In the event that no such opportunity exists, the application for transfer must be denied.

In implementing this policy, it is permissible to ask an applicant, potential consultant, or School Services Provider to state whether he or she has a Family Member who is presently employed by or on the board of WCS, but such information may not be used as a basis for an employment decision except as stated herein.

When a relationship that creates a conflict with this policy occurs during employment, WCS will attempt to arrange a transfer or change in position/duties to eliminate the conflict. If a suitable transfer/change in position/duties is not available, one of the employees may be separated from service. Every attempt will be made to effect transfer or separation on the basis of agreement between the employees involved and WCS. If a mutual agreement is unattainable, the Board will determine, in WCS' best interest, which employee is to be transferred or separated.

Responsibilities

The ~~Principal~~Executive Director or designee shall coordinate with the current employee's direct supervisor to develop appropriate plans to ensure that a Family Member's employment does not conflict with this policy. If the situation cannot be resolved by a transfer, then the ~~Principal~~Executive Director or designee will deny the application for employment. Special circumstances may be reviewed by the Board in the event that WCS' best interests would be served by the employment of a Family Member.

The ~~Principal~~Executive Director or designee shall investigate reports of Nepotism and take appropriate action. Employees are required to disclose changes in their personal situations to the ~~Principal~~Executive Director or designee which may be covered by this policy. Supervisors may inquire about the family relationship between employees to determine the appropriateness of the working relationship under this policy. The Board shall make the final determination concerning potential conflicts with this policy involving the ~~Principal~~Executive Director.

VIOLENCE IN THE WORKPLACE

WCS has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect WCS or which occur on WCS property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

- All threats or acts of violence occurring on WCS premises, regardless of the relationship between WCS and the parties involved
- All threats or acts of violence occurring off WCS premises involving someone who is acting in the capacity of a representative of WCS

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or his/her family, friends, associates, or property with harm

- Intentional destruction or threatening to destroy WCS property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

WCS' prohibition against threats and acts of violence applies to all persons involved in WCS' operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers, and anyone else, including parents on WCS property. Violations of this policy by any individual on WCS property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors, ~~or~~ to their ~~Principal~~Executive Director and Human Resources.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the

There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the School may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

SECTION 11 – STANDARDS OF CONDUCT

PERSONAL STANDARDS

Each employee must be neatly groomed and wear clothing that is professional and appropriate for the employee's position. Your ~~Principal~~Executive Director or immediate supervisor will inform you of any special clothing requirements. Employees will not be permitted to wear clothing or otherwise present an appearance that may cause disruption, be taken as offensive, or reduce productivity.

Consult your supervisor if you have any questions regarding appropriate attire.

TEACHER-STUDENT INTERACTIONS

Boundaries Defined

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

Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these activities can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, inappropriate or sexual misconduct.

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

Unacceptable Behaviors

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

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres

- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without parental permission
- Being alone in a room with a student at school with the door closed
- Allowing students in your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or other responsible adult
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages, Facebook responses, or letters to students if the content is not about school activities

Acceptable and Recommended Behaviors

- Obtaining parent's written consent for any school activity (exclusive of tutorials)
- Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via school-based technology and equipment)
- Keeping the door open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries
- Keeping parents informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior-staff or administration if you find yourself in a difficult situation related to boundaries

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

Reporting

When any staff member becomes aware of another staff member, volunteer, guest or vendor having crossed the boundaries specified in this policy, or has a reasonable suspicion of misconduct, he or she must report the suspicion to their immediate supervisor, Human resources or the ~~Principal~~Executive Director promptly. Reasonable suspicion means it is based on facts which would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the School as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

The School will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as it deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all other privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible.

Consequences

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

CUSTOMER & PUBLIC RELATIONS

The School's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a

dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you should immediately notify your supervisor, Human Resources, or the ~~Principal~~Executive Director. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. Human resources will open and investigation into the instance and document any findings. After the investigation has concluded the report and the -findings will be filed with Human Resources. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the ~~Principal~~Executive Director. A Report will be created and documentation will be filed with Human Resources.

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the School. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the School.

- Falsification of employment records, employment information, or other School records
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's
- Theft, deliberate or careless damage, or loss of any School property or the property of any employee or customer
- Provoking a fight or fighting during working hours or on School property
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive
- Carrying firearms or any other dangerous weapons on School premises at any time or while acting on behalf of the School
- Violation of the Substance and Alcohol policy
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of administration, or the use of abusive or threatening or abusive language toward a supervisor or member of administration
- Unreported absence on scheduled workdays unless otherwise excused
- Excessive tardiness or absenteeism unless otherwise excused
- Unauthorized use of School equipment, time, materials, facilities, or the School name
- Sleeping or malingering on the job
- Failure to observe working schedules, including the required rest and meal periods

- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited
- Distributing unauthorized literature or any written or printed material during working time or in work areas. ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work
- Failure of an employee to obtain permission to leave work for any reason during normal working hours
- Abuse of sick leave
- Violation of the Communications Policy
- Failure to provide a physician's certificate when requested or required to do so
- Violating the School's Personal Standards or dress code
- Breaching confidentiality
- Making derogatory racial, ethnic, religious, or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours
- Violation of any safety, health, security, or School rule
- Negligence or other conduct leading to the endangerment of harm of a child or children
- Working overtime without authorization or refusing to work assigned overtime
- Unsatisfactory job performance
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.

CONFIDENTIAL INFORMATION

It is important to the School to protect and preserve its trade secrets and confidential information. Confidential information includes, but is not limited to, student information, all student lists, techniques and concepts, marketing plans, design specifications, design plans, strategies, forecasts, bid plans, bid strategies, bid information, contract prices, new products, software, computer programs, writings, and all know-how and show-how whether or not protected by patent, copyright, or trade secret law.

The School prohibits audio or video recordings in the workplace, during working hours, without authorization of the School due to privacy and confidentiality concerns and protections.

The School devotes significant time, energy, and expense to develop and acquire its trade secrets and confidential information. As an employee of the School you will, during the course of your employment, have access to and become familiar with various trade secrets and confidential information that are owned by the School. An employee shall not, directly or indirectly, disclose or use any of the foregoing information other than for the sole benefit of the School, either during the term of your employment or at any other time thereafter. This information shall not be disclosed except through normal channels and with authorization. Any and all trade secrets or confidential information shall be returned to the School during extended leaves of absence or upon termination.

During your employment with the School, you will not be permitted nor required to breach any obligation to keep in confidence proprietary information, knowledge, or data acquired during your former employment. You must not disclose to the School any confidential or proprietary information or material belonging to former employers or others.

Violations of this policy may result in disciplinary action, up to and including termination.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social, and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest. For example, romantic or personal relationships between a supervisor and subordinate employee can lead to supervisory problems, claims of harassment, and morale problems.

Any employee involved in such situations or relationships must immediately and fully disclose the nature of the situation or relationship to the ~~Principal~~Executive Director so a determination can be made as to whether an actual or potential conflict exists, and if so, how to correct the situation.

WCS expects employees to devote their best efforts to the interests of our school. WCS recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at WCS or create a conflict of interest with your statutory duty of loyalty to the School. The School prohibits employees from working with another School or external organization that competes with WCS whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the ~~Principal~~Executive Director to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including, immediate termination.

This policy is in addition to WCS' Revised Nonprofit Conflict of Interest Policy and Conflict of Interest Code.

Outside Employment

If you are a full time employee we expect that you devote your full professional effort to your position at WCS. If you wish to participate in outside work activities you are required to obtain written approval from the ~~Principal~~Executive Director prior to starting those activities. Approval will be granted unless the activity conflicts with WCS' interests. In general, outside work activities are not allowed when they:

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

Your obligations to WCS must be given priority. Full time employees are hired and continue employment with the understanding that WCS is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the school is strictly prohibited.

POLICY REGARDING INCONSISTENT, INCOMPATIBLE OR CONFLICTING EMPLOYMENT, ACTIVITY OR ENTERPRISE BY SCHOOL PERSONNEL

Policy Statement

It is the policy of WCS that its officers and employees may not engage in any outside activity, employment, or enterprise for compensation which is inconsistent, incompatible with, or in conflict with, his or her duties as an officer or employee of WCS. During working hours or on school premises, officers or employees shall not engage in political or religious activities, or recruit or solicit students or members of the public for political or religious activities.

An officer's or employee's outside activity, employment, or enterprise for compensation shall be determined to be inconsistent, incompatible with, or in conflict with, his or her duties as an officer of employee of WCS if any of the following apply:

1. It involves the use of WCS time, facilities, equipment, supplies, or the officer's or employee's position or influence with WCS, for private gain or advantage.
2. It involves receipt or acceptance by the officer of employee of any money or other consideration for the performance of an act that would otherwise be required within the scope of the officer or employee's duties with WCS.
3. It involves the performance of an act as part of the outside activity that involves services performed for WCS.

4. It affects the officer's or employee's work hours, interferes or conflicts with the officer's or employee's job duties, raise any ethical or conflict of interest concerns, or create any conditions that impact the officer's or employee's job performance.

Officers and employees may not use WCS' name, logo, supplies, equipment or other property in connection with any outside activities.

Procedure

In the event that an officer or employee believes that an outside activity for compensation may be inconsistent, incompatible with, or in conflict with, his or her duties as an officer or employee of WCS, the officer or employee shall obtain a written determination of the ~~Principal~~Executive Director or his or her designee that the outside activity is not in violation of this policy before engaging in such activity.

EXPENSE REIMBURSEMENT POLICY

WCS will reimburse employees for certain reasonably necessary business expenses incurred in the furtherance of WCS business. In order to be eligible for reimbursement, employees must follow the protocol set forth in the school's relevant fiscal and accounting policies and procedures. In general, the immediate supervisor must have previously approved all expenses, prior to the employee spending money. All receipts pertaining to the reimbursement must be original and detailed, and should be submitted to the appropriate supervisor for review and approval, prior to submission for final approval and payment.

POLICY CONFIRMING RESTRICTION ON THE PROVISION OF FUNDS OR OTHER THINGS OF VALUE TO STUDENTS, PARENTS OR GUARDIANS

Policy Statement

It is the policy of WCS that WCS shall not provide any funds or thing of value to any student or his or her parent or guardian that a school district could not legally provide to a similarly situated student, or his or her parent or guardian. WCS does not and shall not provide, for example, "sign up bonuses" to parents or guardians or other incentives unrelated to education.

Additionally, a student, parent or guardian shall not use his or her status as a student, parent or guardian with WCS in order to obtain funds or thing of value from WCS. For example, this policy prohibits an individual from utilizing his or her status as a parent or guardian to obtain a vendor contract with WCS for compensation. It also prohibits an individual from utilizing his or her status as a parent or guardian to refer or encourage any students enrolled in WCS, or their parents or guardians, to select that individual or his or her company or another provider of services, in connection with the student's education at WCS, resulting in the individual's receipt of funds or thing of value from WCS.

Procedures

The prior approval of the ~~Principal~~Executive Director or his or her designee must be obtained for any of the following in order to ensure that it does not conflict with this policy:

1. Any funds or thing of value provided to a student, parent or guardian which has not previously been approved. This applies in any situation in which a student, parent or guardian would any funds or thing of value, whether in their capacity as a student, parent, guardian, vendor, service provider or other circumstance.
2. Any proposed incentive to be offered to students or parents.

In requesting approval, the educational purpose of any such funds, thing of value or incentive must be provided to the ~~Principal~~Executive Director or his or her designee.

SECTION 12 – SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of WCS to promote a safe, healthy and productive work environment for all employees. The School recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations, or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana and marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The School complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a School function or event:
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the School's premises:
- Refusing to submit to an inspection or testing when requested by administration:
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the School's premises and/or attending a School function or event.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to Human Resources. Human Resources will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students. Employees taking physician-prescribed medication which will not impair their job performance

may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform his or her specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in his or her possession on the School premises any prescription medication other than medications currently prescribed by a physician for the employee.

This policy will not be construed to prohibit the use of alcohol at social or business functions. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the School.

The School may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Substance and Alcohol Policy may result in disciplinary action, up to and including termination, at the School's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Substance and Alcohol Policy is a condition of employment at the School. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the School may report such illegal drug activities to an appropriate law enforcement agency.

The School may require a test by intoxilator, blood test, urinalysis, medical examination of those persons whom the School reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The School shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee of other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine cigarettes including (herbal cigarettes) as well as e-cigarettes, vaping and/or pipes (both tobacco and marijuana products). Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground or event location.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on WCS property. Be cautious: keep school property and/or personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

PERSONAL AUTOMOBILE

Employees who use their own automobiles for travel on authorized school business will be reimbursed for mileage at the rate established by the Internal Revenue Services and in accordance with the School's Reimbursement policies. Employee must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

PERSONAL PROPERTY

WCS cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on WCS' premises, including the parking area, or away from school property while on school business WCS employees are prohibited from using personal property for work-related purposes unless approved in advance by the ~~Principal~~Executive Director.

SAFETY POLICY

WCS is firmly committed to maintaining a safe and healthy working environment. All employees of the School are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or ~~Principal~~Executive Director immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process, or business practice for which the School is responsible, bring it to the attention of your supervisor or ~~Principal~~Executive Director immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the ~~Principal~~Executive Director regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and Human Resources.

WCS has in place a written Injury and Illness Prevention Program as required by law. It is located in the main office for review.

ERGONOMICS

WCS has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the School will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to your ~~Principal~~Executive Director.

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact your ~~Principal~~Executive Director.

SECTION 13 – TERMINATION

VOLUNTARY TERMINATION

WCS will consider an employee to have voluntarily terminated his or her employment if the employee does any of the following: (1) elects to resign from WCS; (2) fails to return from an approved leave of absence on the date specified without notifying the school for the need for continued leave including failure to communicate with the School; or (3) fails to report for work without notice to WCS for three consecutive work days. WCS requests that employees provide at least two weeks written notice of a voluntary termination. All WCS property must be returned immediately upon terminating employment. WCS retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of WCS' Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, WCS reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

EXIT INTERVIEWS

All employees who leave employment at WCS may be asked to take part in an exit interview with their supervisor to communicate their challenges and growth while employed at WCS. Information shared during an exit interview will be treated as confidential to the extent possible.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to Human Resources. Only Human Resources is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, WCS will disclose only the dates of employment and the title of the last position held. WCS will verify or disclose additional information about the employee only if the employee provides written authorization for WCS to provide the information. However, WCS will provide information about current or former employees as required by law or court order. WCS will not provide any letters of reference for current or former employees. Please refer all questions about this policy to Human Resources.

COVID-19 RELATED EMPLOYMENT LEAVE POLICIES

EMERGENCY PAID SICK LEAVE ("COVID-PSL")

Purpose

Winship Community School ("School") enacted this policy in accordance with the Families First Coronavirus Response Act ("FFCRA") to provide emergency paid sick leave ("COVID-PSL") to eligible employees.

Eligible Employees

All employees (including part-time and temporary employees) who work for the School are eligible to use COVID-PSL beginning on the first day of employment as set forth in this policy.

Definitions

For purposes of this policy, the following definitions are incorporated:

"Caring for an individual" relates to the care for an employee's immediate family member, a person who regularly resides in the employee's home, or a similar person with whom the employee has a relationship that creates an expectation that the employee would care for the person if he or she were quarantined or self-quarantined.

"Health care provider" means a doctor of medicine or osteopathy who is authorized to practice medicine or surgery (as appropriate) by the State in which the doctor practices; or any other health care provider as authorized by statute.

"Seeking a medical diagnosis" for COVID-19 is limited to time the employee is unable to work or telework because the employee is experiencing symptoms such as a fever, dry cough, shortness of breath or any other symptoms identified by the U.S. Centers for Disease Control and Prevention and the employee is taking affirmative steps to obtain a medical diagnosis, such as making, waiting for, or attending an appointment for a test for COVID-19.

The definitions of "child care provider," "school," and "son or daughter" are the same as those set forth in the School's E-FMLA policy below.

Permitted Use

Eligible employees may use COVID-PSL to take paid time off if an employee is unable to work (or telework) due to any of the six qualifying reasons set forth below:

1. The employee is subject to a Federal, State, or local quarantine or isolation order related to COVID–19.

2. The employee has been advised by a health care provider to self-quarantine due to concerns related to COVID–19. This includes situations in which the employee has been advised to self-quarantine because the employee has COVID-19, it is

believed the employee may have COVID-19 due to known exposure or symptoms or the employee is deemed particularly vulnerable to COVID-19.

3. The employee is experiencing symptoms of COVID–19 and seeking a medical diagnosis.

4. The employee is caring for an individual who is subject to an order as described in subparagraph (1) or has been advised as described in subparagraph (2).

5. The employee is caring for a son or daughter of such employee if the school or place of care of the son or daughter has been closed, or the child care provider of such son or daughter is unavailable, due to COVID–19 precautions. This may be taken if no other suitable person is available to care for the child during the period of the leave.

6. The employee is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.

Hours of Paid Leave Received

Full-time employees are entitled to 80 hours of COVID-PSL.

Part-time employees are entitled to the number of hours they work on average over a two-week period. For those with varying schedules, the School will determine the number of hours, which generally includes a backward looking calculation of hours worked in the previous six months.

Caps on Amount of Paid Leave Received

For qualifying reasons 1-3, the employee will receive their regular rate of pay up to $511 daily and an aggregate total of $5,110. For qualifying reasons 4-6, the employee will receive their regular rate of pay up to $200 daily and an aggregate total of $2,000.

Limits on Use

COVID-PSL is only available for use while qualifying reasons exist or through December 31, 2020, whichever is earlier. If an otherwise eligible employee received COVID-PSL from a prior employer, the employee may not be entitled to COVID-PSL under this policy.

Intermittent Leave

If the School and the employee agrees, an employee may take the leave intermittently if the employee works on site and needs time off to care for their son or daughter if the school or place of care of the employee's child has been closed, or the child care provider is unavailable due to COVID–19 precautions. Intermittent leave while an employee is working on the School's premises will not be provided for any other reasons for leave under COVID-PSL. If the School and the employee agree, an employee may take the leave intermittently for any qualifying reason if the employee is teleworking.

Use Of Paid Benefits

Employees may elect to use other accrued unused School paid leave benefits pursuant to those applicable policies before using COVID-PSL, although employees are not required to do so. If the School and the employee agree, employee's accrued unused paid benefits through applicable School policies may supplement the amount the employee receives under COVID-PSL up to the full amount of the employee's regular compensation for time taken off under this policy.

Maintenance of Health Benefits

The School will provide continued coverage under the School's group health plan if employee participates in the group health plan at the time leave is taken. The employee is responsible for paying the same portion of the premium costs the employee paid prior to COVID-PSL. Unless otherwise noted, the employee's portion of contributions will be deducted from the employee's pay.

Notification

The employee must completely fill out and submit a Request for Leave Form and provide reasonable advance notification of the need to use COVID-PSL, if foreseeable. Additional documentation supporting the need for leave may be requested. If the need to use COVID-PSL is not foreseeable, the employee must submit the Request for Leave Form as soon as practicable. However, paid leave may not be provided until the requested certification is submitted and approved. If you need assistance in completing or submitting your form, please contact Human Resources.

Termination

Employees will not receive pay in lieu of unused COVID-PSL. Unused COVID-PSL will not be paid out upon termination.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their COVID-PSL.

This COVID-PSL policy may be modified, altered, or otherwise amended or deleted in the School's sole and absolute discretion.

EMERGENCY FAMILY AND MEDICAL LEAVE EXPANSION ACT ("E-FMLA")

Purpose

Winship Community School ("School") enacted this policy in accordance with the Families First Coronavirus Response Act ("FFCRA") to provide paid time off to eligible employees for qualifying child care reasons.

Eligible Employees

All employees (including part-time and temporary employees) who work for the School for a minimum of 30 days are eligible to use E-FMLA as set forth in this policy.

Definitions

For purposes of this policy, the following definitions are incorporated:

"Child care provider" means a provider who receives compensation for providing child care services on a regular basis, including an 'eligible child care provider' (as defined in section 658P of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858n).

"Public health emergency" means an emergency with respect to COVID-19 declared by a Federal, State or local authority.

"School" means an 'elementary school' or 'secondary school' as such terms are defined in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

"Son or Daughter" is the employee's own child, which includes a biological, adopted, foster child, stepchild, a legal ward, or a child for whom you are standing in loco parentis who is under the age of 18 years of age; or 18 years or older who is incapable of self-care because of a mental or physical disability.

Permitted Use

Eligible employees may use E-FMLA if they are unable to work (or telework) due to a need for leave to care for their son or daughter if their child's school or place of care has been closed, or the child care provider of such son or daughter is unavailable, due to a public health emergency. This may be taken if no other suitable person is available to care for the child during the period of the leave.

Paid Leave Received

Employees are entitled to up to twelve weeks of time off under E-FMLA. The first two weeks are unpaid, but may be paid if the employee elects to use COVID-PSL or other applicable School paid benefits during this time. The remaining ten weeks are paid at two-thirds of the employee's regular rate of pay, up to a daily maximum of $200 and an aggregate total of $10,000. The amount paid is also based on the number of hours the employee would otherwise normally be scheduled to work.

Part-time employees are entitled to the number of hours they work on average over a two-week period. For those with varying schedules, the School will determine the number of hours, which generally includes a backward looking calculation of hours worked in the previous six months.

Limits on Use

E-FMLA is only available for use while qualifying reasons exist or through December 31, 2020, whichever is earlier. Please also note that any time off for FMLA reasons during the relevant period will count against remaining availability of E-FMLA. For instance, if an employee took three weeks of FMLA during the relevant time period, the employee will have nine weeks available under E-FMLA for use. In this example, the first two weeks of the available nine weeks would be unpaid and the remaining seven weeks would be paid in accordance with the above calculations.

Intermittent Leave

If the School and the Employee agree, an employee who needs time off for E-FMLA, may take time off intermittently.

Use Of Paid Benefits

After the first two workweeks (10 work days), employees may elect to use, or the School may require the use of, other applicable accrued unused School's paid leave benefits concurrently with E-FMLA. If the School and the employee agree, employee's accrued unused paid leave benefits through the School may supplement the employee's two-thirds pay pursuant to E-FMLA up to the full amount of the employee's regular compensation for time taken off under this policy.

Maintenance of Health Benefits

The School will provide continued coverage under the School's group health plan if the employee participates in the group health plan at the time leave is taken. The employee is responsible for paying the same portion of the premium costs the employee paid prior E-FMLA. Unless otherwise noted, the employee's contribution portion will be deducted from the employee's pay. The School will provide instructions to employees as their payment for benefit contributions during any unpaid time off under E-FMLA.

Notification

The employee must completely fill out and submit a Request for Leave Form and provide reasonable advance notification of the need to use E-FMLA, if foreseeable. Documentation from the employee's school or child care provider regarding the closure or unavailability must be submitted with the Request for Leave Form.

If the need to use E-FMLA is not foreseeable, the employee must submit the Request for Leave Form as soon as practicable. However, *paid* leave may not be provided until the requested certification is submitted and approved. If you need assistance in completing or submitting your form, please contact Human Resources.

Termination

Employees will not receive pay in lieu of unused E-FMLA. Unused E-FMLA will not be paid out upon termination.

Restoration to Position

Generally, an employee who takes E-FMLA leave shall be entitled, upon return from such leave, to be restored either (A) to the position of employment held by the employee when the leave commenced; or (B) to an equivalent position with equivalent employment benefits, pay and other terms and conditions of employment. In accordance with applicable law, restoration to a position may not be possible if certain conditions exist which include, but are not limited to, economic conditions or other changes in operating conditions of the School that affect employment and are caused by a public health emergency.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for requesting or using E-FMLA.

Other

Please note that under certain circumstances, the School may be exempt from the requirements of E-FMLA. In addition, employees may be eligible for time off under the School's FMLA policy if the employee has a serious health condition related to COVID-19, or to care for the employee's spouse, son, daughter or parent with a serious health condition related to COVID-19.

Other terms and conditions of FMLA may apply to this leave. Please see Human Resources for additional information.

This E-FMLA policy may be modified, altered, or otherwise amended or deleted in the School's sole and absolute discretion.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of Winship Community School's ("WCS") Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I understand that the Employee Handbook contains important information regarding WCS' expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of WCS' policies.

In particular, I have read and understand WCS' Anti-Nepotism Policy, Policy Regarding Inconsistent, Incompatible or Conflicting Employment, Activity or Enterprise by School Personnel, Policy Confirming Restrictions on the Provision of Funds or Other Things of Value to Students, Parents or Guardians, and restrictions and procedures to avoid Conflicts of Interest.

Just as I am free to terminate the employment relationship with WCS at any time, -WCS, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and WCS for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the ~~Principal~~Executive Director of WCS, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the ~~Principal~~Executive Director. This is the entire agreement between WCS and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with WCS, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

WCS reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.

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

Employee Name (print): _____

Employee Signature: _____

Date: _____

Cover Sheet

Compensation Policy

Section:	IV. Operations
Item:	C. Compensation Policy
Purpose:	Vote
Submitted by:	Julie Haycock
Related Material:	Winship-Compensation Policy-2020-2021 (1).pdf

BACKGROUND:

The Compensation Policy has been previously approved. There are two updates to the policy due to budget.

- **Adjusted years of service granted upon employment to 5 years**
- **Removed the salary advancement portion**

RECOMMENDATION:

I recommend that the board approves the Compensation Policy with the indicated changes.

WINSHIP
Community School

2020-2021 Compensation Policy

Dedication to Non-discrimination
It is the policy of Winship Community School not to discriminate on the basis of race, religious creed (which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations.

Important Information
- This summary does not alter the at-will nature of the employment relationship and nothing in this summary shall limit the School's right to terminate employment at-will or limit the School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. This includes, without limitation, the School's right to modify the compensation of any employee at any time, with or without notice and with or without cause.
- The School Board adopts this compensation schedule for 2020-2021 only. Pay increases are not granted automatically each year; therefore, neither past nor future compensation can be calculated, assumed, or predicted on the basis of this schedule or any information contained herein. Compensation of any employee may also be adjusted at any time based on operational needs of the School.
- The Executive Director shall recommend compensation for all School staff, consistent with the budget approved by the School Board. -An employee's regular compensation is paid on a semi-monthly basis in accordance with the School's payroll practices and policies.
- The School reserves the right to change, suspend, revoke, terminate, or supersede provisions of this compensation schedule at any time. To the extent any of provisions herein differ from the terms of an employee's employment agreement, the terms of the agreement shall prevail.

Compensation Philosophy
A compensation philosophy is a statement that defines what an organization offers and chooses to reward via its compensation system. The School's compensation philosophy places emphasis on equity, transparency, excellence, and commitment. These five key values are the foundation for all School compensation structures and practices.

We offer…
- comprehensive compensation packages for all staff, including base salary and benefits. Certain employees may be eligible for bonuses and stipends, as set forth herein
- a dynamic culture and vibrant community of colleagues united by shared dedication to students, a

commitment to innovation, and a strong growth mindset
- unique career pathways, growth and development opportunities, and leadership roles that encourage staff to challenge themselves
- equitable compensation, regardless of gender, race/ethnicity, national origin, sexual orientation, age, religion, disability or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations
- a transparent and clearly communicated compensation system, so that staff understand what factors may determine individual compensation and how and when potential changes to compensation will be effected

We recognize and reward…
- exceptional performance and contributions that enable excellent student outcomes
- commitment of staff who contribute to the long-term success of our students and our organization

For teachers…

Given the role they play in providing educational services, teachers are particularly critical to the success of our mission. As such, we offer teacher compensation to attract and retain talented educators, and we specially recognize and reward:
- exceptional teacher performance that leads to growth and excellence for students
- commitment of teachers who develop deep, high-quality educational experience (within or outside of the School) and assume critical leadership responsibilities

CERTIFICATED COMPENSATION

Teacher Definition:

For purposes of this schedule, a Teacher is defined as a person who has a valid credential or certificate that allows them to teach a specific subject matter or special education

Salary Placement Guidelines:

Upon hire, each employee's salary placement will be calculated based on the YEAR an employee fits, and in accordance to the professional and teaching experience gathered in previous years in the institutions outlined in this manual and on other factors such as prior performance (which includes a rehired employee).
The starting salary of a new employee may exceed the salary of a current employee in the same position based on the new employee's years of experience.

Creditable Years of Experience:
- The School has the option to grant one (1) YEAR for each one (1) year of approved creditable teaching or professional experience up to 5 (five) ~~10 (ten)~~ years.
- An additional year may be granted for teachers who have school-desired experience in what the school determines to be "hard-to-staff" positions.
- One year of creditable professional or teaching experience will be granted for full-time employment, which is employment for 100% of an institution's normal work schedule during the school year
- A partial year of creditable professional or teaching experience can be granted for up to a year of part-time employment, which is less than 100% of an institution's normal work schedule during the school year.
- Creditable professional or teaching experience may be earned in:
  - California and US public, charter, and private elementary and secondary schools
  - Accredited foreign public, charter, and private elementary and secondary schools
  - California, US, and foreign accredited universities and colleges
  - Non-public special education contract schools for special education teachers
  - Other regionally accredited educational institutions
- Creditable teaching experience is experience as a teacher in one of the institutions outlined above.

- A maximum of 2 years of substitute teaching experience in California and US public, charter, and private elementary or secondary schools may be accepted.
- Two years of teacher assistant experience in the above institutions will be equal to 1 YEAR in the salary schedule up to a maximum of 2 YEARS.
- Other relevant professional experience may be considered by the Executive Director or designee.

The Executive Director or his or her designee may adjust a rehired teacher's placement on the pay scale as appropriate based on the employee's accumulated experience following the teacher's separation from the School, which may result in a higher or lower placement on the scale than the teacher would have otherwise been placed had the teacher been continuously employed.

Credential/Certification:

- Teachers holding a valid and active credential (i.e., preliminary, clear, lifetime) California teaching certificate at the time of hiring/rehiring will generally be compensated in accordance with the applicable teacher salary table (B Basis, C Basis or Special Education) for certificated teachers.
- The School may hire teachers with a bachelor's degree who do not hold a clear teaching credential. Staff holding an alternative certification (intern, emergency, or preliminary credential) are rated on the same salary teacher table as certificated teachers.
- A teacher is eligible to advance to the proper Pay Scale level once they meet the requirement for that specific Pay Scale Level and Group based on their creditable years of service and post-BA units, if applicable.
- For any given school year, teachers must submit any successfully completed post-BA units no later than October 31 in order for the units to applied to the teacher's salary in that school year. Any proof of successfully completed post-BA units submitted to the School after October 31 will not result in an adjustment to compensation until the following school year.
- Any increase in pay resulting from an advancement on the Pay Scale based on the successful completion of post-BA units will not take effect until after the School's receipt of sufficient documentation supporting the advancement. Pay increases for post-BA units will not be paid retroactively. For illustration purposes, if a teacher is awarded a degree on January 15 and provides proof of the degree on May 1, any advancement on the Pay Scale and increase in pay will be effective beginning the next school year. The teacher will not be paid at the higher rate of compensation retroactively (i.e., for the periods between January 15 and July 1).
- If a teacher is awarded a degree on August 15 and provides proof of the degree on October 15, any advancement on the Pay Scale and increase in pay will be effective beginning the first pay period following October 15. The teacher will not be paid at the higher rate of compensation during the periods between August 15 and October 15.

Advanced Degree/Certificate Stipends:

- Teachers who hold a Doctoral degree are entitled to additional compensation of $5000 stipend in addition to their current annual salary on the Salary Table.
- The stipend is not included in your annual salary and may be processed separately from regular earnings.
- National Board Certificate (NBC) holders are entitled to a $2,500 stipend in addition to their current annual salary on the Salary.
- The stipends will be paid as set forth in the Stipend Chart below.

Signing Bonus:

If the School decides to issue signing bonuses, the following requirements shall apply.

- Signing bonuses may be offered to teachers certified in an area of critical concern as defined by the School, to promote diversity, or to address specific concerns at the school.

- The Executive Director shall designate the individuals authorized to receive the signing bonus.
- To qualify for a signing bonus, the teacher must:
    - be certified in the field they are hired to teach.
    - teach in that field of the bonus.

Supplemental Duty Stipends:

- Stipends are assigned and approved by the Executive Director or his/her designee at the beginning of the school year or semester or as otherwise noted in the chart below.
- Teachers who perform the supplemental duties outlined in the table below are eligible to receive the corresponding stipends as indicated and only if assigned/awarded to the teacher by the Executive Director or his/her designee. The number of stipends awarded under each category and/or the periods of service during the school year are at the sole discretion of the Executive Director or his/her designee.
- Supplemental duty stipends are authorized for the specific year assigned and are not renewed for the future years unless specifically authorized for those years. This means additional duties such as New Teacher Trainer, SPED Lead Teacher, etc. are assigned on a year by year basis and are not guaranteed responsibilities that carry over from year to year.
- Supplemental pay will cease when there is no need for the duty, the employee becomes ineligible or as otherwise determined in the sole discretion of the School.
- The School, in its sole discretion, may choose not to offer certain stipends
- Stipend amounts and requirements will be reviewed periodically and may be modified from time to time at the sole discretion of the School.
- Supplemental duty stipends are prorated and will be paid as set forth in the below Stipend Chart, once the Supplemental duty has started.

Stipend Chart

Stipend Chart

DESCRIPTION	AMOUNT	ELIGIBILITY	ELIGIBILITY START	PERIOD PAID
Community Coordinator	*$5000-$10000	Paid to a hired Community Coordinator who facilitates regular events for the Community Connections program. Carry a caseload of 24 students, can carry additional 7 or more with director approval.	Eligibility starts at the beginning of the school year.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Induction Coach Stipend	$500/teacher/semester	Paid to credentialed teachers who work with teachers who are working toward clearing their teaching credential.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Student Support Coordinator	$ 15,000.00	Paid to certificated multi-subject teachers, preferrably with home school experience. Can carry 14 students on their roster, up to 19 with permission of director. Supervise 504 and SST meetings	Eligibility starts at the beginning of the school year and once the supervising begins.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Intervention Support Coordinator	$ 15,000.00	Paid to certificated multi-subject teachers, preferrably with home school experience. Carries 14 students on their roster, up to 19 with permission of director. Provide students with tier 1,2 and 3 intervention	Eligibility starts at the beginning of the school year and once the supervising begins.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Decathlon Coordinator Stipend	$ 2,500.00	Assigned Position: Provided to credentialed teachers who meet with students to determine if they are meeting academic decathlon course requirements	Eligibility starts at the beginning of the school year and once the coaching begins.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
New Teacher Trainer	$ 8,500.00	Assigned Position: paid to a designated HST who applied and received the position to help train new teachers. Carries caseload of 18 students, can carry additional with permission of director at $100/student/month	Eligibility starts at the beginning of the school year and once the coaching begins.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
New Teacher Mentor Teachers	$500/teacher/semester	Assigned Position: paid to a designated HST who applied and received the position to help mentor new teachers.	Eligibility starts at the beginning of the school year and once the coaching begins.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
SPED Instuctional or Reading Specialist Coach	$1,000	Assigned Position- still carries SPED caseload	Eligibility starts at the beginning of the school year.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
SPED Credential	$ 1,000.00	Provided for SPED teachers with SPED credential	Eligibility starts at the beginning of the school year.	Paid biweekly over 12 months; September - June. Will be prorated based on period of service during the school year.
Extended School Year (ESY)	$ 3,500.00	Paid to special education teachers who provide services from the end of the academic school year to approximately July 15th	Eligibility is earned after service has been completed from start date to end date.	Half paid during the each of the two pay periods of June 30th and July 15th
Specialized Academic Instruction (SAI)	$ 5,000.00	Offered to teachers who perform in-person services for special needs students	Eligibility is earned after the service has been provided.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
High School Lead Counselor	$ 2,000.00	Assigned Position: given to a counselor who shows leadership abilities and is experienced enough to handle escalated cases.	Eligibility starts at the beginning of the school year.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
CHYA Coach	$ 2,500.00	Assigned Position: given to HST who is committed to supporting the CHYA program and holding office hours for students.	Eligibility starts at the beginning of the school year.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Foster Youth Liaison	$ 5,000.00	Assigned Position: HST who works with county and school to identify and support foster youth students. Carry a caseload of 24 students, can carry additional 7 or more with director approval.	Eligibility starts at the beginning of the school year.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Handbook Specialist	$1000- summer start up, $2000/year	Assigned Postion: HST who creates, organizes and keeps HST handbook up to date	Eligibility starts at the beginning of the school year.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
JHVA Lead Teacher	$ 15,000.00	Paid to certificated teacher who oversees virtual teachers and teaches online junior high courses. Carries a casload of 14 students, can carry additional 7 or more with director approval.	Eligibility starts at the beginning of the school year.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
JHVA Teacher	$ 10,000.00	Paid to certificated teachers who teach online junior high courses and carry a casload of 14 students, can carry additional 7 or more with director approval.	Eligibility starts at the beginning of the school year.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
EL Designee	$5000-10,000	Assigned Position: HST who works with EL coordinator to provide EL support to families and staff. Carry a caseload of 18 students, can carry additional 7 or more with director approval.	Eligibility starts at the beginning of the school year.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Extra Student Stipend	$100/month/student over required roster limit	Provided to HST's carrying over the full time caseload of 28.	Becomes eligible once their rosters surpass required roster limits	Paid biweekly over 10.5 months; August 16 - June. Will be prorated based on period of service during the school year.
National Board Certification (NBC)	$2,500	Provided to teachers who have been awarded the National Board Certification	For current employees who obtain the certification before January 1 of the current school year.	The four payments of equal installments (two paid in December and two in March) of the total stipend amount will only be paid to current employees
National Board Certification (NBC)	$1,750	Provided to teachers who have been awarded the National Board Certification	For current employees who obtain the certification after January 1 of the current school year.	The two payments of equal installments (two in March) of the total stipend amount will only be paid to current employees
Doctoral Degree Stipend	$5,000	Provided to teachers who hold a doctor's degree	For those who obtain their degree before January 1 of the current school year.	The four payments of equal installments (two paid in December and two in March) of the total stipend amount will only be paid to current employees
Doctoral Degree Stipend	$2,500	Provided to teachers who hold a doctor's degree	For those who obtain their degree after January 1 of the current school year.	The two payments of equal installments (two in March) of the total stipend amount will only be paid to current employees

*Stipend based on current budget

Voluntary Transfer to Lower Role Placement or Teaching position

- Employees approved to voluntarily transfer to a position in a lower placement on the salary scale will be placed in the new salary placement or teacher salary schedule, and the salary will be calculated as it is in the new placement or schedule.

North Charters

July 1, 2020 HQT Teacher Salary Schedule

B- Basis -10 Month Calendar*

Pay Scale Group	Pay Scale Level									
Points	1	2	3	4	5	6	7	8	9	10
A (Minimum)	58240**	58240**	$58,250	$58,250	$58,250	$58,250	$58,250	$58,250	$58,250	$58,250
B (+14 points)	58240**	58240**	$58,250	$58,250	$58,250	$58,250	$58,250	$58,250	$58,250	$63,750
C (+28 points)	$58,250	$58,250	$58,250	$58,250	$58,250	$58,250	$58,250	$58,250	$63,110	$66,250
D (+42 points)	$58,250	$58,250	$58,250	$58,250	$58,250	$58,250	$58,250	$62,350	$65,500	$68,750
E (+56 points)	$58,250	$58,250	$58,250	$58,250	$58,250	$58,250	$61,550	$65,625	$67,850	$71,250
F (+70 ponits)	$58,250	$58,250	$58,250	$58,250	$58,250	$60,500	$63,700	$66,900	$70,225	$73,750
G (+84 points)	$58,250	$58,250	$58,250	$58,250	$59,750	$62,725	$65,850	$69,125	$72,600	$76,250
H (+98 points)	$58,250	$58,250	$58,250	$58,750	$61,650	$64,750	$68,000	$71,400	$75,000	$78,750

Additional Pay Scale Levels

	H11	H12	H13	H14	H15	H20	H25	H30
H Cont. (+98 points)	$81,250	$83,750	$86,250	$88,750	$91,250	$93,750	$96,250	$98,250

Stipends

National Board Certification (documentation required)	$2,500
Doctorate Degree (conferred, transcripts required)	$5,000

*Annual salary is based on 195 work days. The 195 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar

** Staff holding alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2

*** Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board

Powered by BoardOnTrack

Winship Community School - Regular Scheduled Board Meeting - Agenda - Tuesday September 22, 2020 at 4:30 PM

Pay Scale Group	Pay Scale Level														
Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A (Minimum)	58240**	58240**	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240
B (+14 points)	58240**	58240**	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$59,696	$59,696	$59,696	$61,188	$61,188	$61,188
C (+28 points)	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$59,696	$61,188	$61,188	$61,188	$62,717	$62,717	$62,717
D (+42 points)	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$59,696	$61,188	$62,717	$64,598	$66,535	$66,535	$66,535	$66,535
E (+56 points)	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$59,696	$61,486	$63,330	$65,863	$68,497	$71,236	$71,236	$71,236	$71,236
F (+70 ponits)	$58,240	$58,240	$58,240	$58,240	$58,240	$59,696	$61,486	$63,945	$66,502	$69,162	$71,928	$74,805	$77,797	$77,797	$77,797
G (+84 points)	$58,240	$58,240	$58,240	$58,240	$58,240	$59,696	$62,083	$64,566	$67,148	$69,833	$72,626	$75,531	$78,552	$78,552	$78,552
H (+98 points)	$58,240	$58,240	$58,240	$59,696	$62,083	$64,566	$67,148	$69,833	$72,626	$75,531	$78,552	$81,694	$84,961	$88,359	$88,359

Additional Pay Scale Levels

	H20	H25
H Cont. (+98 points)	$92,776	$97,414

Stipends

National Board Certification (documentation required)	$2,500
Doctorate Degree (conferred, transcripts required)	$5,000

Full time HSTs must hold a minimum of 28 students and with approval of their Charter Leader can support 7 additional students at a $100 stipend per student and per month

*Annual salary is based on 195 work days. The 195 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar

** Staff holding alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2

*** Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board

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****During the rate-in-process for new hires Executive Directors may approve additional units earned beyond post-baccalaureate credits equivalent to 4-semester units for each year starting with year 15. A candidate can earn a maximum of 60 credits for experience based on Executive Director approval.

North Charters

July 1, 2020 Special Education Teacher Salary Schedule

D- Basis -10 Month Calendar*

Pay Scale Group / Points	Pay Scale Level 1	2	3	4	5	6	7	8	9	10
A (Minimum)	58240**	58240**	$59,950	$59,950	$59,950	$59,950	$59,950	$59,950	$59,950	$59,950
B (+14 points)	58240**	58860**	$59,950	$59,950	$59,950	$59,950	$59,950	$59,950	$59,950	$65,945
C (+28 points)	$59,950	$59,950	$59,950	$59,950	$59,950	$59,950	$59,950	$59,950	$65,247	$68,670
D (+42 points)	$59,950	$59,950	$59,950	$59,950	$59,950	$59,950	$59,950	$64,419	$67,853	$71,395
E (+56 points)	$59,950	$59,950	$59,950	$59,950	$59,950	$59,950	$63,547	$67,989	$70,414	$74,120
F (+70 ponits)	$59,950	$59,950	$59,950	$59,950	$59,950	$62,566	$65,891	$69,379	$73,003	$76,845
G (+84 points)	$59,950	$59,950	$59,950	$59,950	$61,585	$64,828	$68,234	$71,804	$75,592	$79,570
H (+98 points)	$59,950	$59,950	$59,950	$60,495	$63,656	$67,035	$70,578	$74,284	$78,208	$82,295

Additional Pay Scale Levels

	H11	H12	H13	H14	H15	H20	H25	H30
H Cont. (+98 points)	$85,020	$87,745	$90,470	$93,195	$95,920	$98,645	$101,370	$103,550

Stipends

All Special Education Teacher contracts	$1,000
SPED Instuctional or Reading Specialist Coach (+above stipend)	$1,000
National Board Certification (documentation required)	$2,500
Doctorate Degree (conferred, transcripts required)	$5,000

*Annual salary is based on 195 work days. The 195 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar

** Staff holding alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2

*** Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board

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Winship Community School - Regular Scheduled Board Meeting - Agenda - Tuesday September 22, 2020 at 4:30 PM

North Charters
July 1, 2020 Special Education Salary Schedule
E- Basis -11 Month Calendar*

Pay Scale Group		Pay Scale Level											
		1	2	3	4	5	6	7	8	9	10	11	13+
Row 1	Program Specialist	$81,088		$84,088		$88,293		$92,709		$97,342		$102,209	
Row 2	School Psychologist	$81,088		$84,088		$88,293		$92,709		$97,342		$102,209	
Row 3	Speech Pathologist	$74,146		$78,049		$82,157		$86,481		$91,033		$95,585	
Row 4	Occupational Therapist	$70,688		$74,387		$78,302		$82,423		$86,761		$91,327	
Row 5	School Nurse	$70,512		$74,038		$77,340		$81,227		$85,288		$89,552	

Stipends
Doctorate Degree (conferred, transcripts required) $5,000

*Annual salary is based on 207 work days. The 207 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar
**Travel is a requirment of the assessment positions, travel will be reimbursed based on the reimbursement policy
*** Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board

North Charters
July 1, 2020 RC/Counselor Salary Schedule
F- Basis -10 Month Calendar*

Pay Scale Group	Pay Scale Level									
	1	2	3	4	5	6	7	8	9	10
Regional Coordinator	$78,500	$80,500	$82,500	$84,500	$86,500	$88,500	$90,500	$92,500	$94,500	$96,500
Community Connections Coordinator	$78,500	$80,500	$82,500	$84,500	$86,500	$88,500	$90,500	$92,500	$94,500	$96,500
EL Coordinator	$78,500	$80,500	$82,500	$84,500	$86,500	$88,500	$90,500	$92,500	$94,500	$96,500
Testing Coordinator	$78,500	$80,500	$82,500	$84,500	$86,500	$88,500	$90,500	$92,500	$94,500	$96,500

Coordinator positions must hold a minimum of 14 students and with approval of their Charter Leader can support 7 additional students at a $100 stipend per student and per month
*Annual salary for coordinators is based on 205 work days. The 205 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar

	1	2	3	4	5	6	7	8	9	10
School Counselor	$62,500	$65,000	$67,000	$69,000	$71,000	$73,000	$75,000	$77,000	$79,000	$81,000

*Annual salary for School Counselor is based on 195 work days. The 195 work days is a minimum number of work days, team members may need to work additional days beyond the work calendar

Stipends
National Board Certification (documentation required) $2,500
Doctorate Degree (conferred, transcripts required) $5,000

** Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board

North Charters
July 1, 2020 Director Salary Schedule
E- Basis -11 Month Calendar*

Pay Scale Group	Pay Scale Level									
	1	2	3	4	5	6	7	8	9	10
Special Education Director (MOU 5 schools)	145,000	147,000	149,000	151,000	153,000	155,000	157,000	159,000	161,000	163,000
Special Education Assistant Director (MOU 5 schools)	105,000	107,000	109,000	111,000	113,000	115,000	117,000	119,000	121,000	123,000

	1	2	3	4	5	6	7	8	9	10
Assistant Director/ Deputy Director	110,000	112,000	114,000	116,000	118,000	120,000	122,000	124,000	126,000	128,000
Director of Student Support (MOU Statewide)	140,000	142,500	144,500	146,500	148,000	150,000	152,000	154,000	156,000	158,000
Director of Operations (MOU 5 schools)	140,000	142,500	144,500	146,500	148,000	150,000	152,000	154,000	156,000	158,000

Stipends

National Board Certification (documentation required)	$2,500
Doctorate Degree (conferred, transcripts required)	$5,000

Special Education Director is not required to carry a student caseload and is based on 225 work days.
Special Education Assistant Director is not required to carry a student caseload and is based on 220 work days.
Assistant Directors/Deputy Director must hold a minimum of 7 students and with approval of their Charter Leader can support 7 additional students at a $100 stipend per student and per month
*Annual salary for assistant directors/deputy directors is based on 220 work days. The 220 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar
** Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board

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Additional Supplement Bonus ("Supplement"):
The Executive Director may recommend a Supplement for teachers as set forth in this section.

- A Executive Director, in his or her sole discretion, shall determine what duties shall be supplemented based upon the operational needs of the school.
- A supplement is not automatic, and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A supplement will be paid to the employee in accordance with the schedule provided by the School at the time of supplement award.
- The supplemental award shall not exceed $35,000 or 50% of annual salary.
- All supplements listed are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the teachers' regular salary.
- Teacher supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the teacher and the Executive Director prior to performing the supplemental duties.
- Supplements will be paid in installments or one lump sum if less than $1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage, Extra Student Pay and Enrollment Milestones.
- To qualify for an extended duty supplement, the following criteria must be met as requested and assigned by the Executive Director:
    - 1. The Executive Director must first agree with the teacher on the terms
    - 2. The supplemental work must be separate from the normal job responsibilities.
    - 3. The work must be completed or in the progress of being completed.

Part-time Teachers:
For all part-time teachers.

- Part-time/Full time Status: Compensation for part-time teachers will be $30.00 per hour. Estimated hours for part-time teachers each week includes a maximum of 10 hours per week for approved non-instructional activities (recruiting, planning, grading, parent conferences, etc.) and one (1) additional hour per week per enrolled student. This allotted time should be sufficient to complete each part-time teacher's duties. All time worked will be compensated at the part-time teacher's hourly rate. Part-time teachers will work no more than up to 17 hours of work per pay period in July and for up to 8.5 hours of training in August.

- Part-time teachers must accurately record and timely submit records of all time worked and observe all lunch and rest breaks as outlined in the School's employee handbook. Part-time employees may not work overtime (i.e., over 8 hours in a workday or 40 hours per workweek) without written authorization from their direct supervisor.

  When a case load of 20 students is reached, employees may be rated in and placed on a salary table and given health care benefits contingent upon the teacher's expected maintenance of a case load at the norm of 28 students for full-time teachers. Carrying a case load of less than 28 students over a course of three (3) consecutive months may result in a return to part time status.

CLASSIFIED COMPENSATION

Experience and Placement

- Each classified employee will be placed on the salary schedule based on their creditable years of experience, which will be categorized as equivalent or applicable experience.
- Equivalent experience is the directly related experience of an employee to the position held or hired. Applicable experience is the other administrative, teaching, or professional experience which is not directly related to the position held or hired.
    - Example: Office Manager experience at a private school is accepted as equivalent experience for a person in the Office Manager position, but teaching experience will be applicable experience.
    - Example: SPED instructional aide at a school district, or a company may be equivalent experience for the SPED instructional aide position, but SPED center aide will be applicable experience.
- The evaluation of prior experience and placement on the Salary Scale will be recommended by the Human Resources Department and the Executive Director or designee makes the final decision, consistent with the School's approved budget.
- The following criteria will be considered in the evaluation of prior experience:
    - The number of days worked in a year must be at least 180 days as a full-time employee
    - The percentage of days worked
    - Position held
    - Type of the organization and accreditation
- Each equivalent year of creditable experience will be equal to 1 YEAR, and each year of creditable applicable experience will be equal to a 0.5 YEAR. If the total years of experience is a fraction of a whole, it will be rounded up.
    - Example: 3.5 YEARS will be rounded to 4.0 YEARS of experience.
- Rehired employee's years of experience in the same or higher salary placements will be treated as equivalent experience.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on the creditable years of experience as defined herein.
- Creditable experience may be earned from other schools, districts or any other employer.
- The Executive Director shall recommend the creation of new positions as needed and will evaluate and recommend placement of the new positions in the appropriate role, together with any necessary budget adjustments required, to be approved by the School Board

North Charters
July 1, 2020 Classified Salary Schedule
12 Month Calendar

		1	2	3	4	5	6	7	8	9	10
Office Tech 1	Hourly Annual	$15.024 $31,250	$15.385 $32,000	$15.745 $32,750	$16.226 $33,750	$16.707 $34,750	$17.308 $36,000	$17.788 $37,000	$18.269 $38,000	$19.471 $40,500	$20.072 $41,750
Office Tech 2	Hourly Annual	$18.029 $37,500	$18.510 $38,500	$19.111 $39,750	$19.591 $40,750	$20.072 $41,750	$20.673 $43,000	$21.274 $44,250	$21.875 $45,500	$22.476 $46,750	$23.077 $48,000
Office Tech 3	Hourly Annual	$19.231 $40,000	$19.832 $41,250	$20.433 $42,500	$21.034 $43,750	$21.635 $45,000	$22.296 $46,375	$22.957 $47,750	$23.678 $49,250	$24.399 $50,750	$25.120 $52,250
Office Tech 4	Hourly Annual	$24.038 $50,000	$24.760 $51,500	$25.481 $53,000	$26.322 $54,750	$27.043 $56,250	$27.885 $58,000	$28.726 $59,750	$29.567 $61,500	$30.409 $63,250	$31.250 $65,000
Coordinator	Annual	$65,500	$67,500	$69,500	$71,500	$73,500	$75,600	$77,500	$79,500	$81,500	$83,500
Manager	Annual	$81,000	$83,000	$85,000	$87,000	$89,000	$91,000	$93,000	$95,000	$97,000	$99,000

Role/Salary Placements

- All positions are classified according to the corresponding role and/or salary placements based on the required set of skills, education, effort, and responsibility of the job assignment as indicated in the specific job description. All positions may be reclassified as necessary by the Executive Director or designee. Some hard-to staff positions may be compensated out of the salary schedule as approved by the Executive Director.

Advancements on Pay Scale

- An advancement on the Pay Scale is the placement of an employee from a position in a lower salary placement to a position in a higher salary placement and will be determined on the same basis and factors articulated herein.

Lateral Transfer

- A lateral transfer is the movement of an employee from one position to another within the same salary placement. The employee may continue to progress in the same salary placement as experience in the position is accumulated. Prior experience will not be re-evaluated for purposes of placement or advancement in the new salary placement.

Partial Assignments

- In cases where a classified employee has been given multiple assignments (e.g. a SPED coordinator with partial ESL duties), the employee will be placed on the salary schedule (or salary placement) with the higher salary.

Reassignments

- Employees approved to voluntarily transfer to a position in a lower placement on the salary scale, if applicable, will be placed in the new salary placement, and the salary will be calculated as it is in the new placement or schedule
- When an employee is reassigned for any reason to a position in a lower salary placement, the employee's salary will be lowered during the next payroll cycle, or when determined by the Executive Director to avoid disruption so long as it is not earlier than the next payroll period.

Rehires

- A former employee who returns to a position similar to the role held prior to separation will be placed on the salary scale as follows:

- The converted grade and step of individuals who separated employment will be identified for appropriate entry placement on the salary scale.
- All applicable work experience earned outside of Winship Community Schools, subsequent to separation, may be identified and used for credit as equivalent experience in accordance with the creditable years of service as described herein.

Experience – Nonexempt Employees

- Each nonexempt employee will be placed on the salary schedule based on their years of relevant experience. Although non-exempt employees may be paid a monthly salary (paid on a semi-monthly basis), all non-exempt salaried employees will be paid for all hours worked and are eligible for overtime in accordance with applicable law. Employees should receive approval from their supervisor before working overtime.
- The evaluation of prior experience will be made by the Executive Director or his/her designee. The following criteria, among others, may be considered in evaluation of prior experience:
  - The number of days worked in a year must be at least 180 days as a full time employee
  - The percentage of days worked
  - Position held
  - Type of the organization and accreditation
- Experience including secretarial, clerical, teaching, professional, and substitute experience may be credited.
- Each year of experience may be 1 YEAR in the schedule.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on their years of experience.
- Experience may be earned in other districts or other companies.
- The Executive Director or his or her designee may adjust a rehired non-exempt employee's placement on the pay scale as appropriate based on the employee's accumulated relevant experience following the employee's separation from the School, which may result in a higher or lower placement on the scale than the employee would have otherwise been placed had the employee been continuously employed. Adjustments to an employee's salary may be made in any subsequent school year.

Additional Supplement Bonus ("Supplement"):

The Executive Director may recommend a Supplement for classified staff members as set forth in this section.

- A Executive Director, in his or her sole discretion, shall determine what duties shall be supplemented based upon the operational needs of the school.
- A supplement is not automatic, and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A supplement will be paid to the employee in accordance with the schedule provided by the School at the time of supplement award.
- The supplemental award shall not exceed $35,000 or 50% of annual salary.
- All supplements awarded are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the classified staff members' regular salary.
- Classified staff member's supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the classified staff member and the Executive Director prior to performing the supplemental duties.
- Supplements will be paid in installments or one lump sum if less than $1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.

- Additional Supplements may include things such as Winter Break Coverage and Enrollment Milestones.
- To qualify for an extended duty supplement, the following criteria must be met as requested and assigned by the Executive Director:
    - 1. The Executive Director must first agree with the classified staff member on the terms
    - 3. The supplemental work must be separate from the normal job responsibilities.
    - 4. The work must be completed or in the progress of being completed.

~~PAYROLL ADVANCE POLICY~~

~~POLICY BRIEF AND PURPOSE~~

~~Our payroll advance policy describes our terms for advancing pay to our employees as an emergency short-term loan.~~

~~SCOPE~~

~~This policy applies to all employees, with the exception of the Executive Director and officers of Winship Community School. In addition, temporary employees with contracts that are less than one year will not be eligible for Payroll Advances.~~

~~POLICY ELEMENTS~~

~~"Payroll advance" refers to employees receiving a portion of their pay before their next normal payday. This does not include any money paid to the employee for work-related expenses.~~

~~The School is not obliged to pay employees in advance and may choose to do so if employees have qualifying reasons.~~

~~CONDITIONS FOR REQUESTING A PAYROLL ADVANCE~~

~~Employees can ask for a pay advance if they:~~

- ~~*Have been employed with the school for three consecutive months.*~~
- ~~*Have not taken any other company-sponsored loan.*~~
- ~~*Do not have any current negative evaluations or disciplinary actions.*~~

~~These conditions apply to all eligible employees without discrimination against protected characteristics.~~

~~Employees should have a legitimate reason to ask for advance pay, usually an unexpected or unavoidable occurrence. Examples of such reasons, although not conclusive, are for:~~

- ~~*Family or personal emergencies (e.g. being victims of a robbery or fire, having to pay funeral fees)*~~
- ~~*Hospital bills not covered by medical insurance*~~
- ~~*Car repairs not covered by insurance*~~
- ~~*To save a family home*~~

~~Examples of non-qualifying reasons, include but are not limited to:~~

- ~~Taking a planned vacation~~
- ~~Entertainment expenses~~
- ~~Gambling~~
- ~~Fines~~

~~PAYROLL ADVANCE TERMS~~

~~Subject to approval, the maximum advance pay may be up to $5,000. If employees find themselves in need of more frequent or larger pay advances than they are allowed, they should discuss the situation with their Executive Director. The Executive Director may decide to make exceptions on a case-by-case basis.~~

~~We will deduct the amount of the advance pay from an employee's future paychecks. This may mean:~~

- ~~Depending on the amount, deducting the full amount from their next paycheck.~~
- ~~Repaying the amount in small installments out of a number of future paychecks.~~

~~The repayment terms must be in writing and signed by employees and will comply with applicable laws.~~

~~We will not charge any administrative fees or interest.~~

~~If an employee resigns or is terminated before they repay their payroll advance, HR , subject to approval by the Executive Director, is responsible for reaching a new agreement with the employee. Any relevant legal requirements (whether federal, state or local) must be followed.~~

~~PAYROLL ADVANCE AGREEMENTS~~

~~Employees who want to request a payroll advance should request a Payroll Advance form from HR. They must:~~

- ~~Indicate their reasons for filing the form.~~
- ~~State the amount of money they want to receive in advance.~~
- ~~Sign to accept this policy's terms.~~

~~This procedure must be followed:~~

1. ~~Employees should submit the form to their Executive Director or their Supervisor, if the Executive Director is unavailable.~~
2. ~~The Executive Director should first review the form. If they approve, they must sign the form and submit it to HR.~~
3. ~~HR and the CFO or designee must also review the form and decide whether to grant the employee's request in consultation with the Executive Director. If they approve, HR must create an agreement form for the pay advance and repayment terms taking any applicable taxes into account. This agreement must be signed by HR, the CFO or designee and the employee and include relevant dates.~~
4. ~~HR must forward the signed agreement to the accounting department. The accounting department will generally give employees their advance pay through check or bank transfer within a week, if possible, after receiving the form.~~

~~If the request is denied, the Executive Director must inform the employee.~~

~~The advance must be paid back within one year of the initial payment to the employee, subject to applicable law. If there is a problem with meeting the requirement then the employee must sign an agreement that moves them toward quickly meeting that requirement.~~

~~**NOTICE TO BOARD**~~

~~The Board must be informed by the Executive Director if an employee resigns prior to repaying their payroll advance.~~