



## MEETING AGENDA - iLEAD Online Board

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

### Meeting

**Meeting Date** Thursday, December 7, 2023  
**Start Time** 6:30 PM  
**End Time** 7:30 PM  
**Location** Address: 29477 The Old Rd, Castaic, CA 91384  
 Join Zoom Meeting <https://us02web.zoom.us/j/3858775783>  
 Meeting ID: 385 877 5783  
 Dial in Number: 1-669-900-6833

**Purpose** Regular Scheduled Meeting

### Agenda

## 1. Opening Items

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1.1. Call The Meeting To Order (6:30 PM - 6:30 PM)

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1.2. Roll Call (6:30 PM - 6:30 PM)

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1.3. Pledge Of Allegiance (6:30 PM - 6:30 PM)

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1.4. Board Meeting Agenda (6:30 PM - 6:30 PM)

Discuss and take action on the Board Meeting Agenda.

**Due date:** 12/7/2023

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1.5. Board Meeting Minutes (6:30 PM - 6:30 PM)

Discuss and take action on the Board Meeting Minutes.

**Due date:** 12/7/2023

#### Documents

- Online -Minutes-2023-11-02-F.pdf
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## 2. Curriculum Moment

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2.1. Curriculum Moment (6:30 PM - 6:30 PM)

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## 3. Public Comments

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3.1. Public Comments (6:30 PM - 6:30 PM)



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

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## 4. Consent Items

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4.1. Personnel Report (6:30 PM - 6:30 PM)

**Due date:** 12/7/2023

Documents

- 12.7.23\_Online\_PersonnelReport (1).pdf
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4.2. Check Register (6:30 PM - 6:30 PM)

**Due date:** 12/7/2023

Documents

- Online Payment Register Summary\_20231129.pdf
  - Online Payment Register\_20231129.pdf
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## 5. Discussion And Reports

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5.1. Learner Board Ambassador (6:30 PM - 6:30 PM)

5.2. School Director Report (6:30 PM - 6:30 PM)

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## 6. Action Items

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6.1. Board Policies and Procedures (6:30 PM - 6:30 PM)

Discuss and take action on Board Policies and Procedures.

**Due date:** 12/7/2023

Documents

- Freedom of Expression Policy and Procedures Online\_202312.docx.pdf
  - Internal Complaint Procedures Special Education Online\_202312.docx.pdf
  - Section 504 Policy iLEAD Online Charter School\_202312.docx.pdf
  - Foster Youth Policy Online\_202312.docx.pdf
- 

6.2. 2024-2025 School Calendar (6:30 PM - 6:30 PM)

Discuss and take action regarding the 2024-2025 School Calendar.

**Due date:** 12/7/2023

Documents

- DRAFT 2024-25 iCA Online Tr A and C IS v2311301130.pdf
- 

6.3. Board Member Roles (6:30 PM - 6:30 PM)



Discuss and take action to alter Board Member Roles of Board Chair, Secretary, and Treasurer as the Board sees fit.

**Due date:** 12/7/2023

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6.4. Revised iCA/iLEAD Online Vendor Support MOU (6:30 PM - 6:30 PM)

Discuss and take action regarding the Revised Vendor MOU.

**Due date:** 12/7/2023

Documents

- Revised - iCA and iLEAD Online Vendor Support Memorandum\_202312.pdf
- 

6.5. Board Member Terms (6:30 PM - 6:30 PM)

Discuss and take action to extend Brent's terms for an additional 3 years.

**Due date:** 12/7/2023

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## 7. Closed Session

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7.1. Conference with Legal Counsel - Anticipated Litigation (6:30 PM - 6:30 PM)

Gov. Code section 54956.9(d)(2): 1 Matter

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8. Report of Closed Session (6:30 PM - 6:30 PM)

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## 9. Board Comments

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9.1. Board Comments (6:30 PM - 6:30 PM)

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## 10. Closing Items

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10.1. Next Meeting Date - February 1, 2024 (6:30 PM - 6:30 PM)

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10.2. Adjournment (6:30 PM - 6:30 PM)

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

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

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



## MEETING MINUTES - iLEAD Online Board

### Meeting

**Date** Thursday, November 2, 2023  
**Started** 6:34 PM  
**Ended** 7:15 PM  
**Location** Address: 29477 The Old Rd, Castaic, CA 91384  
Join Zoom Meeting <https://us02web.zoom.us/j/3858775783>  
Meeting ID: 385 877 5783  
Dial in Number: 1-669-900-6833

**Purpose** Regular scheduled meeting  
**Chaired by** Brent Pellico  
**Recorder** Rigo Ortega

### Approval

**Minutes approved on:** 11/26/2023

### Minutes

## 1. Opening Items

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### 1.1. Call The Meeting To Order

The meeting called to order at 6:34 pm

**Status:** Completed

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### 1.2. Roll Call

Brent Pellico - Present

Giselle Bice - Present

Christopher Bojorquez - Late

**Status:** Completed

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### 1.3. Pledge Of Allegiance

The Pledge Of Allegiance was recited

**Status:** Completed

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### 1.4. Board Meeting Agenda

Discuss and take action on the Board Meeting Agenda.

Motioned: Brent Pellico

Seconded: Giselle Bice

Unanimously approved



Christopher Bojorquez - Late

**Due date:**

**Status:** Completed

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### 1.5. Board Meeting Minutes

Discuss and take action on the Board Meeting Minutes.

Motioned: Brent Pellico

Seconded: Giselle Bice

Unanimously approved

Christopher Bojorquez - Late

**Due date:**

**Status:** Completed

Documents

- Minutes-2023-10-05-v1.pdf
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## 2. Curriculum Moment

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### 2.1. Curriculum Moment

Savannah Overstreet presented the Curriculum Moment and answered questions from the board.

**Status:** Completed

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## 3. Public Comments

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### 3.1. Public Comments

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

No public comments

**Status:** Completed

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## 4. Consent Items

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### 4.1. Personnel Report

Motioned: Brent Pellico

Seconded: Giselle Bice

Unanimously approved

Christopher Bojorquez - Late



**Status:** Completed

Documents

- 11.2.23\_Online\_PersonnelReport (1).pdf
- 

#### 4.2. Check Register

Motioned: Brent Pellico

Seconded: Giselle Bice

Unanimously approved

Christopher Bojorquez - Late

**Status:** Completed

Documents

- Online Payment Register Summary\_20231027.pdf
  - Online Payment Register\_20231027.pdf
- 

### 5. Discussion And Reports

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#### 5.1. Learner Board Ambassador

Kate Wolfe presented the Learner Board Ambassador report and answered questions from the board

**Status:** Completed

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#### 5.2. School Director Report

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

**Status:** Completed

Documents

- Site Director Board Report iLEAD Online 11\_02\_23.docx.pdf
- 

### 6. Action Items

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#### 6.1. AMIM Grant

Discuss and take action regarding the Arts, Music, and Instructional Materials (AMIM) Discretionary Grant

Farnaz Kaufman, iCC1 Support Staff, presented the AMIM Grant and answered questions from the board

Motioned: Brent Pellico

Seconded: Giselle Bice

Christopher Bojorquez arrived at 6:50 pm

Unanimously approved

**Due date:**

**Status:** Completed

Documents

- iLEAD Online AMIM Discretionary Grant Plan.pdf



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## 6.2. Board Members

Discuss and take action regarding potential Board Members.

Brent Pellico motioned to add Jasmine Ruts to the Board.

Seconded - Giselle Bice

Unanimously approved

**Due date:**

**Status:** Completed

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## 7. Board Comments

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### 7.1. Board Comments

The board wants to thank Christopher Bojorquez for being part of the board and helping out with everything.

**Status:** Completed

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## 8. Closing Items

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### 8.1. Next Meeting Date - December 7, 2023

**Status:** Completed

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### 8.2. Adjournment

The meeting adjourned at 7:15 pm

**Status:** Completed

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**EMPLOYMENT - NEW HIRES**

Martinez, Alejandro	Educational Facilitator	11.02.23
Petteway, Tiffany	Educational Facilitator	11.06.23



**RESIGNATIONS/TERMINATIONS**

NA

**STATUS CHANGE**

NA

**Company name:** iLEAD Online  
**Report name:** Payment Register  
**Report title 2:** Mission Valley Bank  
**Footer Text:** 10/27/2023-11/29/2023  
**Created on:** 11/30/23  
**Location:** 116--iLEAD Online

Date	Vendor	Amount
11/1/23	SCHO009--School Pathways LLC	93.74
11/1/23	KAIS000--Kaiser Foundation Health Plan	984.78
11/1/23	PURC001--Purchase Power 6545	17.14
11/1/23	SUNL000--Sun Life Assurance Company of Canada	782.93
11/1/23	UPSF000--UPS	230.80
11/1/23	KAIS000--Kaiser Foundation Health Plan	5,069.64
11/1/23	MYFA000--MyFax	1.90
11/1/23	DEPA003--Department of Labor and Industries	868.00
11/1/23	SUNL000--Sun Life Assurance Company of Canada	32.16
11/1/23	WEXH000--WEX Health Inc.	20.40
11/2/23	STAP001--Staples Advantage	57.01
11/3/23	NATI000--National Benefit Services	175.00
11/8/23	SUNL000--Sun Life Assurance Company of Canada	32.16
11/10/23	UPSF000--UPS	158.76
11/10/23	UPSF000--UPS	63.55
11/10/23	TMOB006--T-Mobile 3616	2,694.93
11/14/23	SCHO009--School Pathways LLC	136.50
11/14/23	AMAZ116--Amazon Capital Services (Online)	11.58
11/17/23	CIGN000--Cigna Healthcare	3,734.46
11/17/23	BRAI000--BrainPOP LLC	1,395.00
11/17/23	UPSF000--UPS	135.40
11/17/23	UPSF000--UPS	274.93
11/17/23	LAWO000--Law Offices of Young, Minney & Corr, LLP	330.00
11/17/23	KHTS000--KHTS Radio	250.00
11/17/23	LAKE000--Lakeshore Learning Materials	323.69
11/20/23	CALI003--California Department of Education	332.00
11/22/23	LEGA003--Legal Shield	131.55
11/22/23	WEXH000--WEX Health Inc.	34.00
11/22/23	SUNL000--Sun Life Assurance Company of Canada	782.93
11/22/23	FIDE000--Fidelity Security Life Insurance Company	282.89
11/22/23	FIDE000--Fidelity Security Life Insurance Company	109.85
11/22/23	FIDE000--Fidelity Security Life Insurance Company	334.38
11/22/23	FIDE000--Fidelity Security Life Insurance Company	148.63
10/27/23	WEXH000--WEX Health Inc.	570.00
10/30/23	GRAV001--Gravie, Inc	12,763.66
11/1/23	LOSA001--Los Angeles County Office of Education (LACOE)	56,969.53
11/15/23	DIVV116--Divvy, Inc.	164.99
11/28/23	GRAV001--Gravie, Inc	10,381.18
		<b>\$100,880.05</b>

**Company Name:** iLEAD Online  
**Report Name:** Payment Register Summary  
**Report Title 2:** Mission Valley Bank  
**Footer Text:** 10/27/2023-11/29/2023

GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	10,682.42
3402	Health & Welfare Benefits - Classified positions	2,313.94
3602	Worker Compensation Insurance - Classified positions	868.00
4120	Core Curriculum - Software & Programs	1,395.00
4305	Educational Supplies (Classroom, Project, SpEd, Etc)	335.27
4340	Office Supplies	57.01
5808	Professional Services - Legal Fees	330.00
5825	Operating Expenditures - Banking Charges & Fees	50.38
5826	Operating Expenditures - Interest	1.16
5827	Operating Expenditures - Other Benefit Fees	54.40
5830	Operating Expenditures - Marketing & Advertising	250.00
5850	Student Services Expenditures - Student Information System	230.24
5910	Telephone & Fax	1.90
5920	Internet Services	2,694.93
5940	Postage Expense	829.04
9210	AR - Federal Funding	332.00
9310	Prepaid Expenditures (Expenses)	23,144.84
9535	Retirement Liability	56,969.53
9536	403b Payable	175.00
9556	Divvy - Online	164.99
<b>Grand Total</b>		<b>\$ 100,880.05</b>

## Presentations of Learning

- ★ In Child Development high schooler Kieran McDairmant did his play flow analysis in Roblox. As he played he answered all the assignment questions in the Roblox chat and shared the video. This was such a creative way to address the assignment where learners had to engage in an activity that they enjoy and compare it to a flow chart to see if it falls under play guidelines.



- ★ High schooler Brittania used design thinking in advisory to come up with a solution for a current global problem.

### **Responsible Consumption and Production**

There is a lack of innovation in maintaining sustainable technologies and practices to prevent the overexploitation of resources. There is limited awareness of the environmental and social impacts of our consumption and production choices; businesses prioritize cost-efficiency and profit maximization over sustainable practices; and there is a lack of policy and regulation allowing businesses to continue to exploit resources. The reason for these choices is that there isn't enough talk about it,



businesses will need to invest in proper regulations, leaving them hesitant to change, and governments aren't implementing policies and doing what they can to provide and encourage businesses with what they need to transition to better practices. Ways we can get more people to see their effect is

by providing them with 5–10 minute videos on how our overexploitation affects the environment and how it affects us. We rely on breathing and drinkable water from the environment so it will be a problem in the future. For businesses to adopt healthy standards, governments can set goals for each year, such as reducing waste, deforestation and supporting renewable energy. Governments can also provide financial support to make the transition to environmentally friendly practices. Having a clear framework and plan for businesses to look at and follow through on will help get more people to join in and help the cause.



- ★ [Learning about state and country symbols and facts](#) can seem tedious in Grade 1

or it could be fun ... 🐶 🍖 😊



### **Professional Learning/Staff Support**

- ★ The iLEAD Online team is working together to do data protocol around interventions and MTSS supports.
- ★ We had our first Friday math, English and literacy collab this past week and it was a great opportunity to learn and grow the ways we're supporting our learners. Here is part of a resource we discussed around framing feedback that moves learners forward.

Framing Feedback that Moves Notebook Keepers Forward		
A Work in Progress by Angela Stockman for Make Writing: Notebooks, 2018 CC BY-NC 4.0		
	If You See This.....	Say This.....
<b>Engaging Their Hearts</b>	<p>Writer relies on your prompts and direction, struggling to choose his or her own topics.</p> <p>Writer isn't emotionally invested in selected topics.</p>	<p>Let's work in the ideas section of your notebook. Rather than giving you a topic, I'm going to share a strategy that will help you choose a topic that really matters to you (the additional frames, shared below, can help you with this).</p>
<b>Engaging Their Heads</b>	<p>The notebook is a collection of facts and ideas gathered from mini-lessons and conferences, but the writer is not yet using that content to improve work.</p>	<p>I'm wondering if you can use this information right here (point to a specific bit of content) to tinker with your writing and make it even better.</p> <p>Let's lift one small bit of your writing out of your draft and place it in the tinkering section of your notebook.</p> <p>Now, use what you've learned to revise this tiny bit a few different ways before choosing which version you like best.</p>
<b>Engaging Their Hands</b>	<p>The facts and ideas kept in the notebook don't seem to help the writer build or sustain stamina for writing.</p>	<p>Use sticky notes to flag the pages of your notebook that help you begin writing. Flag the pages that help you keep writing, even when you get stuck.</p> <p><i>**Use the findings from this activity to inform your instruction. Ask yourself: What additional lessons do</i></p>

### **School Celebrations/Events**

- ★ 11/17/23 we participated in a Fall food giveaway for our iLEAD families



- ★ iLEAD Online held a virtual open house on 11/30/23 and we're having one again tonight!
- ★ 12/6 Bowling meetup with high schoolers!



- ★ Our OC Zoo meetup on 12/1 was a blast!



- ★ 12/6 CSUF College Tour!

### Enrollment

Current Enrollment - 276 (up 6 from last month's board meeting)







## **FREEDOM OF EXPRESSION POLICY AND PROCEDURES**

Board Approved:

Learners attending the School have the right to exercise free expression including, but not limited to the use of bulletin boards, distribution of printed materials or petitions, wearing buttons, badges and other insignia and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. The Board of Directors (“Board”) respects learners’ rights to express ideas and opinions, take stands and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Learner liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the School community.

Learners will not be disciplined solely on the basis of speech or other communication that would be constitutionally protected when engaged outside of school, but may be disciplined for harassment, threats, or intimidation unless constitutionally protected. Education Code § 48950.

### **FREEDOM OF EXPRESSION PROCEDURES**

#### **Circulation of Petitions and Other Printed Matter**

Learners shall be allowed to distribute petitions and other printed matter subject to these procedures.

The time of distribution shall be limited to the half hour before school begins, during the lunch period, and the half hour after school is dismissed.

The manner of distribution shall be such that coercion is not used to induce learners to accept the printed matter or to sign petitions. Materials are not to be left undistributed or stacked for pick-up while unattended at any place in the School or on School grounds.

#### **Buttons, Badges and Other Insignia of Symbolic Expression**

Learners will be permitted to wear buttons, badges, armbands, and other insignia as a form of expression.

Learners will be subject to disciplinary action when expressive activities such as the distribution of materials, wearing of buttons or displays, or posting of notices or other materials:

1. Are obscene, libelous or slanderous;
2. Incite learners so as to create a clear and present danger of the imminent commission of unlawful acts on school premises or of the violation of lawful School regulations or of the substantial disruption of the orderly operation of the School;
3. Express or advocate racial, ethnic or religious prejudice so as to create a clear and present danger of imminent commission of unlawful acts on School premises or of the violation of lawful School regulations or of the substantial disruption of the orderly operation of the School;
4. Are distributed in violation of the time, place and manner requirements;
5. Are in violation of current federal, state and local laws.

### **Unofficial School Publications**

School officials may not ban the distribution of non-School-sponsored publications on School grounds. Writers and editors of unofficial learner publications who violate any state or federal law may be disciplined after distribution. Learners distributing or posting any materials that are obscene, libelous or slanderous, or which demonstrably incite learners to commit unlawful acts on School premises, violate School rules, or substantially disrupt the School's orderly operation will be subject to disciplinary action.

The following points apply to unofficial learner publications:

1. The School and its employees may disassociate themselves from the material printed inasmuch as it is not an official publication of the School.
2. School officials may reasonably regulate the time, place and manner of distribution. This distribution will be limited to:
  - a. One half hour before school begins, during the lunch period, or the half hour after dismissal.
  - b. In locations that do not obstruct the normal flow of traffic within the School or at entrances.
  - c. Without undue noise.
3. No learner shall use coercion to induce learners or any other persons to accept printed matter or to sign petitions.
4. "Distribution" means dissemination of a publication to learners at a time and place of normal School activity, or immediately prior to or subsequent thereto, by means of handing out free copies, selling or offering copies for sale, accepting donations for copies of the publication, or displaying the learner publication in areas of the School which are generally frequented by learners.

School officials cannot:

1. Prohibit the distribution of anonymous literature or require that literature bear the name of the sponsoring organization or author.
2. Ban the distribution of literature because it contains advertising.

3. Create regulations that discriminate against non-School-sponsored publications or interfere with the effective distribution of non-sponsored publications provided such publications abide by time, place and manner regulations.

### **Official School Publications**

Learner editors of official school publications shall be responsible for assigning and editing the news, editorial and feature content of their publications subject to the limitations identified above. It shall be the responsibility of a journalism advisor(s) of learner publications within the School to supervise the production of the learner staff, to maintain professional standards of English and journalism and to maintain the provisions provided in the Education Code relating to learner expression.

### **Other Forms of Learner Expression**

Forms of learner expression may include, but are not limited to speech, debate, assemblies, posters, bulletin board announcements, and the wearing of buttons, badges and armbands. In general, the laws pertaining to all forms of learner expression are the same. The rights of learners to express their opinions are recognized by law and are not limited to verbal expression. The basic guidelines listed above for publications apply to all forms of learner expression. No facilitator or administrator shall interfere with such expression on the grounds that the message may be unpopular with learners or faculty.

In conforming to state and federal laws, learner expression must obey copyright laws; for example, learner posters cannot use nationally registered and copyrighted characters such as those from Walt Disney or “Peanuts” publications.

A learner shall be subject to discipline for off-campus expression, including expression on off-campus Internet web sites, when such expression poses a threat to the safety of other learners, staff, or school property, or substantially disrupts the educational program. The School director will document the impact the expression had or could be expected to have on the school program.

### **Distribution of Procedures Governing Learner Rights**

Site administrators will distribute copies of this Administrative Procedure to all facilitators who are advisors of learners who produce publications or present public performances. It is the responsibility of the School and site administrators to see that these guidelines are kept up-to-date and accurate.

### **Appeals**

The learner and a School staff member shall attempt to resolve the problem before consulting the administrative staff. If the issue cannot be resolved between the staff member and the learner, the learner may appeal the decision to the site administrator, and then to the Charter School Director or his/her designee. As a final step, the learner may follow the School’s complaint procedures as outlined in the Learner/Parent Handbook.



## **INTERNAL COMPLAINT PROCEDURES FOR COMPLAINTS RELATING TO SPECIAL EDUCATION**

Board Approved:

It is the policy of the iLEAD Online (the “School”) to maintain a positive and productive educational environment. The School is primarily responsible to ensure that it is compliant with all applicable federal and state special education laws and regulations. There are some circumstances, however, when parents/guardians or learners over the age of 18 believe that a violation of federal or state special education law is occurring in the following areas: 1) violations of Part B of the IDEA, and regulations implementing Part B; or 2) violations of Part 30 of the Education Code and the related regulations; or 3) complaints that an LEA or other public agency has violated the terms of a settlement agreement relating to the provision of a free, appropriate public education (an allegation relating to an attorney fees provision in a settlement agreement is expressly excluded); 2) complaints that the LEA or other public agency has failed or refused to implement a due process hearing order to which that LEA or other public agency is subject; 3) complaints that a public agency, other than an LEA, fails or refuses to comply with a law or regulation applicable to that public agency as it pertains or relates to the provision of a free appropriate public education to individuals with disabilities; or 4) complaints that allege facts that indicate that physical safety concerns interfere with the provision of a free appropriate public education.

Additionally, the School shall not directly or indirectly use or attempt to use the official authority or influence of the School employee for the purpose of intimidating, threatening, coercing, or attempting to intimidate, threaten, or coerce, any person, including, but not limited to, a facilitator, a provider of designated instruction and services, a paraprofessional, an instructional aide, a behavioral aid, a health aid, other educators or staff of the School, a private individual or entity under contract with the School, or a subordinate of the employee, for the purpose of interfering with the action of that person at any time, to assist a parent or guardian of a learner with exceptional needs to obtain services or accommodations for that learner.

If the parent/guardian/learner has a complaint relating to an evaluation or plan under section 504 of the Rehabilitation Act of 1973 (“section 504 plan”), the parent/guardian/learner may complain to the School’s administration. If that does not resolve the issue, the parent/guardian/learner may make a formal complaint to the School’s section 504 designee, [director@ileadonline.org](mailto:director@ileadonline.org).

### **Filing a Complaint:**

If the parent/guardian/learner/organization believes that a violation of state or federal special education laws or regulations is occurring, and the issue is not resolved informally, the parent/guardian/learner/organization may file a signed written complaint with the California Department of Education (“CDE”). All parties involved in the allegations will be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision is

made. If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or a disability, the school staff will assist the person with filing the complaint.

The complaint filed must include the following: 1) a statement that an Local Education Agency (“LEA”) or other public agency has violated or failed to comply with any provision set forth above; 2) the facts on which the statement is based; 3) the signature and contact information for the complainant; and 4) if alleging violations with respect to a specific child: A) the name and address of the residence of the child; B) the name of the school the child is attending; C) in the case of a homeless child or youth, available contact information for the child, and the name of the school the child is attending; D) a description of the nature of the problem of the child, including facts relating to the problem; and E) a proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed.

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received in accordance with federal regulations. The party filing the complaint must forward a copy of the complaint to the LEA or public agency serving the child at the same time the party files the complaint with the CDE.

The state complaint procedures, investigations, and reports include those provisions set forth in 34 C.F.R. sections 300.151 through 300.153.

Refusal by the complainant to provide the investigator, at any level of the investigation, with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegations.

### **Appeal of CDE’s Investigation Report**

Within 30 days of the date of the CDE Investigation Report, either party may request reconsideration by the Superintendent of Public Instruction (“SPI”) or the SPI’s designee. The request for reconsideration shall specify and explain why: 1) relative to the allegation(s) of the complaint, the CDE Investigation Report lacks material findings of fact necessary to reach a conclusion of law; and/or 2) the material findings of fact in the CDE Investigation Report are not supported by substantial evidence; and/or 3) the legal conclusion in the CDE Investigation Report is inconsistent with the law; and/or 4) in a case in which the CDE found noncompliance, the required corrective actions fail to provide a proper remedy.

The CDE shall respond in writing to the request for consideration within 60 days of the receipt of the request.

### **Dissemination**

Upon request, a copy of this policy will be made available free of charge and is also available on the School’s website.



## **Section 504 Policy**

Board Approved:

The Governing Board of iLEAD Online recognizes the need to identify and evaluate learners with disabilities, and desires to ensure that all learners, including learners with disabilities, have a free appropriate public education (FAPE). This means that learners with disabilities will receive the same education as learners without a disability.

The School Director shall designate a 504 coordinator to establish and implement evaluation procedures to be used whenever there is reason to believe that a learner, because of a disability, needs or is believed to need special instruction or related services. This coordinator shall also ensure a system of procedural safeguards that includes notice, an opportunity for the parent/guardian of the learner to examine relevant records, an impartial hearing with the opportunity for participation by the learner's parent/guardian and representation by counsel, and a review procedure.

The School Director or designee shall ensure that identified learners with disabilities receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled learners are met.

If the learner is found to have a disability that qualifies him/her for a FAPE under Section 504, then the Section 504 multi-disciplinary team members shall develop a written Section 504 service plan for the learner. Upon reviewing the nature of the disability and how it impacts the learner's education, the members shall determine what general and/or special education services, related aids, supplemental aids and services, accommodations and/or modifications, are needed in order to provide the learner with a FAPE. The learner shall be educated with non-disabled learners to the maximum extent appropriate.

The School Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. The Section 504 multi-disciplinary team shall provide the parent/guardian with a copy of the Section 504 service plan. If the Section 504 multi-disciplinary team determines that the learner is not eligible under Section 504, the parent/guardian shall receive a copy of the Section 504 multidisciplinary team meeting notes stating the basis for this decision. The parent/guardian shall also receive a copy of the procedural safeguards guaranteed under Section 504.



## Youth Policy

Board Approved:

The Governing Board of iLEAD Online (the “Charter School”) desires to ensure that foster children are provided equal access to the same free, appropriate public education provided to other children and youth. Foster learners will be given access to the education and other services that such learners need to ensure that they have an opportunity to meet the same challenging State learner academic achievement standards to which all learners are held. Foster learners will not be stigmatized or segregated in a separate school or program based on the learner’s status as foster youth.

### I. Definitions

- Foster child/learner/youth means a child who has been removed from his or her home pursuant to Welfare and Institutions (“W&I”) Code section 309, is the subject of a petition filed under W&I sections 300 or 602, or has been removed from his or her home and is the subject of a petition filed under W&I Code sections 300 or 602.
- The Charter School is the school of origin when the learner attended the Charter School when permanently housed or was last admitted at the initial detention or placement or subsequent change in placement of a foster child. If the school the foster child attended when permanently housed is different from the school in which the foster child was last admitted, or if there is some other school that the foster child attended with which the foster child is connected and that the foster child attended within the immediately preceding 15 months, the foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, shall determine, in the best interests of the foster child, the school that shall be deemed the school of origin.

### II. Foster Child Liaison

The School’s foster child liaison is the School Director or designee, contact [director@ileadonline.org](mailto:director@ileadonline.org). The School’s foster child liaison is required to do all of the following:

- Ensure and facilitate the proper educational placement, admission in school and checkout from school of foster children.
- Assist foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.
- The foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, may

recommend, in accordance with the foster child's best interests, that the foster child's right to attend the school of origin be waived and the foster child be admitted in a public school that learners living in the attendance area in which the foster child resides are eligible to attend.

- Before making a recommendation to move a foster child from his or her school of origin, the foster liaison shall provide the foster child and the person holding the right to make educational decisions for the foster child with a written explanation stating the basis for the recommendation and how the recommendation serves the foster child's best interest.
- If the foster child liaison, in consultation with the foster child and the person holding the right to make educational decisions for the foster child, agrees that the best interests of the foster child would best be served by his or her transfer to a school other than the school of origin, the foster child shall immediately be admitted in the new school.

### III. Admission

All foster learners are required to follow the school's process for admitting learners, including filling out and submitting the school's admissions packet on time. As with all learners, admission depends upon availability. In the event of an oversubscription in a grade, foster learners will participate in the lottery as with any other learner.

If the foster child seeking admission has outstanding fees, fines, textbooks or other items or moneys due to the school last attended or is unable to produce clothing or records normally required for admission, such as previous academic records, medical records, including, but not limited to, records or other proof of immunization history, proof of residency, other documentation or school uniforms, this will not serve as a basis for non-admission. Within two days of admission of the foster child, the foster child liaison will contact the school last attended by the foster child to obtain all academic and other records.

If a dispute arises regarding the request of a foster child to remain in iLEAD Online as the school of origin, the foster child has the right to remain in iLEAD Online pending resolution of the dispute. The dispute shall be resolved in accordance with the Uniform Complaint Procedures adopted by the School.

Admission in iLEAD Online as the school of origin will be allowed, unless a determination is made that it is not in the best interest of the foster child to attend iLEAD Online. Best interest factors include, but are not limited to, appropriateness of the current educational setting and proximity to the school in which the child is admitted at the time of placement.

### IV. Former Foster Children

If the jurisdiction of the court is terminated before the end of an academic year, the iLEAD Online shall allow a former foster child who is in kindergarten or any of grades 1 to 8, inclusive, to continue his or her education as the school of origin through the duration of the academic school year.

If the jurisdiction of the court is terminated while a foster child is in high school, iLEAD Online shall allow the former foster child to continue his or her education in iLEAD Online as the school of origin through graduation.



## V. Course Work and Graduation

The Charter School will accept coursework satisfactorily completed by the foster child while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the learner did not complete the entire course and shall issue that learner full or partial credit for coursework completed. The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school. The Charter School will not require the foster child to retake a course if the learner has satisfactorily completed the entire course in a public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. If the learner did not complete the entire course, the Charter School shall not require the learner to retake the portion of the course the learner completed unless the Charter School, in consultation with the holder of educational rights for the learner, finds that the learner is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the foster youth shall be admitted in the same or equivalent course, if applicable, so that the learner may continue and complete the entire course.

If the Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the learner, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits. The prior local educational agency shall issue appropriate credits and provide all academic or other records to the Charter School within two business days of the request.

A foster learner shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California.

A foster learner who transfers between schools any time after the completion of the learner's second year of high school and is in the learner's third or fourth year of high school, the School shall exempt from all coursework and other requirements adopted by the School that are in addition to the statewide coursework requirements specified in Education Code section 51225.3, unless the School makes a finding that the learner is reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the learner's fourth year of high school.

If the School determines that the foster learner is reasonably able to complete the School's graduation requirements within the learner's fifth year of high school, the School shall do all of the following: 1) Consult with the learner and the learner's educational rights holder of the learner's option to remain in school for a fifth year to complete the School's graduation requirements; 2) Consult with the learner and the learner's educational rights holder, about how remaining in the School for a fifth year to complete the School's graduation requirements will affect the learner's ability to gain admission to a postsecondary educational institution; 3) Consult with and provide information to the learner about transfer opportunities available through the California Community Colleges; 4) Permit the learner to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the learner, if the learner is 18 years of age or older, or if under 18 years of age, with the person holding the right to make educational decisions for the learner; 5) Consult with a learner in foster care regarding the learner's option to remain in the learner's school of origin.

To determine whether a foster learner is in the third or fourth year of high school, the number of credits the learner has earned to the date of transfer, the length of the learner's school admission, or, for learners with significant gaps in school attendance, the learner's age as compared to the average age in the third or fourth year of high school, may be used, whichever will qualify the learner for the exemption.

Within 30 calendar days of the date that a foster learner may qualify for the exemption from local graduation requirements transfers into a school, the School shall notify the learner, the educational rights holder, and the School's liaison for foster children and youth of the availability of the exemption and whether the learner qualifies for an exemption. If the School fails to provide timely notice, the learner shall be eligible for the exemption from local graduation requirements once notified, even if that notification occurs after the learner is no longer in foster care, if the learner otherwise qualifies for the exemption.

A foster learner that has been exempted from local graduation requirements in accordance with Education Code section 51225.1 and completes the statewide coursework requirements specified in Education Code section 51225.3 before the end of the learner's fourth year of high school and that learner would otherwise be entitled to remain in attendance at the school, the School shall not require or request that the learner graduate before the end of the learner's fourth year of high school.

If a foster learner is exempted from local graduation requirements pursuant to Education Code section 51225.1, the School shall, in addition to providing the notification identified above, consult with the learner and the learner's education rights holder regarding the following:

- Discussion regarding how any of the requirements that are waived may affect the learner's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution;
- Discussion and information about other options available to the learner, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges;
- Consideration of the learner's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

If a foster learner who is eligible for the exemption from local graduation requirements and would otherwise be entitled to remain in attendance at the School shall not be required to accept the exemption or be denied admission in, or the ability to complete, courses for which the learner is otherwise eligible, including courses necessary to attend an institution of high education, regardless of whether those courses are required for statewide graduation requirements.

If a foster learner is not exempted from local graduation requirements or has previously declined the exemption, the School shall exempt the learner within 30 days of the exemption request if an exemption is requested by the learner or learner's educational rights holder and the learner qualifies for the exemption. EC 51225.1(h) If a foster learner was eligible for an exemption and was not properly notified of the availability of the exemption or declined the exemption, the Charter School shall exempt the learner within 30 days of the date of the exemption request, if an exemption is requested by the learner or learner's educational rights holder and the learner at one time qualified for the exemption, even if the learner is no longer considered a "foster learner."

If a foster learner is exempted from local graduation requirements, the School shall not revoke the exemption.

If a foster learner is exempted from local graduation requirements, the exemption shall continue to apply after the learner is no longer a foster learner while the learner is admitted in the School or if a foster learner who is exempt from local graduation requirements transfers to the School from another school.

The School shall not require or request a foster learner to transfer schools in order to qualify the learner for an exemption.

A complaint for noncompliance with this section may be filed with the School under the School's Uniform Complaint Procedures.

If the Charter School determines that a foster learner who transfers between schools any time after the completion of the learner's second year of high school is not reasonably able to complete the Charter School's graduation requirements within the learner's fifth year of high school, the Charter School shall exempt that learner from the Charter School's graduation requirements and provide the learner the option to remain in the school for a fifth year to complete the statewide coursework requirements. The Charter School shall consult with the learner and the learner's educational rights holder regarding all of the following:

- The learner's option to remain in school for a fifth year to complete the statewide standards;
- How waiving the Charter School's requirements and remaining school for a fifth year may affect the learner's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education;
- Whether any other options are available to the learner, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges;
- The learner's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a learner is not eligible for an exemption in the year in which the learner transfers between schools because the Charter School makes a finding that the learner is reasonably able to complete the Charter School's graduation requirements in time to graduate from high school by the end of the learner's fourth year of high school, the Charter School shall nonetheless reevaluate eligibility and provide written notice to the learner and learner's educational rights holder and the learner's social worker or probation officer, if applicable, whether the learner qualifies for an exemption within the first 30 calendar days of the following academic year, based on the course completion status of the learner at the time of reevaluation to determine if the learner continues to be reasonably able to complete the Charter School's graduation requirements in time to graduate from high school by the end of the learner's fourth year of high school.

If it is determined within the first 30 calendar days of the following academic year, that given their course completion status as the time the reevaluation conducted that the learner is not reasonably able to complete the Charter School's graduation requirements in time to graduate

from high school by the end of the learner's fourth year of high school, the Charter School shall provide the learner with the option to receive an exemption from all coursework and other requirements that are in addition to the statewide coursework requirements or to stay in school for a fifth year to complete the Charter School's graduation requirements upon agreement with the learner, or the learner's educational rights holder and provide notification of availability of these options.

The decision whether to accept an exemption from the Charter School's graduation requirements is in the sole discretion of the learner (if over 18) or the learner's educational rights holder based on the learner's best educational interests.

#### VI. Transportation

If the foster learner requires transportation to continue to attend the Charter School as the school of origin, the Charter School will ensure that the foster child receives transportation in a cost effective manner.

#### VII. Records

A foster family agency with jurisdiction over a currently admitted or former learner, a short-term residential treatment program staff responsible for the education or case management of a learner, and a caregiver who has direct responsibility for the care of the learner, including a certified or licensed foster parent, an approved relative or non related extended family member, or a resource family (as defined below), may access the current or most recent records of grades, transcripts, attendance, discipline and online communication on platforms established by schools for learners and parents, and any individualized education programs (IEPs) that may have been developed, or any plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 of a currently admitted or former foster learner.

A foster family agency, short-term residential treatment program, or caregiver may review and receive learner records pursuant to subdivision (a) for purposes of monitoring the learner's educational progress, updating and maintaining the learner's education records as required by Section 16010 of the Welfare and Institutions Code, and ensuring the learner has access to educational services, supports, and activities. These purposes include, but are not limited to, admitting the learner in school, assisting the learner with homework, class assignments, and college and scholarship applications, and admitting the learner in extracurricular activities, tutoring, and other afterschool and summer enrichment programs.

A "resource family" means an individual or family that has successfully met both the home environment assessment and the permanency assessment criteria necessary for providing care for a child placed by a public or private placement agency by court order, or voluntarily placed by a parent or guardian.

2024

July 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

August 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

October 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

November 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

2024 - 2025

iLEAD Online

Track A - Independent Study

August

19 - First Day of School

September

2 - Labor Day

12 - 13 - K-5 Assessments

26 - 27 - Individualized Learning Plans

October

4 - Individualized Learning Plans

7 - 8 - Mid-Fall Break, Staff Professional Development

November

11 - Veterans Day

18 - 22 - Fall Break

December

20 - Fall Semester Ends

20 - Reports of Progress Sent Home

23 - Jan 13 - Winter Break

January

13 - Staff Professional Development

14 - Spring Semester Begins

20 - Martin Luther King, Jr.

23 - 24 - Learner Led Conferences

31 - Learner Led Conferences

February

17 - Presidents' Day

March

April

Mar 31 - 4 Apr - Spring Break

May

15 - 16 - K-5 Assessments

26 - Memorial Day

2 - Jun 12 - Learner Showcases

June

13 - Last Day of School

2025

January 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

February 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	1

March 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
23	24	25	26	27	28	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

April 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

May 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

LP	LP Dates	Days
1	8/19/24 - 9/13/24	19
2	9/16/24 - 10/11/24	18
3	10/14/24 - 11/8/24	20
4	11/12/24 - 12/20/24	24
5	1/14/25 - 2/7/25	18
6	2/10/25 - 3/7/25	19
7	3/10/25 - 3/28/25	15
8	4/7/25 - 5/2/25	20
9	5/5/25 - 6/4/25	22

June 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

- Semester start & end dates
- Holidays/Vacation Breaks
- Individualized Learning Plans, Assessments, Learner Led Conferences, Learner Showcases
- Learning Period End Dates

2024

July 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

August 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

October 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

November 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

- Semester start & end dates
- Holidays/Vacation Breaks
- Individualized Learning Plans, Assessments, Learner Led Conferences, Learner Showcases
- Learning Period End Dates

2024 - 2025

iLEAD Online

Track C - Independent Study

**August**

19 - First Day of School

**September**

2 - Labor Day

12 - 13 - K-5 Assessments

26 - 27 - Individualized Learning Plans

**October**

4 - Individualized Learning Plans

7 - 11 - Mid-Fall Break, Staff Professional Development

**November**

11 - Veterans Day

18 - 22 - Fall Break

**December**

20 - Fall Semester Ends

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**January**

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2 - Jun 12 - Learner Showcases

**June**

13 - Last Day of School

2025

January 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

February 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	1

March 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
23	24	25	26	27	28	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

April 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

May 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

LP	LP Dates	Days
1	7/2/24 - 7/26/24	18
2	7/29/24 - 8/16/24	15
3	8/26/24 - 9/13/24	14
4	9/16/24 - 10/18/24	20
5	10/21/24 - 11/15/24	19
6	11/18/24 - 12/20/24	20
7	1/21/25 - 2/7/25	14
8	2/10/25 - 3/7/25	14
9	3/10/25 - 3/28/25	15
10	4/14/25 - 5/16/25	25

# **iLEAD California Charters 1 and iLEAD Online Vendor Support**

## **Memorandum of Understanding**

iCA Board Approved:

iLEAD Online Board Approved:

This Vendor Support Memorandum of Understanding is entered into by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a “Party” or “School” and collectively as the “Parties” or “Schools” to this MOU.

WHEREAS, iLEAD California Charters 1 (iCA) and iLEAD Online are each nonprofits that operate California public charter schools.

WHEREAS, in order to share certain iCA resources and allocate costs among them, the Parties entered into a separate and unrelated Resource Sharing Agreement dated July 1, 2023.

WHEREAS, iCA, which currently operates the largest of the Parties’ charter schools, employs staff members and houses other resources necessary and beneficial for certain functions of charter schools using the iLEAD program, including educational support functions, professional development, program assessment, human resources functions, leadership and board support, technology support systems, facility and operations support, bookkeeping and accounting, budget development, and compliance and reporting.

WHEREAS, iLEAD Online operates a significant vendor program for online learning.

WHEREAS, iLEAD Online requests continued support in this significant and growing vendor program.

NOW, THEREFORE, in consideration of their mutual promises set forth in this MOU, the Parties desire to, and hereby agree as follows:

**1. Services.** During the term of this MOU, the Parties agree that iCA will provide staff and other resources necessary for the functions described herein of this MOU in accordance with the cost allocations and payment provisions described in Sections 2 and 3 herein.

Services to be provided:

- Monitor and assist with employees providing vendor services such as onboarding, credentialing, payroll, benefits, and retirement,
- Monitor and assist vendor accounts receivable and accounts payable,
- Monitor and assist in vendor billing,
- Monitor and assist in budget creation and budget oversight for the vendor program,
- Monitor and assist with the learning management system for the vendor program,
- Assist school leader and staff in vendor program oversight.
- **Support the CTE Educational Facilitators with goals developed through reflective supervision with their school’s governing board,**
- **At the end of the year a recommendation will be prepared by iCA of the CTE Educational Facilitators' progress toward goals to assist the board in its review and evaluation of these employees.**

**2. Cost Allocation by Percentage of Funding Received.** iLEAD Online agrees to pay iCA **510%** of the total amount collected from the vendor program.

**3. Payment and Reconciliation.** iCA shall provide a statement quarterly outlining the costs for the services for the functions described in Section 1 above of this MOU based on the applicable allocation described in Section 2 above. Each Party shall be provided access to reasonable backup documentation for such costs upon request. iLEAD Online shall submit payment to iCA within thirty (30) calendar days after receipt of the quarterly statement. Any amount owed by School, or overpaid by School, shall be paid and/or refunded by June 30, of each year of the MOU unless iCA and the School mutually agree to another repayment plan that is approved or ratified by their boards.

**4. Term and Termination.** The term of this MOU commences in the ~~2021-2022~~ 2023-2024 school year and will continue each year unless either party requests renegotiation or termination as outlined below.

**a. Termination by School.** iLEAD Online may look to renegotiate terms or terminate its participation in this MOU for any reason upon sixty (60) days' written notice. Following termination of a School's participation, the terminating School shall pay iCA any unpaid portion of its costs through the effective date of termination and the school will begin to monitor the vendor program as designed.

**b. Termination by iCA.** iCA may look to renegotiate terms or terminate this MOU for any reason upon ninety (90) days' notice to School. Following termination of iCA participation, the School shall pay iCA any unpaid portion of its costs through the effective date of termination and the school will begin to monitor the vendor program as designed.

**5. Confidentiality.** Each Party acknowledges that during the term of this MOU, it may have access to certain Confidential Information of the other Party(ies), as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards to reasonably protect the confidentiality of the other Parties' Confidential Information.

**a. "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, intellectual property, business or strategic plans, contractual arrangements or negotiations, 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 nonparty; or (v) which is a public record under California law.

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

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



**6. Student Information.** Each Party is responsible for its compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) (“FERPA”), federal Children’s Online Privacy and Protection Act (15 U.S.C. §§ 6501–6506) (“COPPA”), and other applicable state and federal laws pertaining to student information and privacy. For each School, iCA is a “third party” which may receive pupil records under California Education Code Section 49073.1(d)(6).

To the extent necessary, iCA shall be designated as having a legitimate educational interest in accessing each School’s student education records, as that term is defined by and for purposes of FERPA, thereby allowing iCA to access personally identifiable information from student education records from each School as part of its performance of the functions described in Section 1 above. 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.

a. iCA shall not use or disclose pupil records, including PII, received from or on behalf of another School except as necessary with respect to the performance of the functions described in Section 1 above, as required by law, or as otherwise authorized in writing by the applicable School. iCA shall protect the pupil records it receives from or on behalf of another School no less rigorously than it protects its own pupil records. In the event of an unauthorized disclosure of PII, iCA shall notify the affected School(s) as soon as practicable, and shall, upon the affected School(s)’s request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.

**7. Dispute Resolution.** The Parties shall attempt to negotiate in good faith to resolve any dispute arising from or relating to this MOU before resorting to litigation.

**8. 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:

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

iLEAD Online, a California nonprofit public benefit corporation  
By: Interim School Director  
Name: Kate Wolfe  
Signature:  
Date

iLEAD California Charters 1, a California nonprofit public benefit corporation  
By: CEO  
Name: Amanda Fischer  
Signature:  
Date: