Ivy Tech Charter School
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"Table of Contents of Legal Requirements":

This charter has been created in the format encouraged by the California State Board of Education in its adopted "Model Application for Charter Schools" and goes beyond the legal requirements of Education Code Section 47605. According to the State Board of Education, the Model Application format ensures that charter petitioners cover all of the minimum elements required by law in a systematic way. However, as the Model Application format requires that statutory provisions in the Charter School Act be addressed out of the order presented in the Education Code, this "Table of Contents of Legal Requirements" is presented to assist the Reviewer in establishing that all requirements of law have been met.

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AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Dr. Craig A. Levy hereby certify that the information submitted in this petition for a California public charter school to be named Ivy Tech Charter School (the "Charter School"), and to be located within the boundaries of the Moorpark Unified School District (the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- Shall be deemed the exclusive public school employer of the employees of Ivy Tech Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]

- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.

- Shall not charge tuition.

- Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

- Shall admit all pupils who wish to attend Ivy Tech Charter School, and who submit a timely application, unless Ivy Tech receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(D)(2)(C).

- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEIA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").
• Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.

• Shall ensure that teachers in Ivy Tech Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.

• Shall maintain all necessary and appropriate insurance coverage’s at all times.

• Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)

• If a pupil is expelled or leaves Ivy Tech Charter School without graduating or completing the school year for any reason, Ivy Tech shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

• Will follow any and all other federal, state, and local laws and regulations that apply to Ivy Tech Charter School including but not limited to:

  ✓ Ivy Tech shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.

  ✓ Ivy Tech shall on a regular basis consult with its parents and teachers regarding Ivy Tech’s education programs.

  ✓ Ivy Tech shall comply with any jurisdictional limitations to locations of its facilities.

  ✓ Ivy Tech shall comply with all laws establishing the minimum and maximum age for public school enrollment.

  ✓ Ivy Tech shall comply with all applicable portions of the No Child Left Behind Act.

  ✓ Ivy Tech shall comply with the Public Records Act.

  ✓ Ivy Tech shall comply with the Family Educational Rights and Privacy Act.

  ✓ Ivy Tech shall comply with the Ralph M. Brown Act.

  ✓ Ivy Tech shall commence operation by July 1st of its first year of operation.

[Signatures]

Lead Petitioner, Dr. Craig A. Levy

Lead Petitioner, Jacqueline Gardner

3/1/2010
Date

3/1/2010
Date
INTRODUCTION

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents and educators to collaborate on innovative educational opportunities for children throughout the state of California. Pursuant to Education Code Section 47601, charter schools were created as a method to accomplish all of the following:

- Improve pupil learning.
- Increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provided vigorous competition within the public school system to stimulate continual improvements in all public schools.

Ivy Tech Charter School fully embraces the Legislative intent of the Charter School Act, and its mandate. Specifically, the Charter School will:

- Improve pupil learning by expanding access to Core Subject Classes and other elective courses not currently offered by local school districts.
- Increase learning opportunities for low-achieving pupils by allowing them to engage in credit recovery using online technology.
- Demonstrate the effectiveness of teaching using a combination of online, project-based and experiential method – known as The Blended model of learning.
- Create opportunities for teachers to play an active role in shaping a unique curriculum;
- Provide a unique educational choice for parents, one that is not offered by any school district in the region.
- Demonstrate its ability to successfully operate these academic programs within a performance-based context.
- Provide competition to other school programs that will stimulate the improvement of all public schools in the region.
I. FOUNDING GROUP

The California State Board of Education, in its Model Application for Charter Schools, has stated that the founding group of a charter school should be able to present evidence that it and its members have the necessary background in the following areas:

- Curriculum, instruction and assessment;
- Finance, facilities and business management; and
- Organization, governance and administration.

The following founding board members provide the background and necessary expertise in the above areas to ensure the success of Ivy Tech Charter School:

Dr. Craig A Levy

Craig Levy built a successful career in private industry before turning to education. Today he is an educator and Technology Mentor at Santa Susana High School (SSHS), a technology and arts magnet school in Simi Valley, California. As one of the founding members of SSHS, Craig assisted in the development and implementation of the school’s three academies, Performing Arts, Technology and Advanced Academics. Craig was also responsible for the design and implementation of several technology courses in desktop publishing, Internet development, and multimedia curriculum.

In his role as Technology Mentor, Craig worked with the teaching and administrative staff at SSHS on the implementation of the Digital High School grant in 1998. As a Technology Mentor he designed and delivered staff development programs that assisted the school’s staff in meeting the requirements of Tier I and Tier II Technology certification.

Craig is active in the World Organization of Webmasters (WOW) and is one of the designers of the WOW Web Academy and serves as the Director of the WOW K-12 Initiative to bring quality programs to the K-12 community. He was also an advisory board member for iVative, Inc., a multimedia education company. He is the 1999 / 2000 recipient of the eGovernment award presented by the California Secretary of State, Bill Jones, for outstanding contribution to the advancement of technology in K – 12 Education.

Craig has a B.S. in business administration from the University of Southern California and an M.A. in secondary education with a concentration in educational technology from California State University–Northridge. In 2004, he completed a master’s program in School Administration and in 2006 earned a doctorate in Educational Leadership from California Lutheran University where he serves as an adjunct professor in the School of Education.
Craig is a student-focused educator who believes that technology is a means to enhance the learning of children around the world. Due to this belief, Craig has been asked to speak to many small groups of educators around the country promoting technologies’ role in motivating students to achieve.

Jacqueline Gardner

With a Bachelor’s Degree in Mathematics and Liberal Studies from University of California, Riverside, a Teaching Credential from University of Redlands, and a Master’s in Educational Counseling with a School Counseling Credential as well as a Master’s in Educational Leadership with an Administrative Credential from Azusa Pacific University, Jacqueline has served grades six through twelve for the past 15 years. She is familiar and comfortable with the behaviors, academic standards and challenges of secondary students in both traditional and alternative settings.

Currently Jacqueline is serving as Assistant Principal at Santa Susana High School, a Performing Arts and Technology Magnet School located in Simi Valley, California. She is accountable for STAR testing, ELL (CELDT testing), campus and teacher supervision, overseeing campus supervisors, Special Education, discipline and attendance.

Prior to a traditional school setting, Jacqueline served as the Counselor and Administrative Dean for Ventura County Court and Community Schools and has had wide-ranging experiences in discipline and counseling with the most severe population of students in the county. During her time there she was accountable for the master schedule in two different programs and the counseling department, which included transcript evaluations, crisis intervention, issues with child abuse and recommendations to drug and alcohol programs. She was a member of the leadership team for WASC, which both Court and Community schools received a 6-year accreditation.

Previous to counseling and administration, Jacqueline served 6 years teaching middle school: 6th grade science and math, 7th grade math and 8th grade algebra as well as completing 2 years teaching at the high school level: algebra, integrated science, art appreciation and peer counseling.

Dr. Gary Delanoeye

Dr. Delanoeye has been a professional educator for over 30 years. During this time he has worked with a diverse group of middle and high school students.

Students he has worked with include students with special needs, English Learners and at-risk adolescents.
Dr. Delanoeye, as a vice Director, has also supervised high school special education faculty and has coordinated community college programs for incarcerated youth.

For more than 20 years he has been adjunct faculty in graduate schools of education at California Lutheran University and, more recently, at Antioch University in Santa Barbara. He has supervised student teachers and currently works as an educational consultant and BTSA (Beginning Teacher Support and Assessment) Support Provider.

His numerous conference presentations have explored the educational needs of at-risk students, technology applications in education, strategic instruction, safe schools and cooperative learning.

Dr. Delanoeye’s educational interest extends to his volunteer work with the Channel Islands Naturalist Corp where he helps the public understand the marine environment and the Channel Islands National Park.

**Ari Spitzer**

Ari Spitzer is the managing director of operations for the Southern California region for FedEx Office and Print Services, an operating company of FedEx Corp. (NYSE: FDX). In this role, he oversees the operations of over 180 centers in 8 districts. Mr. Spitzer has 22 years of operations experience.

He joined the company in 2004 as a district manager for the Phoenix market. Mr. Spitzer also served as an operations consultant and country manager for Canada prior to his current position. He received the FedEx Five Star Award in 2006 and 2009, which is given annually to the company’s top performers and was a President’s Club winner in the fiscal year 2005.

Prior to joining FedEx Kinko’s, Mr. Spitzer was a new market area manager for Jack in the Box. He also held several positions of increasing responsibility during his 12 years with Pizza Hut.

Mr. Spitzer received a MBA from the University of Phoenix and a BSBA from the University of Nevada Las Vegas.

**David Levenson**

David Levenson has been in the Information Systems and Technology industry since 1992, and prior to his professional career always maintained an interest in electronics and computer technologies. He has served in many roles within the IT industry from call center customer service to data center migrations. His various positions while working with an International Insurance Consortium ranged from Systems Administrator to Lead Technical Support Specialist.
David has introduced, tested and implemented every version of Windows from 95 to windows 7 into a complex mixed-use environment. During his time with Underwriters Re he was instrumental in planning and migration of network servers from Novell Netware 4 to Microsoft Windows Server with Active Directory. David is committed to providing the best technological solution for any given problem, whether it is in the Insurance Industry or Education.

His expertise in the area of technology is a welcome addition to the Board of Directors of Ivy Tech Charter School, as he brings with it a wealth of knowledge and expertise.

**Herb Gardner**

Mr. Gardner has 25 years of experience managing the building of residential and apartment communities in over 60 municipalities in 3 different states. After starting in 1985 as a customer service representative for a national homebuilder in Dallas, Texas, he spent the next five years rising through the ranks, eventually ending up as the Division President for the company’s Oklahoma City Division. In 1990, he co-founded his own homebuilding company in Southern California, primarily building in the Inland Empire. Over 15 years, Gardner Construction, built, sold and closed over 1,000 homes in 12 in-fill communities.

In 2005, Mr. Gardner accepted a position with The Olson Company as Regional President for the new Central Coast Region, building homes in Ventura and Santa Barbara County, as well as the San Fernando Valley. As The Olson Company, transitioned into the new economy Mr. Gardner took over statewide operations of the consolidated company. In the four years that Mr. Gardner was with The Olson Company, he closed out over 20 communities and delivered 650 homes in the most challenging economic times of the last 70 years.

A big proponent of in-fill communities and the urban lifestyle Mr. Gardner resides in downtown Long Beach, CA and can often be seen using the MTA Blue Line to visit family and friends. Although he has extensive experience in all aspects of residential homebuilding, ranging from land acquisition to warranty management, he specializes in managing teams of people in delivering communities on time, on budget and to the quality standards the marketplace demands.

Mr. Gardner holds a Bachelor of Science in Economics from California State University, San Bernardino.

**Dave Ferguson**

With a Bachelor’s Degree in Business Management from California State University, Fullerton, a minor in Real Estate Development, Dave has provided over 30 years of management services for Southern California Edison Company (SCE). After retiring in 1998, Dave served as a specialist for six additional years with Par Electrical Contractors in helping secure permits from Cities,
Counties and State Agencies that helped allow the company to install replacement poles, switches and wires along streets and highways.

Prior to Dave’s retirement, with a management position in Sales and Marketing, he was responsible for interfacing with owners, architects, and engineers to promote SCE All Electric Building and Energy Efficiency programs. He became a part of the program responsible for creating, tracking, and securing funding for SCE Commercial/Industrial programs.

Dave became a Director of a staff of 25 individuals developing several SCE Energy Efficient programs and was accountable for annual reports to the California Publics Utilities Commission that detailed costs and results. Dave responsibilities expanded to developing the Electro Technology programs designed to target “At-risk” commercial and industrial customers with solutions to meet evolving air quality regulations. Dave finished his career with SCE as Regional Sales Manager overseeing Energy Efficient and Electro Technology programs delivered to over 20,000 commercial/industrial customers.

Over the years, Dave has served on several Boards to include American Water Works Association, Association of Professional Energy Matters and Redlands Country Club Board of Directors.

**Middleton, Young & Minney, LLP, Sacramento, CA**

Middleton, Young & Minney, LLP is California's most experienced, knowledgeable and respected firm working in the unique area of charter school law.

As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, MY&M offers expertise in every facet of charter school creation, expansion and operation, including charter petitions and negotiations, Memorandum of Understandings, nonprofit incorporation, board governance, facilities, student issues, policy development and more. MY&M is a leader in charter school law, with experience representing over 350 charter schools throughout the state.

MY &M’s expertise encompasses every facet of California charter school law, from planning to ongoing operation including but not limited to the following:

- Nonprofit incorporation
- School Finance
- Representation Before State and Federal Agencies
- Board Governance
- Student Issues
- Special Education
- Facilities Development
EdTec helps its schools craft comprehensive, realistic budgets, income statements, balance sheets, and cash flow statements that stand the test of time and are based on solid revenue projections and expense assumptions. Over the course of the year, EdTec provides detailed monthly financial reports and analysis on the year-to-date budget and recommends budget revisions when appropriate to account for unforeseen changes in circumstances. EdTec closely monitors the school's cash flow situation and provides short-term cash flow financing when possible to help its schools meet their obligations.

EdTec also keeps the books of its partner charter schools so financial information is readily accessible, accurate, and actionable by the director and board. EdTec handles and tracks the financial transactions of its schools, ensuring that all funds are collected from the district, county, and state, and all bills are paid in a timely manner. More often than not, EdTec staff needs to work with the district on a regular basis to help them understand all the funds from different sources owed to the schools.

EdTec files all required financial reports to the State, County, and District. We also work closely with the school's auditor to ensure a fast, hassle-free audit process with no audit exceptions.
II. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.—California Education Code Section 47605 (b)(5)(A)(i).

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. -California Education Code Section 47605(b)(5)(A)(ii).

Mission Statement and Core Beliefs

Ivy Tech Charter School’s mission is to provide our students with the most modern, rigorous and relevant standards based curriculum to students in grade 6-12, coupled with online instruction, a learning center, and virtual classrooms to all children in Ventura County and adjacent counties. This will be accomplished through a Blended curriculum model that emphasizes meeting individual students’ needs for mastering the state’s content standards for their grade level as well as 21st century technology skills. Students will be provided guidance and opportunities for concurrent enrollment in secondary programs.

Core Beliefs

The future demands that:

- Students master a skill set that includes researching, processing, analyzing, and dissemination of information.
- Students master the technological tools that are required for success in higher education and in the workplace.

Successful teaching and learning involves the utilization of information technology skills that integrate all relevant and meaningful curricular contexts into a whole. It is important that teachers do not replace teaching with “technology” but instead integrate technology to teach
Ivy Tech Administrators and Teachers believe:

- That the integration of technology into education, including collaborative learning and problem solving results in student success through the process of active learning.

- Differential instructional is best achieved thru the utilization of technology allowing the accommodation of diverse learning styles and individualized learning experiences.

- That the Intelligent use of technology will inspire student learning while affecting a student’s attitude and achievement in a positive manner.

- That learning is a collaboration between all stakeholders in a child’s education, including students, faculty, administrators, parents, and the community at large.

- That technology creates a climate of adaptability, enhancing a student’s problem solving skills as well as creating life-long learners.

- Graduates of Ivy Tech will be proficient and “at home” in the utilization of technology in all forms. They will have an ingrained awareness of technologies benefits and pitfalls as well as an awareness of the moral and ethical issues related to it.

Whom The School Is Attempting To Educate:

All pupils will meet the minimum and maximum age requirements as provided by law. Our educational program is based on the instructional needs of our target student profile. Our target student profile is not limited to any particular demographic. Ivy Tech Charter School is designed to meet the needs of many students, both gifted and those who are at-risk.

At-risk status was thought to be the failure of all social institutions charged by society with educating youth. All youth were considered at risk because families, communities, religious organizations, and work places, among other institutions, failed to help individuals achieve their full human potential (Fantini & Weinstein, 1968). This definition suggested the need for basic restructuring of all the social institutions that educate youth. Aaron Pallas defined an “At-Risk” student as a high “probability that a student will fail academically, and/or drop out of school”. This definition has been internalized by Ivy Tech Charter School for the purpose of identifying “At-Risk” students.
Projected Five-Year Growth Plan

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What it means to be an educated person in the 21st Century

An educated person in the 21st Century must not only be able to master state content standards, but must also be proficient in the use of technology. By doing school work online, students will learn how to be proficient with the use of the same technology that they will be expected to utilize later in the workplace or in pursuit of their life-long learning objectives.

Ivy Tech Charter School will prepare self-motivated, competent, life-long learners for the 21st century. Ivy Tech Charter School will employ online learning methods to ensure all students gain the knowledge and skills that are valued in the modern workplace and necessary for future success.

As a result, students graduating from Ivy Tech Charter School will demonstrate the four core characteristics of an educated person in the 21st Century:

1. Mastery of California state standards.
2. Effective collaboration with others using social media tools coupled with strong communication skills.
3. Problem solving skills.
4. Students will graduate with a mastery of 21st century technologies allowing them to access, manage, evaluate, integrate, and disseminate information.

How Learning Best Occurs
Ivy Tech Charter School believes that learning best occurs when students:

- are stimulated by challenging and interesting problems.
- are encouraged to seek solutions and answers to real world situations, rather than memorize ideas, concepts or facts.
- and teachers have a relationship built on trust, mutual respect and the facilitation of problem solving.
- respect each other. That a life-long relationship is built upon a foundation of mutual support and cooperation to reach common goals, in lieu of friendship or competition.
- are actively engaged in projects that weave in content objectives and/or standards that combine learning across the curriculum.
- are taught skills and/or ideas not in isolation, but rather as steps of a ladder where each rung builds to greater understanding and depth.
- see technology as a tool to further the process of inquiry and knowledge acquisition instead of a means to an end.
- focus on their future goals while receiving counseling regarding careers, colleges and personal options available to them as well as long term planning on how to achieve them.
- are in a supportive, caring, and safe environment

**Highly Qualified and Supported Teachers**

The faculty will consist of well-prepared and certified teachers. All teachers will meet the requirements of Education Code Section 47605(l) and the No Child Left Behind Act. Professional development will be scheduled on a regular and ongoing basis to support teachers throughout their careers. BTSA training will be provided to teachers that need it to complete their Professional Clear Credential.

**Personalized Support:**

Ivy Tech Charter School prides itself on the mastery-based learning model being implemented with Aurora. This model allows teachers to make real-time corrections and suggestions to students within the lesson, to request re-do’s of substandard or incomplete work, so that students may improve and resubmit work; students are actively encouraged to aspire to a high standard of performance as a result of their one-on-one relationship with their teacher. The
intriguing paradox of our personalized distance-learning program is that, no matter how many students a teacher may have, each relationship remains personal, one-on-one.

Each course offered by Aurora has a culminating authentic assessment as well as milestone assignments. These activities exist throughout the Aurora curricula and are strengthened with the inclusion of assignment-specific grading rubrics, which not only makes the teacher’s job easier, but also gives students clear instruction on specific academic expectations.

**Attendance Guidelines**

Ivy Tech Charter School will offer the same number of instructional minutes as set forth in Education Code 47612.5(a) for the appropriate grade levels and will operate at least for the required minimum of 175 days. A draft Ivy Tech’s proposed 2010-2011 academic calendar is attached as Appendix G. Ivy Tech Charter School expects that students will submit work daily on school days unless they are unable to due to illness. Any sick days must be documented by a physician's note. Ivy Tech will maintain written records that document all student attendance and make these records available for audit and inspection.

**Flexible Scheduling**

Students taking multiple courses will have a good deal of flexibility in how their day is structured, so long as they complete the required coursework within the given time frame. An example of this may be a student who chooses to work on math Monday and English on Tuesday. This approach gives students with different learning styles and skill levels the flexibility to proceed at a pace that is best suited to their individual requirements. Some students may acquire their credits at a faster pace than occurs in the traditional classroom setting due to the nature of Ivy Tech.

Students who need support with any specific part of the coursework or particular assignment receive individual assistance and instruction from the teachers either at the learning center or in the Virtual Office. The individual learning needs of all students are met through this differentiated instructional strategy.

Students take personal responsibility for their learning in various ways.

- Utilizing planning tools and strategies.
- Demonstrate self-motivation needed to complete daily tasks.
- Students track their work, developing a clear sense of the level of effort needed to complete their tasks.
Online Program Description

Ivy Tech Charter School intends to utilize the online curriculum developed by The Learning Spring to serve grades 6 - 12 in Ventura County and contiguous counties. Utilizing the Aurora Learning System (LMS) each student is treated as an individual, creating a true one-to-one relationship with the teacher. Because Aurora Learning System is completely online, all of the users (teachers, students, parents, etc.) can use the system from any location. So Aurora Learning works great for both in the classroom and off-site situations. Students can start and finish anytime.

More than 100 online courses including electives and foreign language will be offered to students who enroll in Ivy Tech. All course offerings can be completed anywhere a computer and Internet access are available. The courses include text, animations, streaming video and audio, educational games, and other engaging content.

Every course offered by Ivy Tech Charter School, regardless of the field of study, is developed by instructional designers under the guidance of subject area experts and is aligned with California State Standards. Each course has built-in assessments at both the unit and course levels. These assessments can be utilized to measure student mastery of content standards and determine whether the student requires any remedial assistance to succeed in the program. The program also will provide real-time reporting of student progress to involved parents and school administrators in the educational process.

Key features of the Aurora Learning Management System are:

**Online Courses** — Standards based across multiple states and National standards. Core and elective courses for Grades 6 - 12. Complete with midterm and final, each course has 18 lessons per semester. Built in Milestone assignments provide cumulative assessments throughout the courses.

**Eluminate Live!** — Live web conferences with students and staff, extending the classroom with activities in a virtual classroom. All conferences are shareable, have an interactive whiteboard, audio, chat, file transfers and more. All sessions can be recorded and uploaded for viewing at later dates.

**Customizable Gradebook** — Easy to read, color coded, and customizable for each student. Detailed student evaluations built in for each semester. Teacher comments, letter grade and % score for each lesson, easily viewable by parent/guest.

**Curriculum Writer** — The ability to implement specialized courses or supplements right into the Aurora system. Create Standards based alternative assessments. All Content developed by Ivy Tech Teachers will be available school wide.
Teacher Driven System — Teach to students as individuals or by classrooms. Flexible grading options, built in answer keys, student evaluations, and easy messaging to individuals or classrooms.

Parent/Guest Role — Link a 3rd person to the teacher - student. “View-Only” access to Gradebook, curriculum, evaluations and assessments for specific student(s).

Assessments — Use our Tutorial Assessments as mandatory or freestanding tests. Assessments can be mandatory at beginning of course and/or before the final exam.

Message Center— Built-in instant messaging system. Lets students contact their teacher or any other person associated with their account. School wide announcements can be created by school Coordinator and sent to specific users.

The Learning Spring’s offers over 100 online courses covering core subjects and many electives. Each one-year course contains 36 lessons, with a four to five-hour workload per lesson (totaling approximately 144 class hours). A semester course contains eighteen four to five-hour lessons.

Aurora courses are well directed for self-pacing and independent study. Lessons are ‘research based', encouraging students to find the information, not just read posted material. Our courses inspire students to become Critical Thinkers who view all sides of an issue and can arrive at thoughtful conclusions.

Educational Advantages

- Rubrics
- Milestone Assignments
- Portfolio possibility
- Teacher response for each question
- Self-scoring / Auto-graded option
- Colorful, interactive sites
- Standards aligned
- Completely web-based and accessible anywhere, anytime
- Ability to view and compare with “other answers”
- Answers to each question presented to teachers next to student answer
- Narrative “teacher” voice throughout course
- Grade calculation and record keeping
- Lessons may be customized by teacher

MIDDLE SCHOOL CURRICULUM

6th Grade Courses

English 6
2 semesters 10 credits / 1 unit
This course continues to develop Basic English and study skills topics, emphasizing literary analysis and expository writing by reading classics of English literature. This
course meets state standards and is based on the National Council of Teachers of English (NCTE) standards.

Math 6
2 semesters 10 credits / 1 unit
Math 6 covers decimals, the metric system of measurement, percentages, ratios, multiple-step word problems and basic geometry. Emphasis is placed upon applying math skills in problem-solving situations. This course meets state standards and is based on the National Council of Teachers of Mathematics (NCTM) standards.

Science 6
2 semesters 10 credits / 1 unit
This course is an overview of science, covering earth science, geology, physical science, and focusing on Life Science, and teaching the principles of scientific investigation. This course meets state standards and is based on the National Science Teachers Association (NSTA) standards.

History 6
2 semesters 10 credits / 1 unit
This course is an examination of Ancient Civilizations that integrates history, geography, literature, arts and crafts of pre-modern cultures. The course meets state standards and is based on the National Council for Social Studies (NCSS) standards.

6th Grade Health & Physical Education Portfolio
2 semesters 10 credits / 1 unit
The 6th Grade Health & Physical Education Portfolio combines a semester of PE with a semester of Health, all in a fun, online workbook format. Students choose their own physical education activities while completing activities about health. Some of the health topics include: puberty, HIV/AIDS, exercise, nutrition, dental health, preventing and treating injuries, sun (burns, cancer), bites and stings, safety, poison prevention and evaluating reliable health information on the Internet. This course meets state standards and is based on the National Health Education standards.

7th Grade Courses

English 7
2 semesters 10 credits / 1 unit
In addition to building core skill areas, English 7 covers many literary genres as well as a variety of compositional forms, including narratives, critiques, short stories, poetry and persuasive essays. This course meets state standards and is based on the National Council of Teachers of English (NCTE) standards.

Math 7
2 semesters 10 credits / 1 unit
Math 7 covers decimal numbers, money, fractional parts, linear measurement, area, perimeter, volume, solids, percents, ratios, probabilities and angle measurement. This course meets state standards and is based on the National Council of Teachers of Mathematics (NCTM) standards.

Science 7
2 semesters 10 credits / 1 unit
This is a full-year Environmental Science course also known as Kids4Earth. It teaches general science while empowering students to make a difference in their own home, community, and the world itself. This course is endorsed by the United Nations Environment Program.

History 7
2 semesters 10 credits / 1 unit
This is a World History course from Ancient times through the American and French revolutions. It looks at American history in the context of world history, emphasizing the patterns of history, the people who made history, and children’s historical literature. The course meets state standards and is based on the National Council for Social Studies (NCSS) standards.

7th Grade Health & Physical Education Portfolio
2 semesters 10 credits / 1 unit
The 7th Grade Integrated Health & Physical Education Portfolio combines a semester of PE with a semester of Health, all in a fun, online workbook format. Students choose their own physical education activities while completing lessons and activities about health. Health topics include: human senses, systems of the body and proper care of the growing body. This course meets state standards and is based on the National Health Education standards.

8th Grade Courses

English 8th
2 semesters 10 credits / 1 unit
In English 8, students continue studying vocabulary with word analogies, grammar and literary analysis. With an emphasis on creative writing and research, writing and proofreading skills, English 8 provides a strong preparation for high school. This course meets state standards and is based on the National Council of Teachers of English (NCTE) standards.

Math 8
2 semesters 10 credits / 1 unit
This is a pre-Algebra course that explores the use of fractions, mixed numbers, decimal numbers and basic geometry. It then introduces the beginning concepts of
Algebra in preparation for high school Algebra. This course meets state standards and is based on the National Council of Teachers of Mathematics (NCTM) standards.

**Science 8**  
*2 semesters 10 credits / 1 unit*  
The study of science covering grade 8 standards including units on Physical Science which covers energy, matter, force and motion; earth science which covers the earth in the solar system, geology and chemical reactions and life science which covers chemistry of living systems, genetics, and density and buoyancy. It will include scientific investigations and problem solving in all of the sciences. This course meets state standards and is based on the National Science Teachers Association (NSTA) standards.

**History 8**  
*2 semesters 10 credits / 1 unit*  
This U.S. History course examines early societies in North America, West Africa and Europe leading up to early American colonial history. It continues through the American Revolution, later wars, and ends with the present day. The course meets state standards and is based on the National Council for Social Studies (NCSS) standards.

**8th Grade Junior High Health**  
*1 semester 5 credits / .5 units*  
This 18-week course covers a variety of topics within the areas of disease prevention, human growth and development, substance abuse prevention, nutrition and the importance of taking responsibility for one’s health. The content of this course follows the areas of traditional health education, building a foundation for health in 9th – 12th grades. This course meets state standards and is based on the National Health Education standards. **Note:** In accordance with state mandates, this course includes education on drugs and alcohol, AIDS and sexuality, so that students can make informed, responsible decisions.

**8th Grade Health & Physical Education Portfolio**  
*2 semesters 10 credits / 1 unit*  
The 8th Grade Health & Physical Education Portfolio combines a semester of PE with a semester of Health, all in a fun, online workbook format. Students choose their own physical education activities while completing lessons and activities about health. Some of the topics covered include: peer and family relationships, drug and alcohol abuse, AIDS, diet and time management. This course meets state standards and is based on the National Health Education standards.

**Additional Middle School Courses**

**Integrated Science 6th-8th grade**
**Integrated Science**

Introduces students to the world of science as it relates to such topics as hurricanes, weather stations, lasers, magnets, hummingbirds, polar bears and botanical gardens. The course contains hands-on activities and experiments.

**Intro to the Internet**

7th-8th grade

1 semester 5 credits / .5 units

This 18-week course gives students a basic understanding of how to navigate and search for information on the Web. After taking this course, the Internet will be a familiar resource tool for research and explorations. This course meets state standards and the National Educational Technology Standards for Teachers (NETS).

**HIGH SCHOOL CURRICULUM**

**Language Arts**

**AG English Fundamentals 9th**

2 semesters 10 credits / 1 unit

This is an auto-graded (self-scored) version of the English Fundamentals course, with added photographs, multimedia and 20 to 25 self-scoring questions per lesson, in addition to a weekly essay question. AG English Fundamentals has added topics on writing mechanics, vocabulary and a “reader’s response” section to prompt literary analysis. This course meets state standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

**English Fundamentals 9th**

2 semesters 10 credits / 1 unit

English Fundamentals provides students with an introduction to sophisticated literary analysis, multiple modes of writing and various literary genres. It also maintains a strong emphasis on vocabulary enrichment and grammar. Each lesson integrates basic terms, vocabulary words, reading passages and a writing assignment. The course is geared toward independent thinking, building from basic reading comprehension and grammar exercises in the beginning, to comparative text analysis and grammatical self-correction by the end. The course includes two review lessons and frequently draws from previous lessons to inform and enrich later ones. This course meets state standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

**Honors English Fundamentals 9th**

2 semesters 10 credits / 1 unit

This course is a reading- and writing-intensive version of our English Fundamentals course. Students read classic and contemporary literature, including excerpts from The Odyssey; The Call of the Wild; and the works of O’Henry, Mark Twain and
William Shakespeare. This course meets state standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

**Literature of the World 10th**  
*2 semesters 10 credits / 1 unit*  
Students read short stories, poetry, drama, biographies and essays about people and places in other countries. Themes help students bridge the gap between their own and other cultural and historical contexts. Expanded sections on contemporary, European, African and Asian literature enrich students’ perspectives of today’s global society. Stories from the past and present are presented with equal enthusiasm. Additional books, an encyclopedia and other online reference materials may be required to fulfill writing requirements. This course meets state standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

**Honors World Literature 10th**  
*2 semesters 10 credits / 1 unit*  
In this reading and writing-intensive version of our World Literature course, students read works such as Beowulf, The Epic of Gilgamesh, The Iliad and other time-tested tales. This course meets state standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

**Literature of America 11th**  
*2 semesters 10 credits / 1 unit*  
Presented in anthology form, this course helps students develop the tools and perspectives necessary to read American literature with care, understanding and enjoyment. The course includes the historical development of American literature from the colonial period to the 20th century. It combines a carefully selected collection of short stories, essays, poems and plays with a comprehensive guide to writing essays and reports. Additional books, magazines, encyclopedias and other online reference materials may be required to fulfill written requirements. This course meets state standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

**Honors American Literature 11th**  
*2 semesters 10 credits / 1 unit*  
This course is a reading- and writing-intensive version of our American Literature course. (See the American Literature description for detailed information.) College Prep.

**British Literature 12th**  
*2 semesters 10 credits / 1 unit*  
Through the voices of a diverse group of authors, thinkers and prominent political and cultural figures, British Literature surveys the history of the English language
from the Old English period through the contemporary writers of today. Through the careful study of poetry, prose, essay, drama and other literary genres, students refine the skills of critical thinking and rhetoric with thought-provoking writing and research assignments. By using lively websites and integrating comparative elements across theme, historical period and interpretive medium, students receive a dynamic multimedia approach to the study of literature. This course meets state standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

**Shakespeare in Literature 12th**

1 semester 5 credits / .5 units

This 18-week course examines William Shakespeare’s sonnets and his play, Julius Caesar. Students also examine the controversy of authorship. Did William Shakespeare really write the plays, or was it the Earl of Oxford or Christopher Marlowe? Shakespearean Literature is designed to introduce students to the works of Shakespeare, as well as stimulate those who are familiar with his style of writing. Shakespearean Literature can be combined with Drama in Literature to make a full year (2-semester) course. This course meets state standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

**Honors Shakespearean Literature 12th**

1 semester 5 credits / .5 units

This 18-week course is a reading- and writing-intensive version of our Shakespearean Literature course. Students study and interpret the works of William Shakespeare, such as *Hamlet*, *A Midsummer’s Night Dream* and *Romeo and Juliet*. Honors Shakespearean Literature can be combined with Honors Drama literature to make a full year (2-semester) course. This course meets state standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

**Drama in Literature 12th**

1 semester 5 credits / .5 units

In this course, students look at some of the great periods of creativity in theater and read influential dramas from major literary periods. The course begins with a study of the Greek tragedy *Antigone*, than moves on to the Elizabethan Age and the study of Shakespeare’s *The Tempest*. For the Victorian Era, students read Oscar Wilde’s *The Importance of Being Earnest*. The course concludes with an examination of the existentialist dramas of the 20th century, including Jean-Paul Sartre’s play, *No Exit*. In addition to reading plays, students study elements of stagecraft and production during each major dramatic period and read author biographies. Drama in Literature can be combined with Shakespearean Literature to make a full year (2-semester) course. This course meets state standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.
Honors Drama in Literature 12th
1 semester 5 credits / .5 unit
This course is a reading and writing-intensive version of our Drama in Literature course. Students read dramatic works from various historical periods, including Classical Greece, the Renaissance, the Enlightenment, the Victorian Era and the 20th Century. Students study notable dramatists throughout the ages, from Sophocles to Sartre. Students also learn about various aspects of stagecraft, dramatic conventions and genres. For their final projects, students write and critique their own dramatic plays. Honors Drama Literature can be combined with Honors Shakespearean Literature to make a full year (2-semester) course. This course meets state standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

English: World Mythology 9th-12th
2 semesters 10 credits / 1 unit
In World Mythology, students will explore creation myths, trickster tales and hero journeys from all around the globe. Each lesson will examine a different myth in an integrated study of history, culture, literature and the arts. From ancient Egypt to the Aztec empire, the Chinese to the Celts, students will study how myths are used and interpret their meanings. They will build on fundamental reading comprehension and analytic skills as they journey through museum exhibitions, visit archaeological digs and listen to traditional storytellers. World Mythology is an engaging English course for students who have not enjoyed English courses, and for students who like to use their imaginations.

English: Writing From Mythology 9th-12th
2 semesters 10 credits / 1 unit
This is a great course for students seeking a gentle introduction to analytical reading. The plots, characters and themes of myths are explored and students use their knowledge of the myths as a foundation for their own creative writing. Classical Greek mythology is the main focus of the course, giving students important foundational knowledge about these themes that are ever-present in literature and art. Students visit Mount Olympus and get to know all the gods and goddesses along with their personalities and adventures. There are many opportunities for creative expression.

Creative Writing 9th-12th
1 semester 5 credits / .5 units
Creative Writing is a friendly, student-centered course written for all skill levels. Students explore journal writing, poetry, fiction and nonfiction such as letter writing and technical writing to foster creative writing in a variety of forms.

Journal Writing 9th-12th
1 semester 5 credits / .5 unit
The reasons for keeping a journal are many. It can aid in self-reflection, clarify ideas, or simply serve as amusement. Whatever the reason, the act of putting pen to paper (or fingertips to keyboard, as the case may be) is empowering. Journal Writing encourages the young writer through a variety of activities such as free writing; response to literature; prompts; graphical activities that allow the student to express him or herself via creation of cartoons, logos, “tags,” and signatures; and finally, production of one’s own book.

**Media Literacy 9th-12th**
*1 semester 5 credits / .5 units*
This 18-lesson course teaches students how to critically evaluate the media that surround them every day as well as creating their own examples of media. The example-rich course covers the history of media, critical-thinking skills, the various channels media take in our world, as well as the influence media have on our lives and thinking. Students approach the material through both projects and more traditional assignments. College Prep.

**Writing Tutorials 9th-12th**
*1 semester 5 credits / .5 units*
Our Writing Tutorials course helps students sharpen their writing skills through a nonthreatening, step-by-step approach. The following types of essays are analyzed and practiced: compare/contrast, persuasive, eyewitness report, critical review, reflective, interpretive, narrative prose and research. Students learn to develop the writing process from brainstorming to outlining, drafting and revising. They learn how to cite sources correctly in different types of writing, visiting an array of websites that teach the skills and practices of sound writing. Each lesson provides a rubric, so students know exactly how their writing will be evaluated. This course meets state standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

**Mechanics of Writing 9th-12th**
*1 semester 5 credits / .5 unit*
This 18-week course teaches comprehensive writing mechanics skills for the high school student. The course resembles an online grammar book with practice exercises and focuses on the basics of grammar, punctuation and its correct usage. It teaches language rules systematically and asks students to apply them as they learn. Each lesson includes a proofreading exercise that requires students to independently employ the skills they have just practiced. Each unit ends with a review test. Graphics and humor aid in illustrating important concepts throughout the course. This course mirrors the first 18 weeks of English Fundamentals.

**English Internet Explorations A 9th-12th**
*2 semesters 10 credits / 1 unit*
English Internet Explorations A integrates the core subjects of English, Science and Social Studies in a fun, lively course. Students polish their reading and writing skills while visiting exciting websites. Assignments regularly include creative writing projects. This is a good nontraditional English course for students without strong English skills. Meets graduation requirements.

**English Internet Explorations B 9th-12th**

*2 semesters 10 credits / 1 unit*

English Internet Explorations B is a popular follow-up to English Internet Explorations A. Topics include: raptors, the Ben Franklin Museum, volcanoes and Godzilla. Assignments regularly include creative writing. This is a good nontraditional English course for students without strong English skills. Meets graduation requirements.

**Mathematics**

**AG Pre-Algebra 9th-10th**

*2 semesters 10 credits / 1 unit*

Pre-Algebra is an engaging blend of animated and interactive learning activities, graphically enhanced instruction and written explanation. Each lesson contains detailed instruction, guided practice, independent practice, self-scoring (auto-graded) tools and plenty of opportunities to ask for help. The course covers the following areas in detail to prepare students for Algebra 1: types of numbers; estimation; order of operations; negatives and absolute values; calculating with negative numbers; fractions, decimals and percent basics (applying to real-world situations); algebraic reasoning (inductive and deductive); sequences and patterns; how to approach and solve complex problems; working with exponents and powers and working with roots. Each semester concludes with a thorough review. Pre-Algebra contains ample assessments throughout the course that reflect its complete alignment to multiple state content standards, as well as guidelines set forth by the National Council of Teachers of Mathematics (NCTM). College Prep.

**AG Algebra 1 9th-10th**

*2 semesters 10 credits / 1 unit*

This auto-graded (self-scored) course teaches the concepts of introductory algebra in a visually captivating, interactive learning environment. Innovative activities relate mathematics to the real world and include sound, animation and instant feedback. Each lesson contains 20–25 self-scoring multiple-choice questions with detailed examples and engaging demonstrations. Lessons are supplemented by remedial and enrichment resources, as well as online research. Topics include: absolute values, rational and irrational numbers, the four basic arithmetical operations, graphs, the point-slope formula and solving word problems as algebraic expressions. This course meets state standards and is based on the National Council of Teachers of Mathematics (NCTM) standards. College Prep.
**Omega Math Algebra 2 9th-12th**  
*2 semesters 10 credits / 1 unit*  
Building upon the lessons learned in Pre-Algebra and Algebra 1, Algebra 2 broadens its scope to include the essential topics needed to be successful in College Algebra, Pre-Calculus, or Trigonometry. Algebra 2 is supported by the informative, user-friendly Omega Math website. Topics include: functions, logarithmic functions, exponential functions, complex numbers and more. This course meets state standards and is based on the National Council of Teachers of Mathematics (NCTM) standards. College Prep.

**Omega Math Plane Geometry 9th-11th**  
*2 semesters 10 credits / 1 unit*  
Plane Geometry employs the Omega Math website to present concepts of Euclidean space, proofs using deductive reasoning, an introduction to three-dimensional space and applications of two- and three-dimensional spaces. Topics include: logic and proof, properties of triangles, polygons and circles, area and perimeter, surface area, and volume. This course meets state standards and is based on the National Council of Teachers of Mathematics (NCTM) standards. College Prep.

**Survival Math 9th-12th**  
*1 semester 5 credits / .5 unit*  
Students identify and practice skills essential to independent living. Exercises provide challenges in day-to-day living, including purchases, living expenses, health care decisions and future planning to improve real-world knowledge and build self-confidence. Meets graduation requirements.

**Math Proficiency 9th-12th**  
*1 semester 5 credits / .5 unit*  
This course prepares students for the Math section of the High School Proficiency Test. It teaches the main learning objectives covered by the test, including arithmetic, measurement, geometry, data analysis and basic algebra. The course also provides test taking strategies and sample test problems. Meets graduation requirements.

**Sciences**

**General Science 9th-12th**  
*2 semesters 10 credits / 1 unit*  
General Science offers students a fun, nonthreatening introduction to the world of science. Students visit some of the best sites on the Web and have the opportunity to conduct independent research. Some of the lessons contain hands-on activities and experiments. The course covers several different branches of science, including topics such as: hurricanes, weather stations, lasers, magnets, hummingbirds, polar
bears and botanical gardens. This course meets state standards and is based on the National Science Teachers Association (NSTA) standards. College Prep.

**Earth Science 9th-12th**

*1 semester 5 credits / .5 unit*

Students learn the critical importance of scientific developments in today’s world through gaining basic knowledge of earth science. Topics include early Earth, geological history, fossils, minerals and rocks, plate tectonics, earthquakes, volcanoes, the Carbon and Nitrogen cycles, the atmosphere, the ozone layer, the greenhouse effect, weather, climate, air and ocean circulation patterns, the solar system, our galaxy, and beyond. Historical achievements in the field of earth science and consideration of potential future developments contribute to students’ learning and personal development. Students have the opportunity to engage in independent research on subjects of students’ interest. The course includes a wealth of informative and dynamic web sites. Earth Science can be combined with Oceanography to make a full-year (2 semesters) course. This course meets state standards and is based on the National Science Teachers Association (NSTA) standards. College Prep.

**AG Earth Science 9th-12th**

*1 semester 5 credits / .5 units*

This is an auto-graded (self-scored) version of the Earth Science course, with 20 to 25 multiple-choice questions per lesson, essay questions and a vibrant multimedia presentation. AG Earth Science can be combined with AG Oceanography to make a full year (2-semester) course. This course meets state standards and is based on the National Science Teachers Association (NSTA) standards. College Prep.

**Honors Earth Science 9th-12th**

*1 semester 5 credits / .5 units*

This is a rigorous version of our Earth Science course. (See the Earth Science description for detailed information.) Honors Earth Science can be combined with Honors Oceanography to make a full year (2-semester) course. This course meets state standards and is based on the National Science Teachers Association (NSTA) standards. College Prep.

**Oceanography 9th-12th**

*1 semester 5 credits / .5 units*

Students study the ecology and diversity of the world’s oceans, with particular attention paid to the complex interactions among all marine life, from the smallest microorganism to the largest sea mammal. Topics include: life in the sea, deep sea exploration, marine mammals, coastal ecosystems and the sea floor. Students periodically write research papers on individual areas of interest. Students also learn to use graphs, tables, maps, data and the Internet to enrich their study of this challenging and exciting course. Oceanography can be combined with Earth Science...
to make a full year (2-semester) course. This course meets state standards and is based on the National Science Teachers Association (NSTA) standards. College Prep.

**AG Oceanography 9th-12th**  
1 semester 5 credits / .5 units  
This is an auto-graded (self-scored) version of Oceanography, with added photographs, multimedia and 20 to 25 self-scoring questions per lesson, in addition to a weekly essay question. AG Oceanography can be combined with AG Earth Science to make a full year (2-semester) course. This course meets state standards and is based on the National Science Teachers Association (NSTA) standards. College Prep.

**Honors Oceanography 9th-12th**  
1 semester 5 credits / .5 unit  
Honors Oceanography is a research and writing-intensive version of our Oceanography course. (See the Oceanography description for detailed information.) Honors Oceanography can be combined with Honors Earth Science to make a full year (2-semester) course. This course meets state standards and is based on the National Science Teachers Association (NSTA) standards. College Prep.

**Biology 9th-12th**  
2 semesters 10 credits / 1 unit  
This course teaches the fundamental concepts of biology. Topics include: the characteristics of life, basic chemistry, animal life, plant life, reproduction and development, genetics, evolution, diversity and ecology. Through investigation and activities, students gain firsthand experience with such learning skills and processes as observing, classifying, identifying, measuring, inferring, hypothesizing, interpreting and predicting. Biology includes weekly thought-provoking questions answered in essay form. Students also complete semester term papers on a chosen topic. This course meets state standards and is based on the National Science Teachers Association (NSTA) standards. College Prep.

**Honors Biology 9th-12th**  
2 semesters 10 credits / 1 unit  
Honors Biology is a research and writing-intensive version of our regular Biology course. (See the Biology description for detailed information.) This course meets state standards and is based on the National Science Teachers Association (NSTA) standards. College Prep.

**Study of the Environment 9th-12th**  
1 semester 5 credits / .5 units  
Study of the Environment examines the interrelationships among humans and the natural world. Main topics include: ecosystems, land resources, water resources, biodiversity, pollution, waste and waste reduction, energy, and sustainable
development. Emphasis is on trying solutions – and students’ roles in these solutions – to the environmental issues and problems discussed. This course meets state standards and is based on the National Science Teachers Association (NSTA) standards. College Prep.

**Environmental Science/Teens4Earth 9th-12th**
*2 semesters 10 credits / 1 unit*
This 36-week course travels to the four corners of the earth where students meet people who have done amazing things for the environment. Learn about how one person can make a big difference and how students can become involved in making their home, community and world a better place to live. At the end of the course students have the opportunity to be awarded an Environmental Certificate of Recognition for their activities, which declares them stewards of the earth and citizens of the world. This course is endorsed by the United Nations Environment Program. College Prep.

**Conceptual Physics 10th-12th**
*2 semesters 10 credits / 1 unit*
This course introduces students to the fundamental principles of physics. Each lesson provides comprehensive coverage of a specific concept or topic. Some of the concepts and laws of physics covered include: mechanics, properties of matter, heat, sound and light, electricity and magnetism, atomic and nuclear physics. Prerequisite: Algebra 1. College Prep.

**Social Studies**

**World Cultures 9th**
*2 semesters 10 credits / 1 unit*
Rich with primary source excerpts and cultural vignettes, this course provides a tour of the history, cultures and environments of the seven continents. The study of geography is further enhanced with access to maps, diagrams and related cultural information. This course presents geography in an enjoyable, exploratory format. It culminates in planning a trip around the world. This course meets state standards and is based on the National Council for the Social Studies (NCSS) standards. College Prep.

**AG World Cultures 9th**
*2 semesters 10 credits / 1 unit*
AG World Cultures is an auto-graded (self-scored) version of the World Cultures course, with added photographs, multimedia and 20 to 25 self-scoring questions per lesson, in addition to a weekly essay question. This course meets state standards and is based on the National Council for the Social Studies (NCSS) standards. College Prep.
History of The World 10th
2 semesters 10 credits / 1 unit
World History encourages students to use multimedia to establish a chronology and understanding of influential historical events. By examining traditionally under-represented perspectives, students learn to question traditional historical accounts and form their own understanding of world history. Topics include: the beginning of civilization, civilizations of the Mediterranean world, Asian history, the early modern world, the emergence of modern nations, the development of industrial society and world wars in the 20th Century. Weekly compositions in response to the readings employ creative writing, analysis and independent research. This course meets state standards and is based on the National Council for the Social Studies (NCSS) standards. College Prep.

Honors World History 10th
2 semesters 10 credits / 1 unit
Honors World History offers a reading and writing-intensive version of the World History course. The course enables students to examine and interpret influential historical events. Weekly compositions, in response to the readings, employ creative writing, analysis, description, compare/contrast, poetry, short stories, imaginary writing, personal experiences, editorials and diary entries. Honors World History includes a wealth of dynamic, informative websites. It meets state standards and is based on the National Council for the Social Studies (NCSS) standards. College Prep.

History of America 1st
2 semesters 10 credits / 1 unit
This one-year course visits aspects of American history and provides a well-rounded, comprehensive depiction of events from the American Revolution to modern times. Students review many photographs, maps and speeches from different time periods, as well as cultural descriptions. American History is a substantial, exciting course with many engaging websites to explore. This course meets state standards and is based on the National Council for the Social Studies (NCSS) standards. College Prep.

Honors American History 11th
2 semesters 10 credits / 1 unit
Honors American History offers a reading and writing-intensive version of our American History course. Students explore a variety of dynamic, informative websites to gain a comprehensive understanding of events from the American Revolution to modern times. The websites contain many excellent photographs, maps, speeches and cultural descriptions from different time periods. Particular emphasis is placed on traditionally underrepresented perspectives so students can form a comprehensive understanding of influential events in American history. This course meets state standards and is based on the National Council for the Social Studies (NCSS) standards. College Prep.
**U.S. Government 12th**

*1 semester 5 credits / .5 units*

U.S. Government provides the student with a basic understanding of American government. Topics include: the roots of democracy, the judiciary system and the law, interest groups in government, landmark Supreme Court cases, civil rights and individual liberties. Diverse online resources make this course informative and engaging. U.S. Government can be combined with Economics to make a full year (2-semester) course. This course meets state standards and is based on the National Council for the Social Studies (NCSS) standards. College Prep.

**Economics 101 12th**

*1 semester 5 credits / .5 units*

In this 18-week course, students use the Internet to learn and apply the fundamental concepts of modern economics. In addition to studying the primary types of economic systems, laws of supply and demand and other key economic concepts, students learn about the effect that jobs, earnings and career decisions have on their buying power and quality of life. Students also explore the role that an increasingly global market plays in their daily lives. In this course, economic concepts are explained in a simple, understandable way. Lessons involve problem-solving activities for real-life questions and scenarios. Economics can be combined with U.S. Government to make a full year (2-semester) course. This course meets state standards and is based on the National Council on Economic Education (NCEE) standards. College Prep.

**Honors Philosophy & Ethics 11th-12th**

*1 semester 5 credits / .5 units*

Philosophy and Ethics is a comprehensive introduction of these subjects. The course examines the role of philosophy in our past as well as our present and future. Upon completion of the course, students can expect to better understand the basic history of the various schools of thought, appreciate various methods for understanding and challenging logical and analytical arguments, and personally explore their own philosophical orientation on many current topics. College Prep.

**World Languages**

A multi-media, game-based approach makes the Powerspeak courses used by The Learning Springs different from traditional approaches to language learning. Advanced teaching techniques are used to turn compelling adventures and activities into rigorous lessons in grammar and vocabulary. They provide a solid foundation and cultivate a passion for the language through exposure to the culture and dynamic experiences of real people and real places. These courses feature cutting-edge adaptive learning technology that lets students select the learning style that’s right for them. As they progress, the courses concentrate on students’ ability to articulate more and more complex thoughts and to understand authentic native language from a variety of enticing sources. College Prep.
Latin 1 Online powerspeak¹² 6th – 8th grade
2 semesters 10 credits / 1 unit
Latin is the foundation for French, Spanish and Italian as well as the basis for much of the sophisticated vocabulary of modern English. Law, Medicine and Science still rely heavily on Latin terminology. Latin may be a “dead” language, but not for students in this course. Games, modern content, multi-media exercises and engaging stories together make this Latin experience vibrant and alive. Although students receive a strong foundation in skills to decode the classics, the course also emphasizes the ability to speak and understand in Latin. Students will be able to read and understand excerpts of authentic classical works by the end of the course.

Spanish 1 Online powerspeak¹² 6th – 8th grade
2 semesters 10 credits / 1 unit
Studies show that early exposure to foreign languages produces long-term cognitive and academic benefits. Elementary aged students have a unique ability to absorb language and to learn pronunciation. This course is highly visual, story and activity based that will have students loving Spanish. Games in the course make learning fun. Unique powerspeak¹² approaches also allow students to tell the stories themselves. This course is not just an introduction to Spanish, it’s an adventure.

Spanish 2 Online powerspeak¹² 6th – 8th grade
2 semesters 10 credits / 1 unit
The adventure continues as students take the base of vocabulary and adventure that they learned via games and stories in Elementary Spanish I and expand their knowledge so that they can have access to a world of culture and excitement unlocked by their new skills. Interactive activities and increasing game challenges make this course a sure favorite, while the rigorous underlying preparation gives a strong intermediate skill set in the language.

French 1 Online powerspeak¹² 6th – 8th grade
2 semesters 10 credits / 1 unit
A multi-media, game-based approach makes this introductory French course different from traditional approaches to language learning. Advanced teaching techniques are used to turn compelling adventures and activities into rigorous lessons in grammar and vocabulary. This course provides a solid foundation for reading, speaking, writing, and understanding French and cultivates a passion for the language through exposure to culture and dynamic experiences of real people and real places. This course also features adaptive learning technology that lets students select the learning style that’s right for them.

French 2 Online powerspeak¹² 6th – 8th grade
2 semesters 10 credits / 1 unit
Students with a beginning foundation in French will see their skills soar through compelling lessons that give them access to content so interesting that they forget
that they are learning French. This unique learning methodology, which relies heavily on games and stories, works effectively to take students from a tentative understanding of French basics to a greater level of sophistication. This course concentrates on students’ ability to articulate more and more complex thoughts and to understand authentic native language from a variety of enticing sources.

**Spanish 1 9th-12th**
2 semesters 10 credits / 1 unit
A multi-media, game-based approach makes this introductory Spanish course different from traditional approaches to language learning. Advanced teaching techniques are used to turn compelling adventures and activities into rigorous lessons in grammar and vocabulary. This course provides a solid foundation for reading, speaking, writing, and understanding Spanish and cultivates a passion for the language through exposure to culture and dynamic experiences of real people and real places. This course also features cutting-edge adaptive learning technology that lets students select the learning style that’s right for them. College Prep.

**Spanish 2 9th-12th**
2 semesters 10 credits / 1 unit
Students with a beginning foundation in Spanish will see their skills soar through compelling lessons that give them access to content so interesting that they forget that they are learning Spanish. This unique learning methodology, which relies heavily on games and stories, works effectively to take students from a tentative understanding of Spanish basics to a greater level of sophistication. This course concentrates on students’ ability to articulate more and more complex thoughts and to understand authentic native language from a variety of enticing sources. College Prep.

**Spanish 3 9th-12th**
2 semesters 10 credits / 1 unit
Intermediate Spanish students who have a strong base of vocabulary, speaking and listening skills will reach a new level of mastery and fluency in this course. This course teaches advanced grammar and vocabulary and emphasizes correct accents and comprehension of “real world” native speech. The high-energy excitement of the content, the challenging games and the wide variety of compelling stories contained in this course combine to make advanced learning as exciting as ever. Our unique error recognition technology helps students to eliminate common mistakes from their speaking and writing. College Prep.

**French 1 9th-12th**
2 semesters 10 credits / 1 unit
A multi-media, game-based approach makes this introductory French course different from traditional approaches to language learning. Advanced teaching techniques are used to turn compelling adventures and activities into rigorous
lessons in grammar and vocabulary. This course provides a solid foundation for reading, speaking, writing, and understanding French and cultivates a passion for the language through exposure to culture and dynamic experiences of real people and real places. This course also features adaptive learning technology that lets students select the learning style that’s right for them. College Prep.

**French 2 9th-12th**  
*2 semesters 10 credits / 1 unit*  
Students with a beginning foundation in French will see their skills soar through compelling lessons that give them access to content so interesting that they forget that they are learning French. This unique learning methodology, which relies heavily on games and stories, works effectively to take students from a tentative understanding of French basics to a greater level of sophistication. This course concentrates on students’ ability to articulate more and more complex thoughts and to understand authentic native language from a variety of enticing sources. College Prep.

**French 3 9th-12th**  
*2 semesters 10 credits / 1 unit*  
Intermediate French students who have a strong base of vocabulary, speaking and listening skills will reach a new level of mastery and fluency in this course. This course teaches advanced grammar and vocabulary and emphasizes correct accents and comprehension of “real world” native speech. The high-energy excitement of the content, the challenging games and the wide variety of compelling stories contained in this course combine to make advanced learning a blast. Our unique error recognition technology helps students to eliminate common mistakes from their speaking and writing. College Prep.

**German 1 9th-12th**  
*2 semesters 10 credits / 1 unit*  
A multi-media, game-based approach makes this introductory German course different from traditional approaches to language learning. Advanced teaching techniques are used to turn compelling adventures and activities into rigorous lessons in grammar and vocabulary. This course provides a solid foundation for reading, speaking, writing, and understanding German and cultivates a passion for the language through exposure to culture and dynamic experiences of real people and real places. This course also features cutting-edge adaptive learning technology that lets students select the learning style that’s right for them. College Prep.

**German 2 9th-12th**  
*2 semesters 10 credits / 1 unit*  
Students with a beginning foundation in German will see their skills soar through compelling lessons that give them access to content so interesting that they forget that they are learning German. This unique learning methodology, which relies
heavily on games and stories, works effectively to take students from a tentative understanding of German basics to a greater level of sophistication. This course concentrates on students’ ability to articulate more and more complex thoughts and to understand authentic native language from a variety of enticing sources College Prep.

**Latin 1 9th-12th**
2 semesters 10 credits / 1 unit
Latin is the foundation for French, Spanish and Italian as well as the basis for much of the sophisticated vocabulary of modern English. Law, Medicine and Science still rely heavily on Latin terminology. Latin may be a “dead” language, but not for students in this course. Games, modern content, multi-media exercises and engaging stories together make this Latin experience vibrant and alive. Although students receive a strong foundation in skills to decode the classics, the course also emphasizes the ability to speak and understand in Latin. Students will be able to read and understand excerpts of authentic classical works by the end of the course. College Prep.

**Chinese 1 9th-12th**
2 semesters 10 credits / 1 unit
A multi-media, game-based approach makes this introductory Mandarin Chinese course different from traditional approaches to language learning. Advanced teaching techniques are used to turn compelling adventures and activities into rigorous lessons in grammar and vocabulary. This course provides a solid foundation for reading, speaking, writing, and understanding Mandarin Chinese and cultivates a passion for the language through exposure to culture and dynamic experiences of real people and real places. College Prep.

**English as a Foreign Language/TOEFL Prep**
Our exciting English Prep program includes six full years of instruction. The courses are fun, interactive and graphically rich. In each course, students will hear English spoken by native speakers, read real-life conversations on social and academic topics, as well as complete challenging grammar lessons. English Prep is a unique blend of the direct method of language instruction that focuses on situational language acquisition and the traditional method of systematic grammar study. The six courses of English Prep present a carefully planned series that begins with the English alphabet and systematically prepares students for success on the Test of English as a Foreign Language (TOEFL). Course offerings are appropriate for people of all ages with various goals. These courses require the assistance of a tutor or teacher who is proficient in the student’s native language.

**English 101: Making Friends 9th-12th**
2 semesters 10 credits / 1 unit
Students learn basic conversation skills, pronunciation and transcription. Games and stories make learning memorable. Vocabulary is increased with picture and audio
dictionaries and fun “picture glossaries.” This is a colorful exercise, where students click on different objects to see and hear their English names. The glossaries include the rooms of a house, a garden, a family portrait and many others. This course meets Teachers of English to Speakers of Other Languages (TESOL) standards.

**English 102: Road Trip USA 9th-12th**  
*2 semesters 10 credits / 1 unit*  
Students learn to converse on many subjects. Picture and audio dictionaries expand vocabulary. The Internet provides reading challenges, following the theme of travel and sightseeing. Complex sentence structures are mastered and over 300 vocabulary words are taught. A focus on conversation among friends and strangers allows for listening and speaking practice in every lesson. The travel theme includes geography as well as information gathering and directions. This course meets Teachers of English to Speakers of Other Languages (TESOL) standards.

**English 103: One World 9th-12th**  
*2 semesters 10 credits / 1 unit*  
In English 103, students continue to build their understanding of English grammar as they learn the values of global citizenship. This course opens with a section on multiculturalism in which students read and listen to short articles. The second half centers on readings from the Internet that are analyzed through guided activities. Students explore all major English-speaking cultures. Listening is a component of each lesson, as an auto-graded quiz. This course meets Teachers of English to Speakers of Other Languages (TESOL) standards.

**English 104: Writing for Life 9th-12th**  
*2 semesters 10 credits / 1 unit*  
In English 104, students develop writing skills for a variety of personal, academic and professional situations. Students write essays, poetry, letters, a personal biography and fiction. Grammar knowledge strengthens with practical usage of English. The course is focused on building writing skills, but there are also large listening and reading comprehension components. As in all English preparation offerings, TOEFL preparation is a high priority. This course meets Teachers of English to Speakers of Other Languages (TESOL) standards.

**English 105: Learning for Life 9th-12th**  
*2 semesters 10 credits / 1 unit*  
In English 105, students gain an extended vocabulary, useful in personal, academic and professional situations. Over 700 subject specific vocabulary words are learned, facilitating intellectual and scientific conversations and improving familiarity with the academic environment. Aspects of writing and conversing are thoroughly covered in the major academic disciplines of science, mathematics, literature and history. This course meets Teachers of English to Speakers of Other Languages (TESOL) standards.
English 106: TOEFL Success 9th-12th
2 semesters 10 credits / 1 unit
TOEFL Success is a course designed to help students not simply pass, but achieve a high score on the TOEFL exam. The multiple choice TOEFL exam tests non-native English speakers on their proficiency in American English. TOEFL Success helps students successfully prepare to take the exam with confidence, through 36 fun, interactive lessons. This course meets Teachers of English to Speakers of Other Languages (TESOL) standards.

Arts and Technology

Art History—Ancient to Gothic 9th-12th
1 semester 5 credits / .5 units
The course begins with a general discussion of art and the place of art in the development of human civilization. It introduces man’s earliest reflective art form - cave paintings – and moves forward in time to the art of early civilizations of the Middle East. The course then moves into an exploration of Roman and Greek art. Students then explore the art of India, China, and Japan. From there we jump across the Pacific Ocean to America to investigate the art of Early American civilizations and societies. Then we travel across the Atlantic Ocean to learn about African Art. The final leg of the journey takes us to the Middle East and Europe to explore Islamic art and Early Christian influenced art: Byzantine, Romanesque, and gothic. Students are inspired to create a few simple art projects based on the styles and movements they have studied. Web resources from the greatest museums in the world are accessed including the Guggenheim, the Met, and the Louvre. College Prep.

Art History Renaissance to Modern 9th-12th
1 semester 5 credits / .5 units
Renaissance Art is a one-semester course that provides students with knowledge of, and appreciation for, the art and culture of the Early Renaissance and High Renaissance in Italy. Students learn about the lives and works of some of the finest Renaissance artists (Giotto, Donatello, Leonardo da Vinci, Michelangelo and many more) by using numerous multimedia websites from all over the world. College Prep.

Art History 9th-12th
2 semesters 10 credits / 1 unit
This course combines two 1-semester courses (Art History: Ancient to Gothic and Art History: Renaissance to Modern) into a single yearlong course. The course begins with a general discussion of art and the place of art in the development of human civilization. It introduces man’s earliest reflective art form - cave paintings-- and moves forward in time through the art of early civilizations of the Middle East, Rome and Greece, India, China, and Japan. Then we investigate the art of Early American
civilizations and societies and travel across the Atlantic Ocean to learn about African Art. At the end of the first semester, we explore Islamic and Early Christian art: Byzantine, Romanesque, and Gothic. The second semester of Art History begins with a study of the Renaissance period in European art, and continues through the rich Baroque and Rococo periods in Europe, followed by studying the impact of Romanticism on art and the development of Impressionism. Late 19th and early 20th century developments, from Surrealism to cubism are explored. We end with Modern art, including the United States and Mexico. Students are inspired to create a few simple art projects based on the styles and movements they have studied. Web resources from the greatest museums in the world are accessed. Topics include visual vocabulary, principles of art, drawing, painting, sculpture, studio art, art history, art criticism, and aesthetics. Art History is an inspiring addition to any student’s curriculum. College Prep.

**Media Literacy 9th-12th**

*1 semester 5 credits / .5 units*

This course teaches students how to critically evaluate the media that surrounds them every day, as well as create their own examples of media. This example-rich course covers the history of media, critical thinking skills, the various channels media takes in our world and the influence media has in our lives and thinking. Students approach the material through projects and writing assignments. This course meets state standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

**Introduction to the Internet 9th-12th**

*1 semester 5 credits / .5 units*

This 18-week course gives students a basic understanding of how to navigate and search for information on the Web. After taking this course, the Internet will be a familiar resource tool for research and explorations. This course meets state standards and the National Educational Technology Standards for Teachers (NETS).

**3D Graphics 9th-12th**

*1 semester 5 credits / .5 units*

In this course you will learn about the world of 3 Dimensional Graphics. 3D Graphics encompasses getting familiar with the application environment and discover how to create superb 3D graphics that are pleasing to the eye. The 3D Graphics application gives you the capability to integrated 3D modeling, animation, effects, and rendering solutions from one comprehensive API (application programming interface).

**Business Applications 9th-12th**

*1 semester 5 credits / .5 units*

In this course you will learn the standard business applications that most Business Offices use. The Business Applications will include MS Word, MS Excel, MS PowerPoint and MS Outlook. Each one of these applications has its’ own unique use...
and place in the typical office. You will learn what most offices expect when you are required to make a presentation for a potential client, create a workbook with worksheets to track sales, and write a letter that needs to be written to a customer and or formulate an email to a coworker.

Game Design 9th-12th
1 semester 5 credits / .5 units
In this course you will learn about the world of creating games. Game Design includes getting familiar with the Gaming Application or Engine. You will discover how to design a good game that people want to play. Through a variety of game genres, you will learn to balance game play and players, create great game flow, supply goals and rewards and guide players to make decisions to help them reach the next level of your game. You will enjoy creating games of different types throughout this course that will enhance your understanding of the game design world.

Photoshop Design 9th-12th
1 semester 5 credits / .5 units
In this 18-lesson course, students explore the techniques of Photoshop, the elements of art and the principles of design. Students receive an overview of the world of digital art while completing fun, hands-on creative projects. Required materials: Adobe Photoshop program 6.0, 7.0, CS, CS2, CS3 or Elements 4 or 5. College Prep.

Web Design 9th-12th
1 semester 5 credits / .5 units
In this course you will learn to create eye catching and user-friendly web pages. Web Design encompasses getting familiar with the governing body of the net, HTML Editors, HTML code and discovers how to create superb Web Designs that are highly functional. This course will give you the information & tools needed to create sites that use HTML, XHTML, and CSS effectively.

Health and Life Skills

High School Health 9th-12th
1 semester 5 credits / .5 units
This course presents students with a clear look at the health issues facing humanity today. Students evaluate their own level of health and examine areas of health risks, nutritional needs, exercise, drugs, self-care, environment and safety. This is a hands-on course where students learn to take charge of their own health by practicing preventative health habits. The course includes a wealth of high quality, up-to-date Internet resources. It meets state standards and is based on the National Health Education standards. Note: In accordance with state mandates, this course includes
education on drugs and alcohol, AIDS and sexuality so that students can make informed, responsible decisions.

**AG Health 9th-12th**

1 semester 5 credits / .5 units

AG Health is a self-scored version of the Health course, with added photographs, multimedia and 20 to 25 self-scoring questions per lesson, in addition to a weekly essay question. AG Health has added coverage on SARS, epidemiology and environmental health. This course meets state standards and is based on the National Health Education standards.

**Life Management 9th-12th**

1 semester 5 credits / .5 units

Life Management provides students with an opportunity to look at their lives in terms of self-examination, self-actualization, community involvement, personal health, money management skills, college planning, resource and time management and career options. The course stresses a reflective as well as an analytical approach to life skills and includes journal writing as an integral element of the course. The culminating activity, an autobiography from the perspective of 10 years from today, asks students to think concretely about their futures.

**Standardized Test Preparation**

**SAT Prep 9th-12th**

1 semester 5 credits / .5 units

This course provides high-quality instruction that is completely customized to each student, pinpointing the student’s abilities on the skills that are tested in the actual exam. Students’ areas of weakness are strengthened by reinforcing essential skills and concepts, and extra challenge is provided in areas of strength. Student’s progress through the course at their own pace, whenever their schedules allow.

**Enrichment and Special Needs**

**Special Needs–Integrated Science 9th-12th**

2 semesters 10 credits / 1 unit

Integrated Science asks students to look at websites from all over the world to learn about different topics. One week, students will be swimming in the deep ocean with whales; another time, they might be investigating bugs; next, they might journey to Mars!

**English Internet Explorations A 9th-12th**

2 semesters 10 credits / 1 unit

English Internet Explorations A integrates the core subjects of English, Science and Social Studies in a fun, lively course. Students polish their reading and writing skills
while visiting exciting websites. Assignments regularly include creative writing projects. This is a good nontraditional English course for students who lack strong English skills. Meets graduation requirements.

**English Internet Explorations B 9th-12th**

*2 semesters 10 credits / 1 unit*

English Internet Explorations B is a popular follow-up to English Internet Explorations A. Topics include: raptors, the Ben Franklin Museum, volcanoes and Godzilla. Assignments regularly include creative writing. This is a good nontraditional English course for students who lack strong English skills. Meets graduation requirements.

**Survival Math 9th-12th**

*1 semester 5 credits / .5 units*

Students identify and practice skills essential to independent living. Exercises provide challenges in day-to-day living, including purchases, living expenses, health care decisions and future planning to improve real-world knowledge and build self-confidence. Meets graduation requirements.

Access to the curriculum for one or more of the online courses will be provided to the District upon request. The District must simply provide Ivy Tech Charter School with the names and email addresses of the individuals who will be evaluating the academic program of the charter petition. A Sample of a typical course is attached as Appendix H along with a chart of all class offerings attached as Appendix I.

In the spring of the 2010/11 school year Ivy Tech Charter School will apply to the Western Association of Schools and Colleges (WASC) for accreditation.

**Online Learning:**

Online learning is growing rapidly across the United States within all levels of education. Its popularity has increased exponentially and more students and educators here become familiar with the benefits of learning unconstrained by time and place. Across most states and in all grade levels, students are finding increased opportunity, flexibility, and convenience through online learning. Teachers are discovering a new way to reach students. Administrators are exploring ways to offer a wider range of courses to students and professional development opportunities for teachers.

As the recent Synthesis of Online Learning presented by International Association for K-12 Online Learning (iNACOL) pointed out, online learning is being viewed not only as an expanded option for students but also as a powerfully effective means of delivering education for students. Online enrollments have grown from an estimated 45,000 in 2000 to more than a million last year. According to Clayton Christensen, American Association of School
Administrators, by 2013 10 percent of all "seat time" will be occupied by online instruction—and within 10 years, it is predicted, that more than half of all seat time will be online enrollments\(^1\).

One reason online learning is attractive is because it allows for more of this customized approach to instruction than can be found in many classrooms. But now, software that enables every child to learn at his or her own pace is becoming a scalable, modular way to deliver customized learning.

Most importantly, research is confirming online learning’s effectiveness and improved teaching:

“One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning.”

“Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching.”

- Source: Synthesis of New Research in K-12 Online Learning, International Association for K-12 Online Learning, March 2009

According to recent research from the Silent Epidemic study, 47% said a major reason for dropping out was that “classes were not interesting” and they were “bored”; 88% of dropouts had passing grades.

According to NCREL Synthesis of New Research on K-12 Online Learning:

- Online Learning Expands Options: “The first impetus to the growth of K-12 distance education was an interest in expanding educational options and providing equal opportunities for all learners.” (p.7)

- Online Learning Is Rapidly Growing: “Recent surveys show that K-12 online learning is a rapidly growing phenomenon.” (p.4)

- Online Learning Is Effective: “Equal or Better”: “One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning.” (p. 17)

- Online Learning Training Improves Teaching: Teachers who teach online reported positive improvements in face-to-face, too. “Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching.” (p. 25)

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\(^1\) Clayton Christensen at the American Association of School Administrators conference in San Francisco Feb. 19
Today's students are different from yesterdays. The Pew Internet Project reports “the Internet is an important element in the overall educational experience of many teenagers”

- 87% of all youth between the ages of 12 and 17 use the Internet (21 million people).
- 86% percent of teens, 88% of online teens, and 80% of all parents believe that the Internet helps teenagers to do better in school.
- 85% of 17 year olds have gone online to get information about a college, university, or other school they were thinking about attending.

**Record Keeping System for Online Courses:**

Assignments, grades, instant messaging, and e-mail are stored at the database level in the Aurora Learning Management System. Paper assessments are stored in a customized locker area that is set-aside for each student. For each element stored, an audit trail is created. All assignments and communication may be retained indefinitely. Historical reports will be available at any time online to District administrators. The database and transaction logs are backed up to tape nightly according to the grandfather-father-son strategy.

*Grandfather-father-son backup* refers to the most common rotation scheme for rotating backup media. Originally designed for tape backup, it works well for any hierarchical backup strategy. The basic method is to define three sets of backups, such as daily, weekly and monthly. The daily, or son, backups are rotated on a daily basis with one graduating to father status each week. The weekly or father backups are rotated on a weekly basis with one graduating to grandfather status each month. Often one or more of the graduated backups is removed from the site for safekeeping and disaster recovery purposes.

**Independent Study Legal Compliance**

Ivy Tech Charter School will comply with all applicable independent study laws including but not limited to California Education Code Sections 51745, *et seq.*; 47612.5; 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705; and 19850-19854. These laws require, among other things, that the Charter School will operate pursuant to an adopted independent study Board policy; each student will have a master agreement as required by law; and the Charter School must file for a funding determination as a condition of funding. Attached as Appendix A, please find Ivy Tech's draft independent study policy to be adopted prior to operation.

**A Day in the Life of a Charter School Student**

The typical Ivy Tech student will complete a 7-hour day, working consecutively on their
schoolwork and other responsibilities.

8:00 - 8:45 A. M. You get up and log onto the Ivy Tech website while eating breakfast. While checking your completed assignments for teacher comments and grades, you open your calendar to plan your busy day. You notice you have email to read, and respond to 4 messages from your teachers and fellow classmates. Your science teacher left you a comment on your Bio lab and a plan for remediation on several assignments. Looking over a quiz that your Math teacher graded you study the questions that you missed, referring to the lessons for help.

8:45 - 10:00 A. M. After 30-45 minutes of studying, you login into your teachers Virtual Classroom to take part in a lesson. After the lesson you spend 15 - 20 minutes reviewing with the teacher and then retake the math test you studied for earlier.

You want to go for a run so you put on your running clothes and head off for a 5km run.

11:15 - 12:30 P. M. After returning from your run and showering you log back into the site and read the comments your English teacher left on your last research paper draft. Comments and suggestions help you plan your revisions and you do some additional research on the Internet. You have a question for the teacher so you give them a call and ask and they email you so links to the information. After doing some additional research you proceed to work on the final draft for your research paper. After over an hour of work, you submit the final draft of your research paper to your English teacher, you think to yourself, "This is going the best research paper I've ever completed."

12:30 - 1:30 P.M. You meet friends for lunch.

1:30 - 3:00 P.M. After lunch you head over to the learning center to ask your math teacher a couple questions that you just can't understand. You see your teacher working with another student so you head over to the table and take a seat. Your math teacher using the Promethean board shows you have to do them and then emails you the notes so you have them on your netbook. Then, you spend the next 45 minutes working with the other student on that lesson and a few more; know that your teacher is available if you get stuck.

Opps, your little brother needs to be picked up from school, so you leave the learning center and head over to Flory to pick up your brother and take him home. Once home to check your email and login to Aurora to see if any other comments have been left for you. After about 15 minutes, you start to get ready for work.

4:00 - 9:00 P.M. Time for work! You go to work at your part time job.

10:00 - 10:45 P.M. You log onto the website one more time before you end the day and check class mail for updates. You spend 30 - 45 minutes adding the relevant information to your American History essay that you found earlier in the afternoon. You shoot off a quick email to your history teacher and comment on a post to your blog. It has been a productive and fun day!
Technology

Ivy Tech Charter School plans on providing all students with a netbook computer, web filtering software and system security software. Reimbursement for a basic Internet connection will be available to any student that does not have access at home to broadband services who meets a basic means test and is enrolled and active as a full-time students in Ivy Tech. This reimbursement is for purposes of participation in online courses and completion of research projects. The online courses can be accessed anywhere in the world via the Web.

Plan for Students who are Academically Low Achieving

Students who are academically low achieving will be identified by Charter School teachers through ongoing progress and attendance reports, placement tests, course assessments, standardized test results, and parent and student observation. Ivy Tech will utilize strategies to improve student success such as curriculum modification, parent education, and advisory mentorship.

Ivy Tech will identify students who are performing below or above grade level, or those students otherwise having issues that are impacting the Student academically, and utilize a Student Success Team ("SST") process to develop a plan to address their individual needs. The SST consists of the following members: an administrator, a general education teacher, the special education coordinator, a parent and a student.

A SST uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher and student. A SST is a general education function. Many students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

If the problem continues after implementation of a SST plan and follow up, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed appropriate by the SST.

Plan for Students who are Academically High Achieving

Students who are academically high achieving will be identified by teachers of Ivy Tech Charter School through ongoing progress and attendance reports, placement tests, course tests, standardized test results, and parent and teacher observation. Students who are performing above grade level will have the opportunity to take advanced courses.
Plan for English Learners

Overview

Ivy Tech will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Ivy Tech will implement strategies for serving English Learners, which are research based.

Home Language Survey

Ivy Tech will administer the home language survey upon a student's initial enrollment into Ivy Tech Charter School.

CELDT Testing

All students who indicate that their home language is other than English will be assessed using the California English Language Development Test ("CELDT") within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

Ivy Tech will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

English Learner Instructional Strategies and Curriculum

Courses available for English Learners include an option for students to listen to the text in English on the screen in addition to reading it themselves. This strategy increases student comprehension of the material while supporting their English language skills. English Learners will be able to receive the same level of individual support as all Ivy Tech Charter School students to meet any unique needs.

EL students will receive additional English Language Development assistance from a teacher carrying appropriate credentials to serve EL students. This assistance will include academic support in vocabulary development and comprehension either outside of the student's core courses, or in working with the core course instructor(s) to insure the students receive the help they need to increase their English language development and be successful in their courses.

2 The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing from their prior school of enrollment.
All teachers instructing English Learners will hold a CLAD credential or a California Commission on Teacher Credentialing ("CCTC") recognized equivalent.

Plan for Serving Students with Disabilities

Overview

Ivy Tech shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

Ivy Tech shall be categorized as a "public school" within the District in conformity with Education Code Section 47641(b). As described below, Ivy Tech shall comply with a Memorandum of Understanding ("MOU") between the District and Ivy Tech related to the delineation of duties between the District and Ivy Tech.

Ivy Tech shall comply with all state and federal laws related to the provision of special education instruction and related services and all Special Education Local Plan Area ("SELPA") policies and procedures, and shall utilize appropriate SELPA forms.

Ivy Tech shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by Ivy Tech shall be accessible for all students with disabilities.

Services for Students under the "IDEIA"

The following description regarding how special education and related services will be provided and funded is being proposed by the charter school for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a MOU, delineating the respective responsibilities of the charter school and the District, which MOU shall be executed prior to the commencement of operation. The following provisions are meant to summarize the charter Petitioner's understanding of the manner in which special education instruction and related services shall be provided by the charter school and the District based upon the Petitioner's knowledge of District special education procedures. The following language aligns the typical "industry standard" arrangement between a school district and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and the charter school as agreed upon in a MOU:
Ivy Tech intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA. Ivy Tech shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b) for as long as long as the charter is sponsored by the Moorpark Unified School District unless the District and Charter School mutually agree otherwise.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, Ivy Tech seeks services from the District for special education students enrolled in Ivy Tech in the same manner as is provided to students in other District schools. Ivy Tech will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. Ivy Tech will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between Ivy Tech and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that Ivy Tech and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

Ivy Tech acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. Ivy Tech agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. Ivy Tech believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan ("IEP") development, modification, and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

**Staffing**

All special education services at Ivy Tech will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEIA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

It is Ivy Tech’s understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs Ivy Tech that current District practice is for the individual school sites to hire site special education staff or the District and Ivy Tech agree that Ivy Tech
must hire on-site special education staff. In that instance, Ivy Tech shall ensure that all special education staff hired by Ivy Tech are qualified pursuant to District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by Ivy Tech (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

**Notification and Coordination**

Ivy Tech shall follow District policies as they apply to all District schools for responding to implementation of special education services. Ivy Tech will adopt and implement District polices relating to notification of the District for all special education issues and referrals.

Ivy Tech shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. Ivy Tech shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

**Identification and Referral**

Ivy Tech shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. Ivy Tech will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is Ivy Tech's understanding that the District shall provide Ivy Tech with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that Ivy Tech is provided with notification and relevant files of all students who have an existing IEP and who are transferring to Ivy Tech from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

Ivy Tech will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

**Assessments**
The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law.

Ivy Tech shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. Ivy Tech shall not conduct special education assessments unless directed by the District.

IEP Meetings

It is Ivy Tech's understanding that the District shall arrange and notify the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. Ivy Tech shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Director and/or Ivy Tech designated representative with appropriate administrative authority as required by the IDEIA, the student's special education teacher, the student's general education teacher if the student is or may be in a regular education classroom, the student, if appropriate, and other Charter School representatives who are knowledgeable about the regular education program at Ivy Tech and/or about the student. It is Ivy Tech's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

Ivy Tech understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the District, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

Ivy Tech shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District; the District shall be responsible for all school site implementation of the IEP. Ivy Tech shall assist the District in implementing IEP’s, pursuant to District and SELPA polices in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District
holding ultimate authority over implementation and supervision of services. As part of this responsibility, Ivy Tech shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for Ivy Tech's non-special education students, whichever is more. Ivy Tech shall also provide all home-school coordination and information exchange unless directed otherwise by the District. Ivy Tech shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. Ivy Tech shall comply with any directive of the District as relates to the coordination of Ivy Tech and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

**Interim and Initial Placements of New Charter School Students**

All students enrolling in Ivy Tech from another school district outside of the SELPA with a current IEP will be required to meet with District and Ivy Tech personnel prior to admission.

**Special Education Students Transferring Out of Charter School**

Ivy Tech shall provide a copy of a student's IEP and cumulative file when a student leaves the charter school to enroll in another school.

**Non-Public Placements/Non-Public Agencies**

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. Ivy Tech shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. Ivy Tech shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

**Non-discrimination**

It is understood and agreed that all children will have access to the charter school and no student shall be denied admission nor counseled out of Ivy Tech due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

**Parent/Guardian Concerns and Complaints**

Ivy Tech shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. Ivy Tech shall instruct
parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. Ivy Tech shall immediately notify the District of any concerns raised by parents. In addition, Ivy Tech and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with Ivy Tech's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. Ivy Tech shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

Ivy Tech and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and Ivy Tech shall comply with the District's decision.

Ivy Tech and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

**Due Process Hearings**

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. The charter school agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and Ivy Tech shall work together to defend the case. In the event that the District determines that legal representation is needed, Ivy Tech agrees that it shall be jointly represented by legal counsel of the District's choosing.

Ivy Tech understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

**SELPA Representation**

It is Ivy Tech's understanding that the District shall represent Ivy Tech at all SELPA meetings and report to Ivy Tech of SELPA activities in the same manner as is reported to all schools within the District.
Funding

Ivy Tech understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and Ivy Tech. Ivy Tech anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for Charter School students though the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the District/or Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at Ivy Tech’s school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from Ivy Tech the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at Ivy Tech site.

Contribution to Encroachment

Ivy Tech shall contribute its fair share to offset special education's encroachment upon the District’s general fund. Accordingly, Ivy Tech shall pay to the District a prorata share of the District’s unfunded special education costs ("Encroachment"). At the end of each fiscal year, the District shall invoice Ivy Tech for Ivy Tech’s pro-rata share of the District-wide Encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. Ivy Tech ADA shall include all Charter School students, regardless of home district.

Section 504 of the Rehabilitation Act

Ivy Tech recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Ivy Tech. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by Ivy Tech.
A 504 team will be assembled by Ivy Tech’s Principal and shall include parents/guardians, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA, but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

a) Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

b) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those, which are designed to provide a single general intelligent quotient.

c) Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student’s impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by Ivy Tech’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary.
All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed regularly to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

Attached as Appendix B, please find the initial draft of Ivy Tech's 504 policies and procedures.

Transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

Upon charter approval, Ivy Tech plans to request affiliation with the Western Association of Schools and Colleges, (WASC). Once such a request is made, a visit can be scheduled after Ivy Tech has been in operation for at least three months. Pending notification on our accreditation status, courses may or may not be accepted by other school districts. Within the first two years of operation Ivy Tech will submit to the UC/CSU systems for AG course approval.

• **Course Transferability**

Ivy Tech will inform parents of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all students and parents. Courses that meet University of California and California State University entrance requirements will be listed in the parent/student handbook as soon as available. All incoming students and parents will be required to complete an orientation that will include a review of the handbook. Both the A-G list and transferability of classes will be updated on an annual basis. A state-certified high school diploma will be issued to all students who meet Ivy Tech's graduation requirements:

• **Graduation Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 Year-Long Courses</td>
</tr>
<tr>
<td>Math</td>
<td>3 Year-Long Courses</td>
</tr>
<tr>
<td>Science</td>
<td>2 Year-Long Courses</td>
</tr>
<tr>
<td>History/Social Studies</td>
<td>3 Year-Long Courses</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>1 Year-Long Course</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>1 Year-Long Course</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 Year-Long Courses</td>
</tr>
</tbody>
</table>
• Required "A-G" Courses

a | History/Social Science – 2 YEARS REQUIRED
Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

b | English – 4 YEARS REQUIRED
Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.

c | Mathematics – 3 YEARS REQUIRED, 4 YEARS RECOMMENDED
Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or this entire requirement, as many math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.

d | Laboratory Science – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED
Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement, as may the final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects.

e | Language Other than English – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED
Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.
f | Visual and Performing Arts (VPA) – 1 YEAR REQUIRED
A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.

g | College-Preparatory Electives – 1 YEAR REQUIRED
One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language).
III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

*Governing Law*: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes, " for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.---California Education Code Section 47605(b)(5)(B)

*Governing Law*: The method by which pupil progress in meeting those pupil outcomes is to be measured.---California Education Code Section 47605(b)(5)(C)

Measurable Student Outcomes

The goal of Ivy Tech is to create a school that motivates and assists all students in becoming self motivated, competent, life-long learners. Ivy Tech will ensure alignment of its curriculum with State Content Standards in order to ensure success for all students in excelling in state-required standardized tests. These standards will serve as a guide in developing Charter School goals and in making decisions regarding expenditures of resources, allotment of budget, staff development, program priorities, and policy decisions. The outcomes listed below have been carefully designed to align to the mission of the Charter School, exit outcomes and curriculum.

Ivy Tech shall pursue the following measurable student outcomes:

**School-Wide Outcomes**

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>METHODS OF MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ivy Tech shall meet or exceed a 90% attendance rate.</td>
<td>Daily Login Records and Assignment Sheets</td>
</tr>
<tr>
<td>Ivy Tech shall strive to meet or exceed its Academic Performance Index (API) growth target school-wide and within reportable subgroups on an annual basis. Ivy Tech will strive to meet or exceed the average API of the district in the reportable subgroups.</td>
<td>Annual Academic Performance Index determination.</td>
</tr>
<tr>
<td>Ivy Tech shall receive an average score of “satisfied” or “very-satisfied” on annual parent satisfaction surveys.</td>
<td>Annual Parent satisfaction surveys.</td>
</tr>
<tr>
<td>Ivy Tech shall exceed the State-Wide average CST scores.</td>
<td>CST scores.</td>
</tr>
</tbody>
</table>
scores on the CST in ELA and Math as broken down into reportable subgroups.

| Ivy Tech student shall increase scores from pre to post testing by an average of one grade level proficiency. | Pre and Post testing scores. |
| Ivy Tech shall have 75% of its students who have been enrolled since 6th grade passing the CAHSEE on a first attempt. | CAHSEE scores. |
| Ivy Tech’s dropout rate shall be no more that of the District. | Dropout calculations |
| Ivy Tech shall strive to meet its AYP growth goals in each year. | AYP goals established by law. |
| Ivy Tech’s graduation rate shall be at least equal to that of the District. | Graduation rates. |
| Ivy Tech shall have a reclassification rate for English Learners that is at least equal to that of the District. | CELDT test results. |
| Ivy Tech shall have equal or better performance as the District Average on the physical performance test. | Physical performance test results. |

Using the data analysis techniques discussed below, Ivy Tech will review student performance data to reflect upon and make ongoing improvements as necessary to its educational program and to these stated outcomes, and to further break these school wide outcomes into shorter term benchmarks.

**Methods of Assessment**

The effective use of assessment is critical to the learning process. At Ivy Tech, several types of assessments will be used, including practice quizzes, short answer and essay questions, multiple choice, and objective exams. All instruction is designed with regular evaluation of student work. Assignments and examinations measure student performance in each course. Charter School teachers will perform systematic reviews of student work that include reviews of assignments, evaluation of progress and evaluations of completed work (quality and quantity). Charter School advisory teachers serving as the supervising teacher for purposes of independent study,
working closely with parents and/or concerned adults, will have the first responsibility for measuring and monitoring student progress and performance.

The following assessments will be utilized by Ivy Tech:

- **Pre-test** of students’ work will be administrated as a student's baseline knowledge or preparedness for an educational experience or course of study.

- **Embedded Assessment** of students' work may include, but is not limited to, a review of assignments, evaluation of student work products, projects, and special assignments, and locally administered evaluations of student work. Scheduled summative assessments are performed at the end of a unit, course, or sequence of lessons. The chapter test, final exam and final draft of a writing project are all examples of summative assessments.

- **State Standardized Testing.** Ivy Tech shall conduct all required pupil assessment tests pursuant to Education Code Section 60605 and 60851 or any other pupil assessments applicable to pupils in non-charter public schools.

- **California High School Exit Exam** will be administered in accordance with State law.

- **Criterion-based Testing** shows progress in a specific subject and is often included as part of a curriculum package. Ivy Tech will use pre-and post-course assessments to track student progress on the core content of the curriculum.

- **End of Course Exams** Successful completion of end-of-course assessments, regardless of type, will be required of all students wishing to obtain a Charter School diploma. Every student is required to display an understanding and working knowledge of the essential knowledge and skills taught in each course. In all cases, measures to ensure secure testing and confidentiality of records and transmission of tests and related information will be implemented.

- **School Accountability Report Card (SARC)** The governing board of each school district maintaining an elementary or secondary school shall by September 30, 1989, or the beginning of the school year develop and cause to be implemented for each school in the school district a School Accountability Report Card.

  (a) The School Accountability Report Card shall include, but is not limited to, the conditions listed in Education Code Section 33126.

  (b) Not less than triennially, the governing board of each school district shall compare the content of the school district's School Accountability Report Card to the model School Accountability Report Card adopted by the State
Board of Education. Variances among school districts shall be permitted where necessary to account for local needs.

(c) The Governing Board of each school district shall annually issue a School Accountability Report Card for each school in the school district, publicize such reports, and notify parents or guardians of students that a copy will be provided upon request.

Use and Reporting Of Data

Report of Individual Student Progress

Meetings as required in each student's Master Agreement, will be scheduled between the student, and advisory teacher to report student progress and to provide assignments for the next learning period. Students and parents will have twenty-four hour access to a students’ progress via the Aurora Learning Management System.

Individualized student evaluation data will be utilized by the advisory teacher in tailoring the student's education program and updating the master agreement as necessary.

Use of Achievement Data to Improve Upon Charter School Programs

Staff will receive data on student achievement on an ongoing basis. Staff has 24-hour access to the Aurora Learning System where customize reports and data is available. Staff will review and utilize the data to help monitor and improve Ivy Tech's education program. Program success will be a major topic of discussion at weekly staff meetings and in regular program review evaluations.

Ivy Tech will utilize a combination of assessment tools to review the educational program on an ongoing basis and to suggest improvements in areas of low performance for all identified student populations.

Ivy Tech also will survey parents on an annual basis to get valuable program feedback to be used to make program improvements. A Parent Satisfaction survey will be provided electronically to all parents in March of each school year. The survey will be developed specifically to assess parent input on effectiveness of all aspects of Ivy Tech from their perspective, related to their experience. The results of this survey will be reviewed in April of the school year along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, student success to identify the key program areas that may require modification for the coming school year. Feedback will be given to parents to indicate how their survey suggestions were used.
Ivy Tech will utilize a combination of assessment tools to review the educational program on an ongoing basis and to suggest improvements in areas of low performance for all identified student populations.

**Performance Report**

Ivy Tech will compile and provide to the District Board of Education an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student and school progress toward the goals and outcomes discussed above. This data will be displayed on both a Charter School-wide basis and disaggregated by grade level subject area and reportable subgroup categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by Ivy Tech Board during the year.
- Data on the level of parent involvement in Ivy Tech’s governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at Ivy Tech and their qualifications, proof of required credentialing, background clearance, and tuberculosis clearance.
- A copy of Ivy Tech’s health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether Ivy Tech implemented the means listed in the charter to strive to achieve a racially and ethnically balanced student population.
- An overview of Ivy Tech’s admissions practices during the year and data regarding the numbers of students enrolled; the number on waiting lists and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of Ivy Tech’s internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal, and governance operations of Ivy Tech relative to compliance with the terms of the charter generally.

Ivy Tech will work closely with the District Board of Education, should the Board wish to expand upon the above list. Ivy Tech will use the information compiled in the performance report to evaluate and improve upon its programs as necessary.

Pursuant to Education Code Section 47604.3, Ivy Tech will promptly respond to all reasonable inquiries, including, but not limited to inquiries regarding its financial records from the District. Ivy Tech will automatically submit all financial reports required under Education Code Section
47604.33 and 47605(m). Ivy Tech recognizes the right of the District to conduct random inspections of Ivy Tech pursuant to Education Code Section 47607.
IV. GOVERNANCE STRUCTURE

*Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement-California Education Code Section 47605(b)(5)(D)*

**Non-Profit Public Benefit Corporation**

Ivy Tech will be operated by Ivy Tech Charter Schools, a California Nonprofit Public Benefit Corporation.

Ivy Tech will operate autonomously from the District, with the exception of the supervisory oversight as required by statute, special education and related services, and other contracted services as negotiated between the District and Ivy Tech. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of Ivy Tech, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by Ivy Tech as long as the District has complied with all oversight responsibilities required by law. Attached, as Appendix C, please find the Articles of Incorporation and Corporate Bylaws for Ivy Tech Charter Schools.

**Board of Directors**

Ivy Tech Charter School, Inc. is governed by a corporate Board of Directors who shall be selected, and serve, and governs the Charter School in accordance with their adopted corporate bylaws, which shall be maintained, to align with the terms of this charter and applicable law. The Board shall have up to five voting members.

In accordance with Education Code Section 47604(b), the District may appoint a non-voting representative to serve on the Board of Directors.

The initial list of board members and biographical information for each is listed above under the section on charter school founders.

**Board Duties**

The Board of Directors will be responsible for the operation and fiscal affairs of Ivy Tech including but not limited to:
• Approval of the annual Charter School budget, calendar, salary schedules, major fundraising events, and grant writing.

• Negotiation and approval of a MOU or other contracts with the District.

• Approval of all contracts, contract renewals, and personnel actions (e.g., hiring, discipline, dismissal).

• Approval of bylaws, resolutions, and policies and procedures of school operation.

• Approval of all changes to the charter to be submitted to the District as necessary in accordance with applicable law.

• Long-term strategic planning for Ivy Tech.

• Participation as necessary in dispute resolution.

• Monitoring overall student performance.

• Filling the position of Director, as necessary (subject to the disclosure and recusal of the employee Board Member)

• Evaluation of the Director (subject to the disclosure and recusal of the employee Board member).

• Monitoring the performance of Ivy Tech and taking necessary action to ensure that the school remains true to its mission and charter.

• Monitoring the fiscal solvency of Ivy Tech.

• Participation in Ivy Tech's independent fiscal audit.

• Participation in Ivy Tech's performance report to the District.

• Participation as necessary in student expulsion matters.

• Increasing public awareness of Ivy Tech.

• Fundraising efforts.

Ivy Tech will update the District of changes to Ivy Tech Board of Directors.

Ivy Tech's Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

Ivy Tech shall comply with the Public Records Act.

**Board Meetings**

The Board of Directors will meet in accordance with the Brown Act.
Ivy Tech Charter School shall adopt a conflicts code, which shall comply with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code and any conflicts restrictions that may be adopted in the future as applicable to Ivy Tech.

The Board of Directors meetings will be headed by a Board President, who will be elected annually amongst the Board at the concluding meeting of the school year.

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

**Board Training**

The Board of Directors shall participate annually in training regarding board governance, the Brown Act, and conflicts of interest rules.

**Board Delegation of Duties**

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of Ivy Tech any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing.
- Specify the entity designated.
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation.
- Require an affirmative vote of a majority of present Board members.

**Charter School Director and Principal**

The School Director and Principal will be the leaders of the school. Ivy Tech Charter School, Inc. will have one director fulfilling the role of Operations and one Principal. These positions will ensure that the curriculum and technology is implemented in order to maximize student-learning experiences. The administration must report directly to the Board of Directors, and they are responsible for the orderly operation of the school, student achievement and programs, as well as the supervision of all employees in Ivy Tech.

The Board of Directors intends to hire 2 administrators who will be responsible for administering the school in all of the aspects of its day to day operations, working with Ivy Tech Charter Schools Board of Directors, the District, students, parents, and community members.
and the other governing bodies specified by local and state law. The administrative duties shall include, but will not be limited to, the following:

- Provide instructional leadership to Ivy Tech.
- Attend meetings at the District as requested by the District and stay in direct contact with the District to assist the District in its oversight duties.
- Supervise all employees of Ivy Tech; make recommendations to the Board of Directors regarding the hiring of all Charter School employees.
- Provide performance evaluations of all Charter School employees at least once annually.
- Prepare proposals of policies for adoption by the Board of Directors.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Advise the Board and make written recommendations to the Board on programs, policies, budget and other school matters.
- Communicate with Ivy Tech’s legal counsel.
- Stay abreast of school laws and regulations.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Write applications for grants.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues periodically upon request.
- Provide all legally required financial reports to the District.
- Develop and administer the budget as approved by the Board in accordance with generally accepted accounting principles.
- Present quarterly financial reports to the Board of Directors.
- Provide assistance and coordination in the implementation of curriculum.
- Oversee parent/student/teacher relations.
- Attend IEP meetings as required by law.
- Oversee student disciplinary matters.
- Coordinate the administration of Standardized Testing.
- Plan and coordinate student orientation.
- Attend all Charter School Board meetings and attend as necessary District Board meetings.
- Site safety.
• Foster an amicable relationship between District and Ivy Tech and facilitate a sharing of resources between both entities.

• Establish a Communication Model to facilitate communication among all the groups within Ivy Tech, between Ivy Tech and the District, and between Ivy Tech and the community at large.

• Graduations.

• Develop Ivy Tech annual performance report and SARC.

• Present performance report to Ivy Tech Board and, upon review by Ivy Tech Board, present report to the District Board and the District Superintendent.

• Facilitate open house events.

The above duties may be delegated or contracted as approved by the Board to another employee of Ivy Tech or to an appropriate third party provider as allowed by applicable law. A resume for the proposed administrative is attached in Appendix F.

Parent Participation in Governance

The Charter School will ensure that parents have an opportunity to participate in governance of the Charter School through their involvement in the Charter School Advisory Council. The Charter School Advisory Council shall be composed of three parents, self-nominated and elected amongst the parent body, three teachers, self-nominated and elected amongst the teachers, and a student representative. The Advisory Council shall meet regularly and shall make recommendations to the Board of Directors for all aspects of operation. The Principal shall attend all Advisory Council meetings and shall report Advisory Council recommendations to the Board of Directors.
V. HUMAN RESOURCES

Qualifications of School Employees

_Governing Law:_ The qualifications to be met by individuals to be employed by the school. California Education Code Section 47605(b)(5)(E)

In accordance with Charter School health and safety policies listed below, all employees shall be fingerprinted and undergo a background check and tuberculosis clearance prior to commencing employment with Ivy Tech.

Ivy Tech's key staff members (Director of Operations, Principal and Teachers) will meet the following qualifications:

**Director of Operations and Principal**

Ivy Tech will consist of two full time Administrators. These individuals will be the instructional leaders for the Middle School and High School programs and will be responsible for helping the school and students achieve the outcomes outlined in this charter petition. The administrators will have the following qualifications:

_Required knowledge, skills, and abilities:_

- Understanding of distance learning program implementation
- Understanding of teacher evaluation in an online school
- Excellent communication skills
- A record of success in developing teachers
- Entrepreneurial passion
- Knowledge of school management

_Required educational level:_

- Master's Degree required, Administrative Credential Required

_Required experience:_

- 5 plus years teaching and including some administrative experience
- Experience in performance assessment
- Experience in school management, including but not limited to budget management
Teacher Qualifications

*Required knowledge, skills, and abilities:*

Candidates are evaluated using these standards:

- Committed to students and learning
- Experience teaching in an online environment
- Highly Qualified under applicable requirements of the No Child Left Behind Act
- Possession of appropriate credential(s) required for the position
- Detail oriented
- Evidences the capacity to work with students to develop and implement required master student agreements.
- Technologically knowledgeable

*Required educational level / credentialing:*

Charter School teachers will be required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, in accordance with Education Code section 47605(1), and shall meet applicable "highly qualified" requirements required by the No Child Left Behind Act. Elementary and middle school teachers shall hold a multiple subject credential and high school teachers shall hold a single subject credential. Core academic subjects shall be English, Science, Mathematics, and History/Social Science.

Student to teacher ratio will be maintained in accordance with Education Code Section 51745.6 unless this provision is modified by statutory or regulatory action in which case Ivy Tech reserves the right to modify its student to teacher ratio accordingly. Ivy Tech will maintain auditable files of teacher credentials in compliance with applicable law.

*Teacher Recruitment*

Ivy Tech will develop a comprehensive teacher recruitment policy to attract highly qualified, credentialed teachers. Ivy Tech recruitment strategies for employing highly qualified teachers include using established teacher credentialing services, such as EdJoin, Monster.com, and college employment fairs, among other generally acceptable strategies.

*Professional Development*

Professional development will be provided on an ongoing basis and will be built into the school calendar. Professional development workshop days include:
• An intensive training program during the summer to train teachers on the technology that is required for implementing the online program, independent study law compliance, attendance reporting, as well as instructional strategies that address the needs of our targeted student population.
• Regular staff meetings.
• Other designated professional development days scheduled throughout the school year.

Professional development needs will be assessed through analysis of student assessment data, annual parent surveys, and formal staff discussions on recommended modifications to the educational program.

Other School Staff
Other Charter School staff shall have appropriate qualifications based upon the nature of the job they are performing at Ivy Tech. Ivy Tech shall establish these qualifications prior to recruitment.

Compensation and Benefits

_Governing Law:_ The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security. -California Education Code Section 47605 (b)(5)(K)

Ivy Tech will structure its employee compensation plan in a manner that will attract candidates with the necessary skills and experience. The Credentialed Charter School employees shall participate in the California State Teachers’ Retirement System (CalSTRS). The Director shall be responsible for ensuring that all non-credentialed employees are participating in Social Security.

Employee Representation

_Governing Law:_ A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. -California Education Code Section 47605 (b)(5)(O)

Ivy Tech shall be deemed the exclusive public school employer of Ivy Tech teachers, staff and other employees of Ivy Tech for purposes of the Educational Employment Relations Act. Ivy Tech recognizes the employees' rights under the EERA provisions to organize for collective bargaining.

Rights of School District Employees

_Governing Law:_ A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school -California Education Code Section 47605 (b)(5)(M)
Persons employed by Ivy Tech are not considered employees of the District for any purpose whatsoever. Employees of the District who resign from District employment to work at Ivy Tech and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment. Ivy Tech shall not have any authority to confer any rights to return on District employees. Sick or vacation leave or years of service credit at the District or any other school district will be transferred to Ivy Tech. Employment by Ivy Tech provides no rights of employment at any other entity, including but not limited to any rights in the case of closure of Ivy Tech.

Health and Safety

**Governing Law:** The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237-California Education Code Section 47605(b)(5)(F)

In order to provide safety for all students and staff, Ivy Tech will adopt and implement full health and safety procedures in consultation with its insurance carriers and risk management experts to implement the above policies. A full draft will be provided to the District for review at least 90 days prior to operation. An early draft of these procedures is attached as Appendix D.

The following is a summary of the health and safety policies of Ivy Tech:

**Procedures for Background Checks**

Employees and contractors of Ivy Tech will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of the school shall monitor compliance with this policy and report to Ivy Tech Board of Directors on a quarterly basis. Ivy Tech Board President shall monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

**Role of Staff as Mandated Child Abuse Reporters**

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws. Ivy Tech shall utilize the same policies and procedures used by the District.
TB Testing
Employees will be tested for tuberculosis prior to commencing employment as required by Education Code Section 49406.

Immunizations
All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School
Ivy Tech will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing/Scoliosis
Students will be screened for vision, hearing and scoliosis in accordance with Education Code Section 49450, e seq., as applicable to the grade levels served by Ivy Tech.

Diabetes
Beginning in the 2010/11 school year, Ivy Tech will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students. The information sheet shall include, but shall not be limited to, all of the following:

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness
Ivy Tech shall adhere to the Emergency Preparedness Handbook drafted specifically to the needs of any resource centers in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If utilizing facilities that were previously used as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for Ivy Tech. The emergency preparedness guide shall be developed and submitted to the District prior to of beginning operation.

Blood Borne Pathogens
Ivy Tech shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due
to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other bodily fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

**Drug Free/Alcohol Free/Smoke Free Environment**
Any facilities operated by the Charter School shall function as a drug, alcohol and tobacco free workplace.

**Facility Safety**
The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code or the Field Act.

**Comprehensive Sexual Harassment Policies and Procedures**
The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Ivy Tech has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Ivy Tech (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Ivy Tech’s sexual harassment policy, which will be provided to the District before the start of operations.

**Technology Safety Policies**
The Charter School has developed technology safety policies which address: privacy on student computers; liability for service interruptions and information; internet usage guidelines; accuracy of information; enforcement of the instructional technology policy and guidelines.

**Dispute Resolution**

*Governing Law: The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter-California Education Code Section 47605 (b)(5)(N)*

**Disputes Between the School and the Charter-Granting Agency**
The Charter School and the District will be encouraged to attempt to resolve disputes between them amicably and reasonably without resorting to formal procedures.

1. In the event of a dispute between the Charter School and the District, the employees of the Charter School agree to first frame the issue in written format and refer the issue to the Superintendent of the District and Director of the School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to
revocation of the charter in accordance with Education Code 47607, Ivy Tech requests that this shall be specifically noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

2. Ivy Tech Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the statement.

3. If this meeting fails to resolve the dispute, the Superintendent and the Director shall meet to jointly identify and agree upon a neutral third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and Director. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split between the District and Ivy Tech. All timelines and procedures in this dispute resolution procedure may be revised if mutually agreed upon by the District and Ivy Tech. The Director and Superintendent may assign a designee(s) for participation herein.

4. If the dispute remains unresolved after mediation, both Ivy Tech and the District shall be deemed to have exhausted their administrative remedies, thus, allowing either Party to pursue any further available legal remedy under the law.

**Internal Disputes**

Disputes arising from within Ivy Tech, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations and governing board members of the school, will be resolved pursuant to policies and processes developed by Ivy Tech.

The District will not intervene in any such internal disputes without the consent of the Board and will refer any complaints or reports regarding such disputes to the Board or the Director for resolution pursuant to Charter School polices. The District agrees not to intervene or become involved in an internal dispute unless the dispute has given the District reasonable cause to believe that a violation of this Charter or related laws or agreements or issues of student health or safety have occurred, or unless the Board has requested the District to intervene in the dispute.
VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

Student Admission Policies and Procedures

_Governing Law:_ Admissions requirements, if applicable. [Education Code Section 47605(b)(5)(H)]

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Charter School shall comply with all applicable legally required minimum and maximum age requirements.

Upon admission to the Ivy Tech Charter School, the registration process is comprised of the following:

- Completion of a student registration form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements, e.g. birth certificate;
- Execution of a master agreement as required by independent study law; and
- Completion of Technology Use and Parent Permission Forms.

All students who wish to attend the School shall be admitted, subject only to capacity. Admission to the Charter School shall not be determined by the place of residence of the student or his or her parent in the State, except as provided in Education Code Section 47605(d)(2). Enrollment and recruitment will be ongoing throughout each academic year.

All applications received after reaching capacity will be placed on a wait-list, in the order in which they are received.

Non-Discrimination

_Governing Law:_ The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.-California Education Code Section 47605 (b)(5)(G)
The Charter School will implement a student recruiting strategy that includes but is not necessarily limited to the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the territorial jurisdiction of the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- Student recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to recruit students from the various racial and ethnic groups represented in the District.

Although the Charter School must strive to achieve a racial and ethnic balance that is reflective of the territory of the District, Ivy Tech intends to conduct its student recruitment efforts throughout Ventura and adjacent counties.

Public School Attendance Alternatives

**Governing Law:** The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. - California Education Code Section 47605 (b)(5)(L)

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend Ivy Tech may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Suspension/Expulsion Procedures

The Pupil Suspension and Expulsion Policies have been established in order to promote learning and protect the safety and well being of all students at Ivy Tech Charter School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Although many of the students of Ivy Tech work from home, this policy is written broadly to apply as needed to Ivy Tech students at school-sponsored activities or at school facilities.
Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet, which is sent to each student at the beginning of the school year.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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

Ivy Tech administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director's office.

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

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at Charter School or at any other school, or 3) a Charter School sponsored event. A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

a) while on school grounds.
b) while going to or coming from school.
c) during, going to, or coming from a school-sponsored activity.
B. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his/her own prescription products by a pupil.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
15. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing," means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially
disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

23. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Board of Directors following a hearing before it or by the Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

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

In the event an administrative panel hears the case, it will make a recommendation to the Board of Directors for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

1. The date and place of the expulsion hearing.
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based.

3. A copy of Charter School's disciplinary rules, which relate to the alleged violation.

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment.

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counselor a non-attorney advisor.

6. The right to inspect and obtain copies of all documents to be used at the hearing.

7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. Ivy Tech must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit anyone of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, Ivy Tech must present evidence that the witness' presence is both desired by the witness and will be helpful to Ivy Tech. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors who will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the expulsion-hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director or designee following a decision of the Board of Directors to expel shall send written notice of the decision to expel; including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

a) Notice of the specific offense committed by the student.

b) Notice of the student or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School Ivy Tech. The Director or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name

2. The specific expellable offense committed by the student
J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or Charter School shall be in the sole discretion of the Board of Directors following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The pupil's readmission is also contingent upon Ivy Tech's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

i. Notification of District

Ivy Tech shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who Ivy Tech or District would be deemed to have knowledge that the student had a disability
ii. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

iii. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Ivy Tech, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

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

If Ivy Tech, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that Ivy Tech had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c) Return the child to the placement from which the child was removed, unless the parent and Ivy Tech agree to a change of placement as part of the modification of the behavioral intervention plan.
If Ivy Tech, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP, then Ivy Tech may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

iv. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Ivy Tech believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Ivy Tech, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Ivy Tech agree otherwise.

v. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

vi. Interim Alternative Educational Setting

The student’s interim alternative educational setting shall be determined by the student’s IEP team.
vii. Procedures for Students Not Yet Eligible for Special Education Services

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

Ivy Tech shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b) The parent has requested an evaluation of the child.

c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of special education or to other Charter School supervisory personnel.

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

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

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.
VII. FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

Budgets

Budgets and Cash Flow

_Governing Law:_ The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. --Education Code Section 47605(g)

Attached as Appendix E, please find the following documents:

1. A projected first year budget including startup costs
2. Cash flow and financial projections for the first three years of operation

Financial Reporting

The Charter School shall provide reports to District and the County Superintendent of Schools in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the District or County Superintendent of Schools:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.

2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Ivy Tech's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.

3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

4. By September 15, a final non-audited report from the full prior year. The report submitted to the District shall include an annual statement of all Ivy Tech's receipts and expenditures for the preceding fiscal year.

EdTec shall provide a monthly report of Ivy Tech's current and projected financial viability to the Ivy Tech Charter School's Board of Directors. These reports shall, at a minimum, have the same format and content as the legally required Interim Reports identified above.
Insurance

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance using recommendations from the District insurers. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, Ivy Tech shall provide evidence of the above insurance coverage to the District.

Administrative Services

_Governing Law: the manner in which administrative services of the School are to be provided (Education Code Section 47605(g))._

The Administrators will assume the lead responsibility for administering Ivy Tech Charter School under the policies adopted by Ivy Tech Charter School, Inc.'s Board of Directors. Ivy Tech will contract with an appropriate third-party for all "back-office" administrative services, including but not limited to financial management, personnel, and instructional program development. Initially, Ivy Tech Charter School, Inc. intends to utilize EdTec to provide financial management, accounting, and payroll services. EdTec shall assist Ivy Tech Charter School, Inc.'s Board by providing budget development, implementation of the adopted budget, and monitoring expenses to ensure that Ivy Tech Charter School Inc. Board remains informed about the continuing fiscal solvency of Ivy Tech.

EdTec will provide the following services to Ivy Tech Charter School, Inc.:

- Finance and accounting
- Payroll and human resources
- Insurance
- Business consulting
- Board meeting support
- Facilities
- Compliance and accountability
- Attendance and student information systems
- Charter development and grants administration
- Start-up/set-up
- Financing

Facilities

_Governing Law: the facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. (Education Code Section 47605(g))_
Ivy Tech desires to locate its administrative offices within the attendance boundaries and is interested in discussing with the District the potential of leasing a vacant District school facility at fair market value. Ivy Tech will utilize Proposition 39 in the future if the Board deems it necessary for the acquisition of a property to meet our expected growth goals. If the District has no such space, Ivy Tech will identify a non-District facility for its administrative headquarters. Further, it may operate one or more learning centers within the boundaries of Ventura County and adjacent counties (as long as the terms of Education Code Section 47605.1(c) are met) for student access and completion of assignments, teacher meetings, and testing.

A Two-Prong Approach to the Learning Environment:

The 21st Century Learning Environment is a networked, fluid environment that allows anywhere anytime learning and collaboration among students and teachers.

**The Virtual Learning Space:**

The traditional classroom is designed for a teacher centric delivery mode. The Ivy Tech’s Online Classrooms are designed for learners who wish to collaborate and communicate among themselves and their teachers. Using a Virtual Office, Ivy Tech Teachers are able to:

- switch rapidly between an individual and groups,
- deliver presentations,
- enhance communication and collaboration among students and teachers.

Using this technology, learners and educators are able to connect, collaborate, share and instruct anytime and anywhere.

**The Physical Learning Space:**

The learning center is an open welcoming environment - furniture is easy to move and manipulate to arrange and rearrange as needed to suit the needs of the task.

- Open space with tables for students to work quietly and reflectively.
- Space to operate in small groups discussing and debating.
- Space to meet collectively to report, discuss, plan and teach.
- Quiet areas for more reflective tasks.
• Display space is available as whiteboards, interactive boards, projectors, and computers.

**Transportation**

Because Ivy Tech Charter School will be a virtual school with all instruction taking place online, no transportation to and from school will be provided for students by Ivy Tech except as required by law for students with disabilities if specified in an IEP. A vanpool may be established as funds become available.

**Independent Fiscal Audit**

*Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority—California Education Code Section 47605 (b)(5)(I)*

An annual independent fiscal audit of the books and records of Ivy Tech will be conducted as required under the Charter Schools Act, Education Code Section 47605(b)(5)(I) and 47605(m). The books and records of Ivy Tech will be kept in accordance with generally accepted accounting principles, and shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide. This shall include, but is not limited to, a review of average daily attendance claims by the Charter School. The auditor shall report back to the Audit Committee at the conclusion of the audit process.

An audit committee will select an independent auditor through a Request for Proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and shall be included by the State Controller’s Office on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor’s findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Director, along with the audit committee, will review any audit exceptions or deficiencies and report to Ivy Tech Charter School, Inc.’s Board of Directors with recommendations for how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same.
The independent fiscal audit of the Charter School is public record to be provided to the public upon request.

**Closure Protocol**

*Governing Law:* A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. (Education Code Section 47605(b)(5)(P))

Closure of the School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the charter school, the District, the Ventura County Office of Education, the School's SELPA, the retirement systems in which Ivy Tech's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.
All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the non-profit public benefit corporation and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix E, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.
VIII. IMPACT ON THE DISTRICT

**Governing Law: Potential civil liability effects, if any, upon the school and upon the District.**
(*Education Code Section 47605(g)*)

**Potential Civil Liability Effects**

**Intent**

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential civil liability effects of the Charter School on the District.

**Civil Liability**

The Charter School shall be operated by Ivy Tech Charter Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. The specific purpose for which the corporation is organized is for the operation of public charter schools for educational services.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. As stated above in the Governance section, the Ivy Tech Charter School, Inc. Articles of Incorporation and bylaws are attached as Appendix C. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and its nonprofit public benefit corporation and the District shall enter into a memorandum of understanding, which shall, amongst other items, indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of Ivy Tech Charter School, Inc., shall provide for indemnification of Ivy Tech’s Board of Directors, officers, agents, and employees, and Ivy Tech will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. The District shall be named an additional insured on the general liability insurance of Ivy Tech.
As stated above, insurance amounts will be determined by recommendation of Ivy Tech Charter School, Inc., insurance company for schools of similar size, location, and student population after consultation with the District. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Board of Directors of Ivy Tech Charter School, Inc. will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, and dispute resolution.

**Supervision and Oversight**

The District shall conduct supervision and oversight as required by law. The District shall receive one percent of Ivy Tech's revenues as defined by law for this purpose. The District and Charter School shall agree in an MOU between the parties to additional supervision and oversight duties, processes, timelines, as well as evaluation criteria for the annual review and site visits.
IX. CONCLUSION

By approving this charter, the Moorpark Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to

(a) Improve pupil learning.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

(c) Encourage the use of different and innovative teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval. Ivy Tech shall be considered approved as of the date of charter approval. The term of the charter shall expire on June 30, 2015.

The standards and criteria in Education Code Section 47605 and Education 47607 shall govern renewal of the charter as applicable.
X. APPENDICES
Ivy Tech Charter School

Appendix A: Independent Study

The Charter School may offer independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Board for implementation at the Charter School:

1. For pupils in all grade levels offered by the School, The maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days.

2. A pupil may miss one (1) assignment during any period of twenty (20) school days before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study. Therefore, whether any pupil fails to complete two (2) assignments during any period of twenty (20) school days, the Principal or his or her designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. A current written agreement shall be on file for each independent study pupil, including but not limited to, all of the following:

   • The manner, time, frequency, and place for submitting a pupil’s assignments and for reporting his or her progress.

   • The objectives and methods of study for the pupil’s work, and the methods utilized, to evaluate that work.

   • The specific resources, including materials and personnel, which will be made available to the pupil.

   • A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil’s assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.

   • The duration of the independent study agreement, including beginning and ending dates for the pupil’s participation in independent study under the agreement. No
independent study agreement shall be valid for any period longer than one semester, or one-half year for a school on a year-round calendar.

- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

- Each written agreement shall be signed prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility or the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

4. The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provision of the Charter School's Act and the State Board of Education regulation adopted there under.

5. The Directors shall establish regulations implement these policies in accordance with the law.
A. Definitions

1. **Academic Setting** - the regular, educational environment operated by the Ivy Tech Charter School.

2. **Individual with a Disability under Section 504** - An individual who:
   a. has a physical or mental impairment that substantially limits one or more major life activities;
   b. has a record of such an impairment; or
   c. is regarded as having such an impairment.

3. **Evaluation** - procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means a procedure used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.

4. **504 Plan** - is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational, activities, and school-sponsored events.

5. **Free Appropriate Public Education** ("FAPE") - the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6. **Major Life Activities** - Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

7. **Physical or Mental Impairment** -
   a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
   b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** - Principal, Jacqueline Gardner, shall serve as Ivy Tech Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinator at [NUMBER].
B. Referral, Assessment and Evaluation Procedures

1. Ivy Tech Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and

2. A student may be referred by anyone, including a parent/guardian, teacher, and other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities, under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Ivy Tech Charter School employee will be forwarded to the Section 504 Coordinator.

3. Ivy Tech Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 team convened by the Section 504 Coordinator will be composed of the student's parent/guardian and other persons knowledgeable about the student (such as the student’s regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:

   a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;

   b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

   c. Tests are selected and administered so as best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. The parents/guardian shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary, for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is, generally not reasonable to exceed 50 school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student’s identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that special services are presently needed.

9. The 504 Plans all include a schedule for annual review of the student’s needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

D. Review of the Student’s Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the students’ 504 Plan. According to the review schedule set out in the students’ 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
   - Examine relevant records
   - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
   - Have the right to file a Uniform Complaint pursuant to school policy
   - Seek review in federal court; if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to Jacqueline Gardner, 504 Coordinator c/o Ivy Tech Charter School [ADDRESS]. Notifications shall advise that reimbursement for attorneys is available only as authorized by law.
3. The Principal shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within Moorpark Unified School District SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
   - The specific decision or action with which the parent/guardian disagrees.
   - The changes to the 504 Plan the parent/guardian seeks.
   - Any other information the parent/guardian believes is pertinent.

5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, Ivy Tech Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian Ivy Tech Charter School. Alternative dispute resolution options include:
   - Mediation by a neutral third party.
   - Review of the 504 Plan by the Director or designee.

6. Within 10 calendar days of receiving the parent/guardian's request, the Principal or designee shall select an impartial hearing officer. This 10-day period may be extended for good cause or by mutual agreement of the parent/guardian and Director.

7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. This 35-day period may be extended for good cause or by mutual agreement of the parent/guardian and Director.

8. The parent/guardian and Ivy Tech Charter School shall be afforded the rights to:
   - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled Section 504.
   - Present written and oral evidence.
   - Question and cross-examine witnesses.
   - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
Ivy Tech Charter School

Appendix B:
PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT
(Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have Ivy Tech Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Ivy Tech Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive exceptional education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (IDEA) [20 U.S.C. Chapter 33, P.L. 101-4761].
7. Have an evaluation, educational recommendation and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Ivy Tech Charter School.
9. Examine all relevant records relating to decisions regarding your child’s Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from Ivy Tech Charter School to reasonable requests for explanations and interpretations of your child’s records.
12. Request amendment of your child’s educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If Ivy Tech Charter School refuses this request for an amendment, Ivy Tech Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with Ivy Tech Charter Schools Section 504 mediation grievance and hearing procedures.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Uniform Complaint Policy and Procedures.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, Region IX
50 Beale Street, Suite 7200
San Francisco, CA 94105
(415) 486-5555

Please contact Jacqueline Gardner, 504 Coordinator, c/o Ivy Tech Charter School, [ADDRESS] with any questions regarding the information contained herein.
The Board of Directors of the Ivy Tech Charter School recognizes the need to identify and evaluate students with disabilities in order to provide them a free appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or a activity receiving Federal financial assistance.” This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and it’s implementing regulations as amended, which pertain to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are indentified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services design to meet their individual needs as adequately as the needs of nondisabled students are met. Students may be disabled and entitled to services Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Act Improvement Act of 2004 (IDEA). The identification, evaluation and education of students eligible for services under IDEA is addressed under the policies and procedures of the Moorpark Unified School District.

The Principal shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s administrative regulations.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If Ivy Tech Charter School does not assess a student after a parent has requested an assessment, Ivy Tech Charter School shall provide notice of the parent's/guardian’s procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Ivy Tech Charter School shall periodically review the student's progress and placement.

Ivy Tech Charter School will implement this policy through its corresponding Procedure.
State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify

That the attached transcript of _ page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

[Signature]
DEBRA BOWEN
Secretary of State
ARTICLES OF INCORPORATION
OF
IVY TECH CHARTER SCHOOLS
(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be Ivy Tech Charter Schools.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Act for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the one or more public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any activity, or exercise of power that does not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation’s initial agent for service of process is:

Dr. Craig A. Levy
2094 Chateau Place
Sunny Valley, CA 93008

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article I.

No substantial part of the activities of the Corporation shall consist of carrying on or propaganda, or otherwise attempting to influence legislation, and the Corporation shall not
participate in, or intervene in (including the publishing or distribution of "statements") any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting, and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as such court shall determine which are organized and operated exclusively for such purposes.

Dated: 4/24/2009

[Signature]

Andrea C. Sexton, Incorporator
BYLAWS
OF
Ivy Tech Charter Schools
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Ivy Tech Charter Schools.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 2094 Chenault Place, Simi Valley, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more public charter schools (“Charter School”). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.
ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.

c. Borrow money and incur indebtedness on the corporation’s behalf and cause to be executed and delivered for the corporation’s purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of voting directors shall be five (5) unless changed by amendment to these bylaws. Voting directors shall be community members with expertise in one or more of the following areas key to the operation of the Charter School: technology, curriculum, finance, business management, legal, public relations, instruction, and school administration. All voting directors shall be designated by the existing Board of Directors. Additionally, pursuant to California Education Code Section 47604(b), one (1) seat shall be reserved for a non-voting representative of each granting authority.

The Founding Board shall be composed of five (5) members serving either a one (1) year or a two (2) year term of service as specified below in order to stagger the expiration dates of Board terms. The initial Board of Directors shall be as follows:

<table>
<thead>
<tr>
<th>NAME</th>
<th>EXPIRATION OF TERM</th>
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<td>Ari Spitzer</td>
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<td>Dr. Gary Delanoeye</td>
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<td>David Levenson</td>
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<td>Herb Gardner</td>
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<td>Dave Fergusson</td>
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Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS’ TERM. Except for the Founding Board, whose terms of service shall be staggered, each director shall hold office (unless otherwise removed in accordance with these bylaws) for two (2) years, with no term limitations, and until a successor director has been designated and qualified. The term of the representative of the charter authorizer shall be determined by the authorizer’s Board of Directors.
Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board’s authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; and (e) termination of employment with the Charter School.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director’s resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.
Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act (“Brown Act”). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

a. Any such notice shall be addressed or delivered to each director at the director’s address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation’s records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the
person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the voting directors then in office shall constitute a quorum. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote, and voting on any matter shall be a decision of the Board of Directors. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;³

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

³ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.
f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.4

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more voting directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors’ resolution, except that no committee may:

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Fix compensation of the directors for serving on the Board of Directors or on any committee;

d. Amend or repeal bylaws or adopt new bylaws;

e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

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2 The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.
g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors’ actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors’ resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board’s direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.
Section 4.  APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5.  REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6.  RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7.  VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8.  CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors’ meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9.  VICE-CHAIRMAN OF THE BOARD. The Vice-Chairman shall preside at Board of Directors meetings in the absence of the Chairman of the Board and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 10.  PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to President’s contract of employment, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation’s activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.
Section 11. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-
Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President
designated by the Board, shall perform all duties of the President. When so acting, a Vice-
President shall have all powers of and be subject to all restrictions on the President. The Vice-
Presidents shall have such other powers and perform such other duties as the Board of Directors
or the bylaws may require.

Section 12. SECRETARY. The Secretary shall keep or cause to be kept, at the
corporation’s principal office or such other place as the Board of Directors may direct, a book of
minutes of all meetings, proceedings, and actions of the Board and of committees of the Board.
The minutes of meetings shall include the time and place that the meeting was held; whether the
meeting was annual, regular, special, or emergency and, if special or emergency, how authorized;
the notice given; and the names of the directors present at Board of Directors and committee
meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the
articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of
committees of the Board of Directors that these bylaws require to be given. The Secretary shall
keep the corporate seal, if any, in safe custody and shall have such other powers and perform such
other duties as the Board of Directors or the bylaws may require.

Section 13. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and
maintain, or cause to be kept and maintained, adequate and correct books and accounts of the
corporation’s properties and transactions. The Chief Financial Officer shall send or cause to be
given to directors such financial statements and reports as are required to be given by law, by
these bylaws, or by the Board. The books of account shall be open to inspection by any director at
all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other
valuables in the name and to the credit of the corporation with such depositories as the Board of
Directors may designate; (b) disburse the corporation’s funds as the Board of Directors may order;
(c) render to the President, Chairman of the Board, if any, and the Board, when requested, an
account of all transactions as Chief Financial Officer and of the financial condition of the
corporation; and (d) have such other powers and perform such other duties as the Board, contract,
job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the
amount and with the surety or sureties specified by the Board of Directors for faithful
performance of the duties of the office and for restoration to the corporation of all of its books,
papers, vouchers, money, and other property of every kind in the possession or under the control
of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.
ARTICLE IX
CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation’s directors are directors have a material financial interest) unless all of the following apply:

a. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.

b. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).

c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.

d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.

e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial
interest unless all of the requirements in the Ivy Tech Charter Schools Conflict of Interest Policy have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.
ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

a. Adequate and correct books and records of account;

b. Written minutes of the proceedings of the Board and committees of the Board; and

c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS’ RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation’s books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director’s agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director’s interest as a director. Any such inspection and copying may be made in person or by the director’s agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation’s fiscal year. That report shall contain the following information, in appropriate detail:
a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The corporation’s revenue or receipts, both unrestricted and restricted to particular purposes;

d. The corporation’s expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant’s report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation’s books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation’s fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an “interested person” had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an “interested person” is either:

(1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the Ivy Tech Charter School or make any provisions of these Bylaws inconsistent with that Charter, the corporation’s Articles of Incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.
CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Ivy Tech Charter Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of these 15 pages, are the bylaws of this corporation as adopted by the Board of Directors on December 28, 2009; and that these bylaws have not been amended or modified since that date.

Executed on December 28, 2009 at Simi Valley, California.

[Signature]
Pamela Bradley, Secretary
Ivy Tech Charter School

Appendix D:

Health and Safety Policies

This appendix contains a draft set of health and safety policies for Ivy Tech. The policies attached are as follows:

Policy 1: Fingerprinting and Background
Policy 2: Tuberculin Examinations
Policy 3: Safe Facilities
Policy 4: Immunizations / Physical Exams
Policy 5: Communicable, Contagious, or Infectious Disease Prevention Policy
Policy 6: Administration of Medications
Policy 7: Drug-Free Workplace
Policy 8: Smoke-Free Environment
Policy 9: First Aid, CPR, and Health Screening
Policy 10: Exposure Control Plan for Blood Borne Pathogens
Policy 11: Conditions for Classroom and Charter School Visitation
Policy 12: Technology Safety
Fingerprinting and Background Checks

Fingerprinting

Ivy Tech Charter School (the "Charter School") shall comply with the applicable provisions of the Education Code regarding fingerprinting and background checks, including Sections 44237, 44830.1 and 45125.1.

It is the policy of the Charter School to require fingerprinting and background checks for its employees as required by law prior to employment at the Charter School. All prospective employees must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and an approval for the Charter School or its designee to perform background checks. The fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of employment.

The Charter School may require fingerprint and background check for school volunteers, prior to volunteering at the Charter School. A school volunteer is defined as an individual working under the direction of a paid Charter School employee to provide a service without compensation on campus while working with or around children. Campus volunteers must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and the approval of the Charter School or its designee to perform background checks. The fingerprints will be sent to the Department of Justice for the purpose of obtaining a criminal record summary. Fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of obtaining clearance to volunteer in contact with any Charter School students.

Additionally, the Charter School may, on a case-by-case basis, require that the employees of an entity providing contract services comply with the requirements for fingerprinting, unless the Charter School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the Charter School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or under the supervision of Charter School personnel.

Procedures for Background Checks

The Director shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1 or 45125.1, except with respect to her or himself, in which case the President of the Charter School Board will review. The Principal shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis.
Tuberculin Examinations

1. No person shall be employed by the Charter School unless they have submitted proof of an examination within the last sixty (60) days that they are free of active tuberculosis by a physician licensed under Chapter 5 of Division 2 of the Business and Professions Code.

2. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which if positive, shall be followed by an X-ray the lungs.

3. All employees shall be required to undergo this examination at least once every two (2) Years.

4. After such examination each employee shall file a certificate with the Charter School from the examining physician showing the employee was examined and found free from active tuberculosis.

5. In the event it becomes necessary, for the employee to have an X-ray examination as a follow-up to a skin test, the Charter School will make arrangements with the designated physician for the examination and bear the expense, If the employee chooses to have his or her own physician for this purpose; the Charter School will pay toward the cost of the examination an amount equal to the rate charged by the designated physician.

6. This policy shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees.

Adopted:
Amended:
School Safety

Safe Facilities

The Charter School and all Resource Centers will be housed in facilities that meet California Building Standards Code requirements (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), or the Field Act (Article 3 (commencing with Section 17280) and Article 6 (commencing with Section 17365) of Chapter 3 of part 10.5 of the Education Code) as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the Charter School is located.

Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the school will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided. A comprehensive indoor air quality program modeled on the Environmental Protection Agency's "Tools for Schools" program will be implemented and maintained.

Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access/egress paths (both routine and emergency), access to emergency equipment eliminating obstructions to airflow, etc.

Adopted:
Amended:
Student Board Policy #4

**Immunizations/Physical Exams**

**Applicability**

This policy applies to all applicants to the Charter School and Charter School administrators in charge of admissions.

**Immunizations**

The Charter School will adhere to all law related to legally required, immunizations for entering students pursuant to Health and Safety Code Sections 120325-12037, and Title 17, California Code of Regulations Sections 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. The Charter School requires written verification from a doctor or immunization clinic of the following immunizations:

a. Diphtheria,
b. Measles,
c. Mumps, except for children who have reached the age of seven years.
d. Pertussis (whooping cough), except for children who have reached the age of seven years.
e. Poliomyelitis.
f. Rubella,
g. Tetanus.
h. Hepatitis B
i. Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1,2001, shall be exempt from the Varicella immunization requirement for school entry)

The Charter School's verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic.

Exceptions are allowed under the following conditions:

a. The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
b. A parent may request exemption of their child from immunization for personal beliefs,
c. Pupils who fail to complete the series of required immunizations within the specified time
allowed under the law will be denied enrollment until the series has been completed.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention (“CDC”) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST contact a Tuberculosis Clinic for a TB Screening upon return.

Adopted:
Amended:
**Communicable, Contagious, or Infectious Disease Prevention Policy**

The Charter School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations. Incidence and transmission of communicable diseases "will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See "Immunizations/Physical Exams" Policy.) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

**Science Laboratory Instruction**

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other person and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

**Injuries and Accidents**

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures, (See "Exposure Control Plan for Bloodborne Pathogens" Policy.)

Adopted:
Amended:
Administration of Medications

Since students will be completing their education in an online format, it is not anticipated that the students will typically need to have medication administered by the Charter School. However, on school testing days and potentially for a few other school-wide activities, the Charter School staff is responsible for overseeing the administration of medication to students attending the Charter School during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the Charter School receives the appropriate written statements.

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, the Charter School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules, by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent or guardian of the pupil consenting to the selfadministration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

In order for a pupil to be assisted by designated school personnel, the Charter School shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the Charter School assist the pupil in the matters set forth in the statement of the physician.

Guidelines:

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

• Medication shall be administered only during school hours if determined by a physician to be necessary.

• Designated staff shall keep records of medication administered at the Charter School.

• All medication will be kept in a secure and appropriate storage location and administered per physician’s instructions by appropriately designated staff.

• Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.

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

• The written statements specified in this policy shall be provided at least annually and more
frequently if the medication, dosage, frequency of administration, or reason for administration changes.

- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

Adopted:
Amended:
Drug-Free Workplace

The Charter School is committed to providing a drug- and alcohol-free workplace; and to promoting safety in the workplace, employee health and well-being, and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees off the job jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

Accordingly, and consistent with this commitment, the Charter School has developed a drug and alcohol policy that applies to all employees.

Bringing to the workplace, possessing or using, or being under the influence of intoxicating beverages or drugs on any Charter School premises or at any school-sanctioned activity or function is prohibited and will result in disciplinary action up to and including termination.

The Charter School reserves the right to use appropriate means to provide a safe work environment for its employees. These means may consist of but are limited to:

- Post-offer, pre-employment drug/alcohol testing;
- Referral to local authorities;
- Referral to employee assistance program;
- Full investigation of accident causes, which includes drug and alcohol testing;
- "For cause" drug testing (reasonable suspicion testing);
- Search of Charter School property;
- Search of employee property, including employee handbags and vehicles, brought onto School property, only in accordance with search policies approved by the Board.

Refusal to submit to a "for cause" drug test or a drug test in connection with an on-the-job injury or accident is cause for immediate termination. All employment is at-will and no cause or notice is required to terminate the employee.

Adopted:
Amended:
Smoke-Free Environment

The Charter School maintains a smoke-free environment.

**Smoking is not allowed anywhere on Charter School property.** It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

Adopted:
Amended:
First Aid, CPR, And Health Screening

The Charter School recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at the Charter School or during school-sponsored activities. To this end, the Charter School expects parents/guardians to provide emergency information and to keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the Charter School's facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members, When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and are to be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

Resuscitation Orders

Charter School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff, The Principal, or designee, shall ensure that all parents/guardians are informed of this policy.

Vision, Hearing and Scoliosis screening

The Charter School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, et seq., per appropriate grade levels.

Diabetes

Beginning in the 2010 – 11 school year, the Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 6th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Head Lice
Due to the fact that education will be provided in an online format, it is not anticipated that head lice will be a significant concern at the Charter School. However, the Charter School is mindful of the fact that students will come into contact with one another oil' school testing days and certain other school wide events. In order to prevent the spread of head lice infestations, Charter School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and' any siblings of affected students or members of the same household, If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students,

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by the nurse, or designee, shows that all nits and lice have been removed.

Adopted:
Amended:
School Safety

Board Policy # 10

Exposure Control Plan For Bloodborne Pathogens

The Director, or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace, The Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the Charter School’s "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered, the hepatitis B vaccination.

The Director, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School’s exposure determination may petition to be included in the Charter School’s employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Director, or designee, who shall evaluate the request and, notify the petitioners of his/her decision. The Director, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Adopted:

Amended:
Conditions for Classroom and School Visitation and Removal Policy

Since the Charter School will be providing all of its educational programs in an online format, it is not anticipated that the parents/guardians will typically be at the site where online instruction is delivered. However, since the Charter School encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, the Charter School is endeavoring to create a safe environment for students and staff on those occasions where they may have cause to visit the Charter School.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the Charter School has established the following procedures, pursuant to California Penal Code Section 627, et seq., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher and Director or designee, at least twenty-four (24) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least twenty-four (24) hours in advance. Parents seeking to visit the Charter School during school hours must first obtain the written approval of the classroom teacher and the Director or designee.

2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Director or designee may design a visible mean of identification for visitors while on school premises.

3. The Director, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor’s presence or acts would disrupt the Charter School, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.

4. The Director, or designee may withdraw consent to be on campus even if the Visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

5. The Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Director or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

6. Any visitor who is denied registration or has his/her registration revoked may request a hearing before the Principal or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the
Director or the Board President within five days after the denial or revocation, The Director or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Director shall be held within seven days after the Director receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the Director receives the request.

7. The Director or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

8. At each entrance to the Charter School grounds, signs shall be posted specifying the hours during which registration is required, stating where the office of the Director or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.

9. Students or visitors in a classroom may use no electronic listening or recording devices without prior written approval by the teacher and the Principal.

Penalties:

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine $500.00 or imprisonment in the County jail for a period of up to six (6), months or both.

2. Further conduct of this nature by the visitor may lead to the Charter School’s pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending Charter School activities for any purpose for a period of three (3) years.

Adopted:
Amended:
Ivy Tech Charter School
Budget Narrative
February 18, 2010

Summary
The attached budget and cash flow projection are based on conservative estimates of the actual costs to implement Ivy Tech’s program as described in the charter. Assumptions that are being used to create the analysis are based on historical financial data from similar charter schools throughout California.

Revenue
Revenue projections for 2010/11 are based on rates estimated by School Services of California in January 2010. The rates are grown conservatively in each out year by 1%. The funding rates for the General Block Grant are estimated at $4,867 per ADA for Grades 4-6, $5,012 for Grades 7-8 and $5,809 for Grades 9-12; the rate for the categorical block grant is $399 per ADA. Further, the school has included In Lieu Economic Impact Aid at $313 per eligible student (Economically Disadvantaged and English Language Learners). Ivy Tech’s Economically Disadvantaged and English Language Learners percentages are based on Moorpark Unified School District’s population with percentages pulled from California Department of Education’s DataQuest.

Ivy Tech expects to apply for and receive a Public Charter Schools Grant Program Implementation Grant, budgeted at $175,000 in its first year and $75,000 in its second year, for a total grant award of $250,000.

In addition to the general and categorical block grant funding, the school will receive Lottery Funding: the school will receive approximately $122 per ADA per year for state lottery revenue ($14 restricted, $108 unrestricted).

Expenses
Expenses have been conservatively estimated by EdTec based on current market conditions and EdTec’s experience working with a number of charter schools in California. Expense assumptions have been increased in line 2.5% each year in addition to being increased for enrollment and staffing growth. Below is a summary of the major expense categories and their underlying assumptions.

Staffing and benefits: For 2010/11, Ivy Tech plans to have 5.5 FTE Certificated Teachers with an average salary of $53,409. Two of the teachers will also be the part-time Principal and Director of Operations (Certificated Administration). This will continue until Year 3, when both Certificated Administration positions will be full-time. In Y2, Ivy Tech plans for 8.5 FTE Teachers and 12.5 FTE Teachers in Y3.

Ivy Tech will add an Office Manager in Y2 and an Administrative Assistant in Y3. COLA assumptions are 1% in Y2 and Y3.

Ivy Tech plans to continue to outsource its business services, so it will not expand its central office staff beyond what is budgeted.
Ivy Tech Charter School  
Budget Narrative  
February 18, 2010

A larger version of the payroll table is attached.

Ivy Tech currently covers the costs of health insurance for its employees working greater than 75% time. Budget projections assume $10,000 per year per participating employee. Out years assume expense increase of 10% each year.

School offers STRS for its certificated employees and Social Security for non-certificated employees. Worker’s Comp insurance is included at 2.2% of total salaries based on current JPA rates offered by the CA Charter Schools Association (CCSA).

Books and Supplies: In 2010/11, Ivy Tech plans to purchase $3K in Microsoft Office, Adobe and Eliminate software as well as $3.25/student/month for ReportWriter. Instructional Materials expenses are budgeted at $130/student plus PowerSpeak at $235/course for all high school students. Ivy Tech has budgeted curriculum development of $100/course for 10 courses under Professional Development. Furniture expenses include $11K for Classroom Furniture including student tables, chairs, whiteboards, television and projector. $18K is budgeted for Office Furniture for the teachers’ workspace, chairs, shelves and file cabinets. Computer expense includes $2200 computers and printers per teacher and $500 laptops per student.

Services and Operating Expenditures: Rent is budgeted for 3000 square feet at $2.10/sq ft/month. Additional facilities related expenses include budgeted janitorial services ($400/month) and utilities ($0.25/sq ft/month). Out years assume rental rates increase by 3%.

Special Education Encroachment has been included at $250/ADA based on Moorpark Unified School District’s 2008-09 Adopted Budget PowerPoint, which was found on its website.
Ivy Tech Charter School
Budget Narrative
February 18, 2010

Ivy Tech includes $10K in its budget for Marketing and Student Recruiting. This includes newspaper and online advertisements.

In 2011/12, Ivy Tech will begin payment of the Revolving Loan with interest payments at 2.5%. Y3 includes 7% interest for an estimated $115K California Charter School Association (CCSA) Growth Loan along with the Revolving Loan interest payments.

The school has budgeted to contract with a back office business provider to manage the school’s business office in partnership with the Principal and Director of Operations. These services include accounts payable, payroll, financial reporting, budgeting, board support and attendance tracking.

The school has budgeted 1% of the general and categorical block grant for oversight fees payable to Moorpark Unified School District.

Ivy Tech has budgeted $8,500 for audit fees based on average charter school fees. It also budgeted $5 per student for CCSA membership fees and $5K for third-party accreditation. The school budgeted conservatively for insurance at $50 per student.

The school also budgeted for legal fees, fingerprinting, staff recruiting, equipment/copier lease, student assessment, student information services, licenses and other fees and miscellaneous operating expenses. All of these assumptions are in line with typical charter school expenditures.

Ivy Tech expects to spend roughly $9K annually on its communication expenses, including telephone, internet, and postage.

**Capital Outlay:** No capital purchases are expected.

**Cash Flow:** Ivy Tech expects to apply for the Charter School Revolving Loan Fund. Ivy Tech has forecast receipt of $250,000 in Revolving Loan principal in 2010/2011, and has forecast payments of this principal consisting of $50,000 per year for the five years subsequent to the one in which the payment was received, in equal portions in September through February. The school has also budgeted interest expense for this loan over the five years subsequent to the one in which it was received. The interest expense was calculated based on current expectations for Revolving Loan Fund terms (2.5% interest).

Additionally, the school can tap into the line of credit provided by its business service provider and open a line of credit with its bank to manage cash during months when cash could be potentially lean. However, we do not project that the school will need to make use of the line of credit.

A majority of the Books & Supplies expense lines are projected to be expensed in August and September of the fiscal year. Services and Other Operating are expensed based on the school calendar or every month depending on the type of expense.
Year 3 does include the CCSA Growth Loan to aid the school in its overall growth. Repayments are also shown in Y3.

Contingencies and Reserves: In each fiscal year the school plans to meet or exceed a budget reserve equal to 5% of total annual expenses or $50,000, whichever is greater.
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**Summary**

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**TOTAL EXPENSES**

- Salaries and Benefits
- Supplies
- Utilities
- Equipment
- Insurance

- Total Expenses: $0.00

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**Budget vs. Forecast**

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Budget Summary

- For the current fiscal year, the school is operating within its budget with no significant variances observed.

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**Notes**

- The school's financial health is maintained, with all expenses aligning closely with the forecasted figures.
- Further adjustments may be needed in future months to ensure continued financial stability.

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*Lyra Charter School*
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| Total Cash Flow (Outflow)         |     |     |     |     |     |     |     |     |     |     |     |     |                 |
| Earnings                          |     |     |     |     |     |     |     |     |     |     |     |     |                 |
| Expenses                          |     |     |     |     |     |     |     |     |     |     |     |     |                 |
| Profit                            |     |     |     |     |     |     |     |     |     |     |     |     |                 |

Income Statement

Operating Cash Flow

Other Income (Expense) (Gains/Losses)

Prepared By: [Name]

May 2011

Notes:

1. Revenue includes student fees, grants, and donations.
2. Operating expenses cover salaries, supplies, utilities, and maintenance.
3. Total cash flow is calculated by subtracting total expenses from total revenue.
4. Profit is the difference between total revenue and total expenses.
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<th>Year</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
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**Notes:**
- Total revenues include grants and gifts.
- Total expenses include depreciation and amortization.

**Financial Highlights:**
- Beginning cash balance: [amount]
- Ending cash balance: [amount]
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<tr>
<th>Year</th>
<th>Operating Cash Flow (Outflow)</th>
<th>Total Expenses</th>
<th>Total Income</th>
<th>Profit or Loss</th>
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Note: The table shows the operating cash flow for the years 2019 to 2022, with total expenses, total income, and profit or loss for each year.
Appendix F
Dr. Craig A Levy

2094 Chenault Place (805) 428-2025
Simi Valley, CA 93065 doc@levysplace.com

Educator / Mathematics / Economics / Technology Mentor

PROFILE

Student service-focused, technologically skilled and hard-working professional educator with 15 years of experience working with school personnel and students of all types: traditional, at-risk, special education in a one-on-one or group setting. Currently an educator in Simi Valley Unified School District with experience in traditional and alternative settings for grades 6-12 with the follow valuable contributions:

- Proven ability to work in a multi-cultural environment, and demonstrated understanding of, and sensitivity to, a variety of cultural perspectives.
- Skilled interpersonal and communication skills – Work closely with parents and student to resolve academic and personal issues. Deal with confidential issues involving students as well as the ability to resolve disputes regarding school policy.
- Proven ability to work with others in an advisory role as TAP advisor and Senior Project Mentor working with students. Team leader for SHS WASC report.
- Proven ability to work with corporate and non-profit groups to provide a strong technological foundation for students.
- Understand the current technological trends in education and their application to the classroom.
- Proven ability to design development and implement strategic plans. Serve on the SVUSD Technological Committee.
- Expert on Technology Adoption and Learning Theory.

AREAS OF EXPERTISE

Technology Adoption and Learning Theory ● Research ● Technology implementation ● Staff Development ● Course design and implementation ● Teaching Theory

EMPLOYMENT

Santa Susana High School – Simi Valley, CA 1996 – Present
Educator / Technology Mentor

Instructor in Economics, Mathematics, and Technology at one of the highest ranking schools in Ventura County. Develop and implement technology training programs for teachers. Design and implement district technology curricula in technology. Serve as Chair of WASC Focus group
Organization and Serve on the District Wide Technology Committee. Provide new teacher support and work with teachers on technology adoption.

**Consultant – Simi Valley, CA 1990 – Present**

Technology Consultant

Provide guidance and design strategies for implementing technology curriculum for education and corporate clients. Provide training on developing technology plans for K-12 institutions. Provide teacher and student based workshops, promote K-12 technology funding and implementation. Develop implementation strategies and multi-year plans for classroom and school-wide technology integration. Small office networking and telephony plans.

**California Lutheran University – Thousand Oaks, CA 1996– Present**

Adjunct Professor / Consultant

Design and implement curriculum for graduate students in the School of Education. Provide instruction to graduate students on various levels technology integration. Designed and presented to several conferences a web-based Journal for professors and students to published articles and research for peer review and collaboration.


Educator

Designed and implemented a networked computer science lab. Developed and implemented computer programming curriculum. Taught courses in work experience, keyboarding and graphic design. Freshmen Football program Head Coach with 3 assistant coaches and varsity team assistant coach.

**EDUCATION:**

**CALIFORNIA LUTHERAN UNIVERSITY**

Doctor of Education, Educational Leadership / Administrative Credential

Topic: Implementing Needs-Based Technology Training Utilizing “Taskonomy” and Individualized Staff Development Plans.

May 2006

**CALIFORNIA STATE UNIVERSITY NORTHRIDGE**

Masters Secondary Education, Educational Technology

June 1999

**SAN JOSE STATE UNIVERSITY**

Secondary Education, Teaching Credential

May 1995
UNIVERSITY OF SOUTHERN CALIFORNIA
BS in Business Administration, International Marketing
May 1989

CREDENTIALS:
PROFESSIONAL CLEAR SINGLE SUBJECT TEACHING CREDENTIAL
Expires June 2012
CERTIFICATE OF ELIGIBILITY FOR THE ADMINISTRATIVE SERVICES CREDENTIAL
August 2004

PROFESSIONAL AFFILIATIONS:
Phi Delta Kappa
California Teachers Association
National Education Association
American Educational Research Association
Association of California School Administrators
International Society for Technology in Education
American Association of Colleges for Teacher Education

PUBLICATIONS:
Adobe Education - Web Project Curriculum
http://www.adobe.com/education/curriculum/web_project.html
Implementing Needs-Based Technology Training Utilizing “Taskonomy” and Individualized Staff Development Plans

HONORS, AWARDS & GRANTS:
2005/2006 - Ventura County Community Foundation – Grant Recipient
2001 - Mentor Proficiency CTAP – Ventura County Superintendent of Schools
2001 - Impact II Award – Integration of Technology into the English Curriculum
2000 - Impact II Award – Integration of Technology into the Math Curriculum
2000 - Awarded, California’s eGovernment Award by Sec of State Bill Jones
Administrator / Assistant Principal

PROFILE

High-caliber and seasoned leadership experience in all aspects of the educational background with 15 years experience as a teacher, a counselor and an administrator. Currently an administrator with experience in traditional and alternative settings for grades 6-12 with the follow valuable contributions:

- Proven ability to work in a multi-cultural environment, and demonstrated understanding of, and sensitivity to, a variety of cultural perspectives.
- Student service-focused, technically skilled and hard-working professional with over 15 years of experience working with school personnel and students of all types: traditional, at-risk, special education, emotionally disturbed, juvenile offenders and adults.
- Skilled interpersonal and communication skills – known for tactful handling of sensitive, confidential issues; ability to resolve disputes regarding school policy; and timely completion of daily responsibilities
- Liaison between school and outside agencies such as Clinicas, ROP, Center Employment Training, Community Colleges, Probation and other Law Enforcement.

AREAS OF EXPERTISE

Testing (Celdt, STAR, CAHSEE) Coordinator ● Positive Discipline Leader ● SART/SARB Process ● Special Education Administrator ● Vocational Training Liaison

EMPLOYMENT

Santa Susana High School, Simi Valley, CA 2008 – Present

Assistant Principal

One of the highest ranking academic schools in the area, it provides a long list of challenging and rigorous courses of study. It offers many of the Advanced Placement classes sponsored by the College Board. It is also known for its ROP (work experience) programs and vast array of performing, visual, and technical arts.

- Supervise 60 certificated teachers, 15 classified support personnel, and 1200 students. Conduct pre- and post- conferences to review observations and evaluations.
- Serve as student disciplinarian.
- Attend conferences (SST) with students, parents and teachers, school counselors, psychologists, social workers, nurses to provide consultation and discipline for students with attendance, behavior and academic challenges.
- ELD/Celdt Testing, Star Testing Coordinator
Ventura County Office of Education, Camarillo, CA 2004 – 2008
Administrative Dean/Academic Counselor
Court and Community Schools serve high risk students in grades 6-12 who are referred per guidelines set forth in Education Code 1981. Reasons for referral typically include expulsion, truancy, out of control behavior at school or home, and probation. These students can also be defined in terms of Welfare and Institutions Codes 601, 602, 654, or 300.

- Take a leading role in school decision making with regards to WASC, Graduation, Calendars, and Leadership.
- Served as Administrator-in-charge in the absence of the Principal.
- Assist with goal setting, informal and formal classified supervision and evaluation.
- Developed and coordinated Master Schedule.
- Assist with planning and implementing an effective student discipline program.
- Assist in developing, planning and implementing school site goals and objectives; recommend and administer policies and procedures; confer with staff on school-related matters.
- Responsible for the SARB process.
- Conduct individual counseling for four-year plan and vocational training.
- Coordinate and run SST and IEP meetings.
- Conduct weekly orientations for new students and parents.
- Liaison between school and outside agencies such as Clinicas, ROP, Center Employment Training, Community Colleges, Probation and other Law Enforcement.

Arcadia High School, Arcadia, CA 2002 – 2004
Teacher
Arcadia is an upper middle-class residential suburban community of over 53,054 located fifteen miles east of Los Angeles. Current enrollment, including SDC and AHS Alternative Program students is 3,676.

- Planned and formulated Art Appreciation course.
- Developed and maintained an active learning environment, integrated and use of technology in math and science.
- Implement a math class for juniors and seniors not passing CASHEE.

Sandburg Middle School, Glendora, CA / Moore Middle School, Redlands, CA 1996 – 2002
Teacher
Both middle schools are located in upper-middle class areas, however consists of half the population on free and reduced programs. The student body is made up of an ethnically-diverse population that celebrates varied cultural heritages and embraces the 18 home languages represented.

- AVID trained math teacher.
- Title I tutor for 8th grade math/algebra.
- Math Department chair.

EDUCATION

Ventura County Office of Education
AB 430 Administrator’s Training, Completion of Tier II Credential, 2008-2009
Azusa Pacific University, California
Preliminary Administrative Service Credential Tier I, May 2000 Advisor: Doug Becker, Principal, Ojai Middle School

Master of Arts Degree, Education: Educational Counseling (PPS Credential, July 2003)
Thesis: Family Systems within the Educational Environment Advisor: Randy Fall, PhD

University of Redlands, California
Teacher Credential Program, Multiple Subjects with Authorization in Mathematics (K-12), 1996

University of California, Riverside
Bachelor of Arts, Liberal Studies minor in Mathematics, 1995

TECHNOLOGY
Applications and Software:
- Knowledgeable in student management systems -Zangle and SASI.
- Familiar and experienced in most Microsoft programs.
- Familiar and experienced in SuccessMaker, Accelerated Math, Star Read, Star Math, CyberHigh and other curricular software.
- Capable of learning most programs with limited training.

RECOGNITION
Excellence in Teaching Award, 1999 Moore Middle School

CREDENTIALS
Preliminary Administrative Services Credential, Tier I and Tier II
Professional Clear Pupil Personnel Services Credential
Professional Clear Multiple Subject Teaching Credential, Supplementary Authorization in Mathematics
2010-2011 SCHOOL YEAR CALENDAR

5 Independence Day
(Independence Day)
Next Year 15 days Summer Session II

Instructional Days: 0

6 - Labor Day

Instructional Days: 21

11 Veteran’s Day
22-26 Thanksgiving Break

Instructional Days: 17

1 - New Year’s Day
3 - 7 Winter Break
17 Martin Luther King’s Day

Instructional Days: 15

28-1st April - Spring Break
25 - End of 3rd Qtr (53 days)

Instructional Days: 12

30 Memorial Day
30 - Last Day of School
End of 4th Qtr (39 days)
End of 2nd Sem (92 days)

Instructional Days: 21

May '11

July '10

August '10

Instructional Days: 17

Staff Development Days: 05

Instructional Days: 14

October '10

November '10

December '10

Jan '11

February '11

Instructional Days: 12

March '11

April '11

Instructional Days: 12

21 - President’s Day

Instructional Days: 12

June '11

6 - 24 Summer Session I
(15 days)

Instructional Days: 15
2011-2012 SCHOOL YEAR CALENDAR

July '11

4 Independence Day
5-22 Summer Session II (14 days)

Instructional Days: 14

August '11

8 - 1st day of School

Staff Development Days: 04
Instructional Days: 18

September '11

5 - Labor Day

Instructional Days: 21

October '11

11 - Columbus Day
7 - End of 1st Quarter (44 days)
11 - 14 Fall Break

Instructional Days: 14

November '11

11 Veteran’s Day
22-26 Thanksgiving Break

Instructional Days: 17

December '11

13 - 31 Winter Break
17 - End of 2nd Qtr (40 days)
End of 1st Sem (84 days)
20 - 31 Winter Break

Instructional Days: 012

January '12

1 - New Year’s Day
2 - 6 Winter Break
16 Martin Luther King’s Day

Instructional Days: 16

February '12

20 - President’s Day

Instructional Days: 20

March '12

23 - End of 3rd Qtr (53 days)
26 - 30 Spring Break

Instructional Days: 17

April '12

6 - Good Friday

Instructional Days: 20

May '12

28 Memorial Day

Instructional Days: 12

June '12

4 - 22 Summer Session I
(15 days)

Instructional Days: 15

30 - Last Day of School

End of 4th Qtr (39 days)
End of 2nd Sem (92 days)
Course Outline for

Fundamentals Of English (online)

Grade Level(s):  9th grade
Assignments:  36 lessons  Credits:  10 units
Format:  online
UC a-g Requirements:  b (English)
Instructional Materials:  Online with interactive websites

Course Description:

Fundamentals of English provides students with a broad overview of ancient literature from the earliest oral tradition of fable through classical Greek literature in The Odyssey. Students read a wide variety of short stories, writing persuasive and comparison/contrast essays. Students study various forms of poetry. They read Romeo and Juliet, then move into a Creative Writing unit and finish with a book report. Throughout the course, students engage in grammar lessons and systematic vocabulary development exercises.

Learning Objectives

- Students participate in systematic vocabulary development exercises.
- Students read and understand grade-level-appropriate material.
- Students demonstrate comprehension of literature by extending ideas presented in primary sources through original analysis, evaluation, and elaboration.
- Students read and respond to historically or culturally significant works of literature.
- Students compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- Students recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- Students identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.
• Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of the audience and purpose.
• Students progress through the stages of the writing process as needed.
• Students write responses to literature which:
  a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
  b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
  c. Demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created.
  d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
• Students write expository compositions, including persuasive and comparison/contrast essays.
• Students produce age-appropriate work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Course Outline

Lesson 1: Fables
(A) Vocabulary - definitions
(B) Fables - keywords - reading questions
(C) Writing exercise: write your own fable
(D) Grammar - spelling exercise
(E) Aesop’s Fables

Lesson 2: Fables, cont.
(A) Definitions
(B) Orally told fables - reading questions
(C) Grammar - spelling rules - writing exercise

Lesson 3 Greek Mythology
(A) Greek & Roman Gods - Mount Olympus - reading questions
(B) Phaeton & Helios myth - reading Questions
(C) Image gallery - questions
(D) Grammar: parts of speech - reading questions

Lesson 4: Greek Mythology, (cont.)
(A) Definitions - vocabulary
(B) Keyword: Hubris - Myths of Nemesis - reading questions
(C) Daedalus - reading questions
(D) Painting - questions

Lesson 5: The Odyssey
Lesson 6: The Odyssey, (cont.)

(A) Definitions
(B) Image gallery - questions
(C) Books IX-XII - reading questions
(D) Penelope
(E) Books XIII-XIV & source - reading questions
(F) Grammar: Word Safari - definitions
(G) Essay exercise

Lesson 7: The Odyssey, (Conclusion)

(A) Definitions
(B) Reading: Books XXI-XXIV - summaries - reading questions

Lesson 8: Review of Lessons 1-7

(A) Fables: reading - reading questions
(B) Animal spirits - reading questions
(C) Greek Gods: Artemis - Poseidon - Demeter - reading questions
(D) Report project - grammar: self correction of report

Lesson 9: Short Stories: O’Henry

(A) Keywords defined
(B) Biographical information - reading questions
(C) The Gift of The Magi - definitions - reading questions
(D) “Hair & Society” - reading questions

Lesson 10: Short Story Classics

(A) Keywords defined
(B) The Lady or the Tiger - reading questions
(C) The Open Window - reading questions
(D) Grammar: writing lab exercise

Lesson 11: More Classics

(A) Mark Twain - biographical photo gallery - questions
(B) Definitions
(C) The Celebrated Jumping Frog of Calaveras county - reading questions
(D) Shirley Jackson: biography & photo gallery - reading questions
(E) The Lottery - reading questions
(F) Grammar: writing lab exercise

Lesson 12: Short Stories, (conclusion)
(A) Rudyard Kipling - biography
(B) Definitions
(C) *Rikki Tikki Tavi* - reading questions
(D) Edgar Allen Poe - biography - reading questions
(E) *The Tell Tale Heart* - reading questions
(F) Grammar: writing lab exercise

Lesson 13: Jack London
(A) Biography - definitions
(B) *The Call of the Wild*: chapter 1 - reading questions
(C) Grammar: writing lab exercise

Lesson 14: More Jack London
(A) *The Call of the Wild*: chapter 2 - reading questions
(B) The Iditarod: history & facts - reading questions
(C) Grammar: 11 uses for commas exercise

Lesson 15: *The Call of the Wild*
(A) Definitions
(B) The Northern Lights - reading questions
(C) Chapter 3 - reading questions
(D) Global concerns - reading questions
(E) Grammar: correction exercise

Lesson 16: *The Call of the Wild*
(A) Definitions
(B) *Skagway* history - reading questions
(C) Photo gallery - reading questions
(D) Chapter 5 - reading questions
(E) Historical expedition - reading questions
(F) Emergency preparedness - reading questions
(G) Grammar: writing lab exercise

Lesson 17: *The Call of the Wild*
(A) Chapter 6 - definitions
(B) Pets - reading questions
(C) Chapter 6 - reading questions
(D) Soapy Smith biography - reading questions
(E) Teens Against Gang Violence - reading questions
(F) Vocabulary - chapter 7 - reading questions
(G) Wolves - reading questions & quiz
(H) Grammar: sentence correction exercise
Lesson 18: *The Call of the Wild* Review
(A) Essay exercise - essay structure - expository essay - persuasion - reading questions & practice essay
(B) Thesis - practice exercise
(C) Purpose of an outline - practice exercise

Lesson 19: Persuasive Essay
(A) Elements - supporting argument - choose a topic
(B) Thoreau: *Civil Disobedience* - reading questions
(C) Topic - questions - writing an essay exercise

Lesson 20: Short Story Review
(A) Keyword definitions - reading questions
(B) Characterization - exercise & questions
(C) Editing - exercise & questions
(D) Denouement, suspense & foreshadowing - exercise: quotes 1-3 - reading questions

Lesson 21: Reading Poetry
(A) Rhyme & Sound - keyword definitions - questions
(B) Meter - keyword definitions - reading questions
(C) The Sonnet - Petrarchan & Italian - Shakespeare’s *Sonnet 29* - reading questions
(D) Villanelle - Dylan Thomas’ *Do Not Go Gently Into that Good Night* - reading questions
(E) Langston Hughes’ *Justice* - reading questions - *Dream Deferred* - reading questions
(F) Longfellow’s *Snowflakes* - reading questions

Lesson 22: Haiku
(A) Reading & examples - reading questions
(B) Haiku generator - questions
(C) Image gallery - questions
(D) Write your own Haiku - Haiku masters - Basho - Issa - reading questions

Lesson 23: Poetry
(A) Robert Frost - *The Road Not Taken* - reading questions
(B) *Stopping by Woods on a Snowy Evening* - reading questions
(C) *The Armful* - reading questions
(D) *Nothing Gold can Stay* - reading questions
(E) *Earthward* - reading questions

Lesson 24: Research a Poet
(A) Research a poet online - write a 2-3 page biography
(B) Record 2 of your favorite poems by the poet
Lesson 25: Poetry Review
(A) Painting by Manet - questions
(B) Writing a Sonnet - questions
(C) The Woman at The Washington Zoo - free verse poetry - exercise - questions
(D) In California During The Gulf war - questions
(E) Grammar: checking punctuation, etc.

Lesson 26: Shakespeare
(A) Renaissance England - Biography of the Bard - reading questions
(B) Keyword definitions - exercise
(C) 1-2 page research paper - bibliography
(D) Grammar: words & phrases - questions

Lesson 27: William Shakespeare
(A) Shakespeare’s time - reading questions
(B) Keyword definitions - questions
(C) The Plague - reading questions
(D) Writing short dialogue exercise
(E) Rules of courtly love - reading questions
(F) Grammar: plague words & phrases

Lesson 28: Romeo & Juliet
(A) Map of Italy - questions
(B) Palazzo Della Erbe - reading questions
(C) Vocabulary words - Act I, Scene V - reading questions
(D) Vocabulary definitions exercise
(E) Grammar: Paraphrasing

Lesson 29: Romeo & Juliet
(A) Acts II & III - reading questions
(B) Grammar: paraphrasing exercise

Lesson 30: Romeo & Juliet
(A) Acts IV & V - reading questions
(B) Summary of play - reading questions
(C) Grammar: using Shakespeare’s language exercise

Lesson 31: Comparing & Contrasting Works of Literature
(A) Essay exercise
(B) Terminology - compare & contrast exercise - questions
(C) Write an Essay

Lesson 32: Creative Writing
(A) Definitions
(B) Student fiction - reading/terminology questions
(C) Writing a rough draft of your short story - questions: based on terminology
Lesson 33: Creative Writing
   (A) Commentary & criticism exercise
   (B) Questions

Lesson 34: Book Report
   (A) Format & style
   (B) Choose and author & a book for your topic - research
   (C) Questions

Lesson 35: Book Report Continued
   (A) Refresher on format
   (B) Continue writing your report

Lesson 36: Book Report Continued
   (A) Finish your book report
   (B) Questions
   (C) Survey - questions
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