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

## **GOVERNING BOARD AGENDA- Regular Board Meeting**

Meeting of Thursday, July 30, 2020 at 5:30PM

### **Join Zoom Meeting**

<https://us02web.zoom.us/j/89404708460?pwd=OFVVVVRGNDg2Z2NON292czlPKy9KQT09>

Meeting ID: 894 0470 8460

Passcode: q9pUYT

One tap mobile

+16699006833,,89404708460#,,,,,0#,,630522# US (San Jose)

+12532158782,,89404708460#,,,,,0#,,630522# US (Tacoma)

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

## **WELCOME GUESTS / CALL TO ORDER 5:30PM**

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### **Roll Call**

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Faisal Ali	President
Joe Udall	Secretary
Mulki Hersi	Treasurer
Rahmo Abdi	Member
Ibrahim Hassan	Member

## **PUBLIC COMMENT**

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

## **Consent Items**

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None.

## **Discussion Items**

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- A) CEO/Principal Report
- B) (NCUST) National Center of Urban School Transformation services
- C) Board Calendar 2020-21
- D) Review Hiring & Recruitment & Anti-Nepotism Policy
- E) Review Org Chart
- F) Review Fiscal Policy 2020-21
- G) Review Admissions and Enrollment Policy 5005-05
- H) Review SB75 Complaint Notice and Form

- I) Review Uniform Complaint Policies
- J) Review Job Descriptions
- K) Review Procedures for Internal Resolutions
- L) Review Suspension and Expulsion Policies and Procedures

## Action Items

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- A) Approve NCUST Contract
- B) Approve SDCOE agreement for retirement reporting services
- C) Approve Student Chromebook devices quote
- D) Approve Board Calendar 2020-21
- E) Approve Hiring & Recruitment & Anti-Nepotism Policy
- F) Approve Org Chart
- G) Approve Fiscal Policy 2020-21
- H) Approve Admissions and Enrollment Policy 5005-05
- I) Approve SB75 Complaint Notice and Form
- J) Approve Uniform Complaint Policies
- K) Approve Job Descriptions
- L) Approve Procedures for Internal Resolutions
- M) Approve Suspension and Expulsion Policies and Procedures

## Closed Session

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None.

## Report to Open Session

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Reportable Action:

## Advanced Planning

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The next regularly scheduled Governing Board Meeting is to be held on Friday, August 28, 2020 at 5:30 pm

## ADJOURN

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

# NCUST & IFTIN Charter School

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Supporting Iftin students by ANY means necessary  
July 30, 2020

# NCUST and Iftin - 2019 - 2020 School Year

- Dr. Johnson opened our school year with a welcoming for staff
- Cara committed 8 hours monthly to Iftin
  - 3 hours of professional development monthly around the 4 focus areas or based on teacher needs identified through a survey
  - 2-3 hours with leadership team providing training and best practices
  - 2 hours with instructional leader in classes and coaching
- Cara began discussing with Instructional Leader 2020 - 2021 school
  - Reviewed with we have done
  - Began discussing Iftin needs for 2020 - 2021 school year
- Began planning and mentoring Iftin Leadership Team

# Outcomes from Partnership - 2019 - 2020

- Teacher Retention - 95% of our staff is returning for the 2020 school year, 1 t
- School culture has shifted towards a more positive environment as observed in talking with parents and students
- Fewer teacher behavior referrals
- Teachers began to hone in their instructional practices around the 4 identified focus areas
  - Clarity of Focus
  - Student Engagement
  - Focus on Mastery and Progress Monitoring
  - Positive Classroom Culture
- Leadership was stabilized and coached on how to support and coach teachers
- NCUST ideology was incorporated into our educational plan in our petition

# NCUST and Iftin - 2020 - 2021 School Year

\*Providing Support by ANY means necessary\*

- 16 hours dedicated to Iftin monthly
  - Professional Development for Teachers
  - Coaching/Mentoring Leadership Team
  - Training provided for Instructional Aides, Iftin Board and Iftin Parents
- Dr. Johnson and Cara spent 16 hours with Iftin Leadership developing strategic plan and leadership core values
- Dr. Johnson and Cara have both agreed that NCUST will provide PD and coaching/mentoring in a Virtual or In person model per the new contract

# NCUST and Iftin - 2020 - 2021 School Year cont...

\*Providing Support by ANY means necessary\*

- Ethics and Equity Audit at the beginning of the year, even if in a Virtual Model, to help Iftin identify our strengths and growth areas that will be used for developing a leadership strategic plan and LCAP based on real data
- Iftin Leadership and teachers will visit and observe NCUST High Performing Schools
- Iftin Leadership and teachers will attend the NCUST's Annual Symposium/Conference

# Intended Outcomes from Partnership 2020 - 2021

- Virtual or In person will have same outcomes
- Equity and Excellence Audit
  - Provides school leadership a clear status of the school from all stakeholders
  - Used to develop leadership strategic plan and LCAP
  - Used also to narrow coaching/mentoring of leadership team
- Development of Teacher Evaluation System
  - Unified, clear and expected walk through and regular classroom visits that provide teacher's with support and coaching throughout the year
  - Clear evaluation tool used to evaluate teacher and their implementation around the four focus areas and the California Professional Teaching Standards
- Coaching and Mentoring of leadership on how to observe, coach, meet and hold teacher performance meetings virtually
- Professional Development around focus areas and strengthened PLC and committees
- Ongoing training for Iftin School Board



7/1/2020

**AGREEMENT FOR PROFESSIONAL SERVICES**

THIS AGREEMENT is made and entered into as of August 1, 2020 between

**San Diego State University Research Foundation**  
5250 Campanile Drive  
San Diego, CA 92182  
**On behalf of**  
**NATIONAL CENTER FOR URBAN SCHOOL TRANSFORMATION**  
5500 Campanile Drive, EBA-332  
San Diego, CA 92182

Attention: Renee L. Lechner, Director  
Sponsored Research Administration  
619-594-4349  
[awards@foundation.sdsu.edu](mailto:awards@foundation.sdsu.edu)

With copy to: Karen Jones, NCUST Director of Operations  
619-594-7905  
[karen.jones@mail.sdsu.edu](mailto:karen.jones@mail.sdsu.edu)

hereinafter referred to as the “Contractor,” and

**Iftin Charter School**  
5465 El Cajon, Blvd., San Diego, CA  
La Mesa, CA 91942

Attention: Mr. Maslah Yussuf, Chief Executive Officer & Mr. Ali Hori, Principal

hereinafter referred to as the “Charter”

NOW, THEREFORE, the parties-agree as follows:

1. PERIOD OF AGREEMENT. The term of this Agreement shall be from August 1, 2020 through June 30, 2021.
2. DUTIES OF THE CONTRACTOR. Contractor shall provide services in accordance with EXHIBIT A, Section 1, which is attached hereto and made a part hereof.
3. STAFFING. Contractor shall be solely responsible for staff providing services under this Agreement. Contractor certifies that staff and/or trainees providing the services are adequately trained and prepared according to prevailing professional standards for providing such services. Contractor assumes full responsibility for workers’ compensation insurance and for payment of all Federal, State and local taxes or contributions, including but not limited to unemployment insurance, social security, Medicare and income taxes with respect to Contractor’s staff providing services under this Agreement.
4. INDEPENDENT CONTRACTOR. While engaged in performance of this Agreement the Contractor is an independent contractor and is not an officer, agent, or employee of the Charter.

*2020-21 NCUST/Iftin Charter School*

7/1/2020

5. CONTRACT VALUE. The Charter shall pay the Contractor a fixed price, not to exceed \$46,000 for implementing and providing the services described in EXHIBIT A, Section 1. Payment shall be made by Charter to the Contractor in accordance with the schedule specified in EXHIBIT A, Section 2 which is attached hereto and made a part hereof..
6. RIGHTS TO REPORTS. The rights to any report or evaluation developed by the Contractor in connection with this Agreement shall belong to the Contractor. Charter shall have the right to use material developed under this contract for non-commercial education purposes.
9. ENTIRE AGREEMENT/AMENDMENT. This Agreement and any exhibits attached hereto constitute the entire Agreement between the parties to the Agreement and supersede any prior or contemporaneous written or oral understanding or agreement, and may be amended only by written amendment executed by both Parties to this Agreement.
10. SEVERABILITY. If any section, provision or portion of this Agreement is held to be invalid, illegal or void by a court of proper jurisdiction, the remainder of this Agreement shall nevertheless subsist and continue in full force and effect.
11. AUTHORITY. Contractor has full power and authority to enter into this Agreement and to perform hereunder, and such entry and performance do not and will not violate any rights of any third party.
12. INDEMNIFICATION. Contractor shall defend, indemnify and hold harmless Charter, its officers, employees, and agents from and against any and all liability, loss, expense, attorney's fees, or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Contractor, its officers, agents or employees.

Charter shall defend, indemnify and hold harmless Contractor, San Diego State University, Trustees of the CSU, the State of California, its officers, employees and agents from and against any and all liability, loss, expense, attorney's fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorney's fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Charter, its officers, agents or employees.

13. TERMINATION. Either Party may, by thirty (30) days written notice stating the extent and effective date, terminate this Agreement for convenience in whole or in part, at any time. Contractor shall be entitled to payment of allowable and any uncancellable costs up to and including date of termination or such reasonable part of the fee as shall apply to services properly performed prior to the date of postponement, suspension or termination.

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7/1/2020

IN WITNESS HEREOF, THE PARTIES HAVE CAUSED THIS AGREEMENT TO BE DULY EXECUTED.

**- CHARTER-**

**IFTIN CHARTER SCHOOL**

BY: \_\_\_\_\_

\_\_\_\_\_  
(PRINT NAME)

TITLE: \_\_\_\_\_

Dated: \_\_\_\_\_

**-CONTRACTOR-**

**SAN DIEGO STATE UNIVERSITY  
RESEARCH FOUNDATION  
on behalf of  
NATIONAL CENTER FOR URBAN  
SCHOOL TRANSFORMATION**

BY: \_\_\_\_\_

Sandra M. Nordahl, CRA  
(PRINT NAME)

TITLE: Director, Sponsored Research Contracting & Compliance  
EIN/TIN #: 95-6042721

Dated: \_\_\_\_\_

and BY \_\_\_\_\_  
Joseph F. Johnson, Jr. Ph.D.

TITLE: Exec. Director, National Center for Urban  
School Transformation

Dated: \_\_\_\_\_

## Exhibit A

1. **SERVICES TO BE PROVIDED BY CONTRACTOR.** NCUST shall provide consulting assistance to the leadership of Iftin Charter School. During the 2020-21 academic year, NCUST shall provide regular consulting assistance to the principal, leaders, and teachers at Iftin Charter School. The consulting assistance shall build on the efforts conducted during the 2019-20 academic year and lead to improved learning results for Iftin students. This assistance shall be provided if students are served through online instruction, through face-to-face classroom instruction, or through a combination of modalities. Services are intended to ensure that learning results for Iftin students improve, regardless of the circumstances that might limit access to the school building.

### A. Focus

NCUST identifies, awards, and studies urban schools around the nation in which all racial/ethnic groups of students perform (on multiple indicators) at levels higher than the overall state average. The High-Performing Schools Equity Audit highlights ways in which the school examined is similar to and different from these high-performing schools. NCUST will conduct the High-Performing Schools Equity Audit to identify ways in which Iftin Charter School is similar to and different from the award-winning urban schools NCUST studies. Findings will be used to guide the planning of actions throughout the 2020-21 academic year. Consulting assistance will be tailored to support the Iftin CEO, principal, and teachers in strengthening curricula, instruction, and school culture in ways similar to what NCUST finds in the nation's highest achieving urban schools.

### B. Site Visits

As soon as practical, NCUST will conduct the High-Performing Schools Equity Audit at Iftin Charter School. During this visit, NCUST Executive Coaches will observe classrooms; interview teachers, students, parents, and administrators; and review data. If the school does not open physically in fall 2020, NCUST will work with the Iftin leadership team to implement all of the Equity Audit components (interviews of teachers, students, parents, and administrators, as well as observations of instruction) through virtual means.

Once the Equity Audit is completed, the NCUST Executive Coach will work with Iftin Charter School leaders to review the audit findings and plan an improvement strategy for the 2020-21 academic year. To implement the improvement process, the NCUST Executive Coach shall conduct a half-day site visit at Iftin Charter School on an average of four days each month from September 2020 through June 2021. During each visit, the NCUST Executive Coach will provide professional development and support designed to help Iftin leaders and teachers implement the agreed upon improvement plan and strengthen curricula, instruction, and school culture in ways that will result in high levels of academic achievement. If meetings cannot be conducted on site at Iftin Charter School, they will occur virtually with the aid of technology.

### C. NCUST Symposium or Visits to High-Performing Urban Schools

If NCUST hosts the America's Best Urban Schools Symposium in Spring 2021 as a face-to-face event, NCUST will provide Iftin Charter School with five free registrations to the event.

7/1/2020

If the symposium is conducted virtually, NCUST will ensure that Iftin Charter School will receive access that enables all Iftin personnel to participate in the symposium sessions. If the symposium is not conducted, NCUST will arrange two opportunities for Iftin staff members to visit high-performing urban schools in the San Diego area during Fall and Spring 2021.

## **II. PAYMENT SCHEDULE.**

In accordance with the agreement, Charter shall pay Contractor the following amount by the date listed:

- A. By August 1, 2020 Charter shall pay \$11,500 upon receipt of an invoice from Contractor .
- B. By November 1, 2020, Charter shall pay \$11,500 upon receipt of an invoice from Contractor.
- C. By February 1, 2021, Charter shall pay \$11,500 upon receipt of an invoice from Contractor.
- D. By June 1, 2021, Charter shall pay \$11,500 upon receipt of an invoice from Contractor.
- E. District shall pay each invoice upon receipt.

**SAN DIEGO COUNTY OFFICE OF EDUCATION  
AGREEMENT FOR CHARTER SCHOOL  
RETIREMENT REPORTING SERVICES**

This agreement is entered into this \_\_\_\_\_ day of \_\_\_\_\_ by and between the San Diego County Superintendent of Schools, hereinafter called "Superintendent," and the \_\_\_\_\_ Charter District, hereinafter called "Charter."

WITNESSETH:

WHEREAS, the Superintendent is required to process to STRS and/or PERS a uniform payroll/retirement reporting system.

WHEREAS, the Superintendent provides assistance to School Districts and Charter Schools in the utilization of the Payroll/Personnel System; and

WHEREAS, Charter School has determined that it has need to enter into this Agreement with Superintendent for the services described herein:

NOW THEREFORE, it is mutually agreed by the parties hereto as follows:

Services to be provided by the Superintendent

1. The Superintendent agrees to process STRS and/or PERS reporting for the Charter.
2. The Superintendent will serve as the contact agency in working with STRS and/or PERS in resolving problems and answering questions related to reporting and processing of retirement information.
3. The Superintendent will notify the Charter of retirement exceptions and recommendations of possible resolutions.
4. The Superintendent agrees to provide the Charter training (within San Diego County) and information necessary for completion of required reporting.
5. The Charter staff will be included in all workshops provided to School Districts for ongoing training and meetings related to payroll and retirement.
6. The Superintendent agrees to assist in tracking Charter employee earnings and hours for mandatory membership under California Government Code Section 20305 and California Education Code Sections 22500 through 22504.
7. Retroactive STRS and/or PERS Reporting: The Superintendent will assist the Charter payroll representative in preparing appropriate entries for past reporting that was not processed prior to the effect date of this agreement. The Charter shall pay the Administrative Fee published in the SDCOE Annual Fee Schedule.

Services to be Provided by the Charter

1. The Charter agrees to provide files of the required retirement and payroll information necessary for completing and implementing regular reporting and processing of STRS and/or PERS information. Reference Attachment.

The Charter agrees to provide all the payroll/retirement reporting file data and forms by the due dates established by the Superintendent to meet all retirement reporting schedules established by STRS and/or PERS.

2. The Charter shall maintain all payroll records for its employees and furnish the Superintendent a copy upon request.
3. The Charter will designate one of its employees to serve as the contact person between the Charter and the Superintendent for matters related to regular reporting and processing of retirement information.
4. Payment of STRS and/or PERS employee and employer contributions: (a) The Charter shall submit (fax, email, or BS Upload) the STRS C-118 three (3) banking days prior to the fifth and fifteenth day of each month and the PERS ACC-626 three (3) banking days prior to the fifteenth and thirtieth day. These due dates may be adjusted in an annual processing schedule issued by the Superintendent. (b) The Superintendent will prepare a Cash Transfer for these contributions from the charter granting district and remit the payment of contributions when due. It will be the responsibility of the Charter to reimburse the granting district.

#### Superintendent's Fee and Payment Thereof

1. The Charter agrees to pay the SDCOE for the services under this Agreement in accordance with the following amount:

**\$320.07** per month

Additionally, the Charter agrees to a processing fee of **\$214.10** for each file the payroll service agency produced that is not acceptable and has to be replaced and reprocessed.

2. The Charter agrees to reimburse the Superintendent for any retirement reporting fines levied by STRS and/or PERS on the Superintendent that were caused by the Charter which may be due to incomplete, inaccurate or late reports, and/or inadequate or late deposits. Fines may also be levied for non-compliance with STRS and/or PERS membership enrollment rules and regulations.
3. The services fees of processing the Charter STRS and/or PERS retirement reporting by the Superintendent shall be transferred from the appropriate General Fund of the Charter to the County School Service Fund each month.
4. These service fees will be reviewed annually and published with the San Diego County Office of Education contracted Services Fee Schedule.
5. The Charter has contracted with \_\_\_\_\_ to process payroll and create retirement reporting files as specified in Attachment A. The Charter payroll service agency may only be changed when the replacement agency has demonstrated to the Superintendent that it can produce the acceptable disks listed in Attachment A. Additionally, the Charter will pay a **\$2,664.43** file testing fee to the Superintendent. This fee includes up to three test files, the fee for each additional test file will be **\$746.12**.

Duration of Agreement

1. The Agreement shall commence \_\_\_\_\_ and shall continue to be renewed for each fiscal year beginning July 1 and ending June 30.
2. Termination of this Agreement is automatic if the Charter contracts for the Superintendent's payroll services.

Termination Conditions

This agreement may be terminated with sixty (60) days notice prior to June 30th of the fiscal year. Notice shall be in writing and sent by registered mail to the Superintendent. In event of termination, the retirement reporting process will be evaluated for direct and indirect cost associated with closure of this agreement and settlement will be made thereafter.

IN WITNESS THEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized officers.

SUPERINTENDENT OF SCHOOLS

SAN DIEGO COUNTY

By \_\_\_\_\_

Title \_\_\_\_\_

\_\_\_\_\_  
CHARTER SCHOOL DISTRICT

By \_\_\_\_\_

Title \_\_\_\_\_

Approved by the Charter Governing Board on \_\_\_\_\_  
Date



## **ATTACHMENT A**

### **Agreement for Charter School Retirement Reporting Services**

**The following payroll/retirement reporting files are to be created by the Charter and sent to the Superintendent on a prescribed monthly schedule:**

**STRS - MR-87 Membership Data**

**STRS - Monthly Report of Contributions**

**STRS - Address Tape (four a year)**

**PERS - Monthly Report of Contributions**

**In addition to the files, a paper copy (or readable file) of the District's Payroll Register is to be provided that documents the data on the STRS and/or PERS Monthly Report of Contributions.**



## **ICS Board of Directors** **2020-2021 Meeting Schedule**

7/30/2020 Regular Board Meeting (Review Policies and Procedures, Calendar, SDCOE Agreements, Board Workshop Planning)

8/28/2020 Regular Board Meeting (Site Emergency Plan)

9/26/2020 Board Retreat (9 am – 3 pm) (5 yr. plan, Data Collection, Brown Act Training)

10/23/2020 Regular Board Meeting (Iftin Policy and Procedure review)

11/20/2020 Regular Board Meeting (Iftin Policy and Procedure review)

12/18/2020 Regular Board Meeting

1/29/2021 Board Walk (Iftin Policy and Procedure review)

3/05/2021 Regular Board Meeting (Business- 2nd interim report ) (Budget LCAP Planning)

4/30/2021 Regular Board Meeting (LCAP and Budget Status, Test Results Reading, Math Benchmark

5/28/2021 Regular Board Meeting (Iftin Policy and Procedure review)

6/25/2021 Annual Board Meeting (Organizational Meeting, Election of Officers, Board Calendar)



**POLICY:**

Iftin Charter School (ICS) is committed to employing, in its best judgment, the best qualified candidates for approved positions while engaging in recruitment and selection practices that are in compliance with all applicable employment laws. It is the policy of ICS to provide equal employment opportunity for employment to all applicants and employees.

The following guidelines shall be followed for the recruitment and hiring for ICS staff.

**I. Circumstances under which this policy is employed:**

- a. When a position is vacant due to resignation, dismissal, transfer, or retirement and ICS wishes to fill the position.
- b. When a position or part of a position is created and vacant and ICS wishes to fill the position.

**II. Posting Procedure**

- a. All positions must be posted primarily on EdJoin, and, if needed, any other recruiting platforms.
- b. Posting is required even for internal hires and rehires.
- c. Postings must include, at a minimum, the title of the position, and if applicable, grade/subject area, credential required, instructions for applying.

**III. Collection and Screening Process**

- a. All applications are maintained by the Administration Leadership prior to the selection of top candidates and thereafter as required by law.
- b. A hiring committee shall be used to conduct the screening process. The committee should be comprised of the administrator responsible for the position and at least one other ICS employee. For teaching staff and supervisory staff, if possible, the committee should include the supervisor of the position, and a potential teaching partner(s) (if applicable to the position).
- c. The committee shall place emphasis on subject matter qualifications, grade level appropriateness, and extracurricular expertise, if applicable to the position. Administration must also confirm that the hiring of the applicant will not violate ICS's Anti-Nepotism policy or any other applicable policies or requirements.
- d. For rehires, from a risk management perspective, the hiring manager must first ensure the candidate is eligible for rehire, evaluating closely past employee performance records as well as reason for termination or departure.



- e. The top candidate(s) will be selected by the administrator and notified of the interview date. In selecting the candidates to interview, ICS will give special attention to qualified internal candidates with consideration given to years of service at ICS and other qualifications.

#### **IV. Interview Process**

- a. Interview questions will be compiled by the administrator responsible for the position. Questions must be the same for all interviewees.
- b. A hiring committee shall be used to conduct interviews. The committee should be comprised of the administrator responsible for the position and at least one other ICS employee to interview the top candidates. For teaching staff and supervisory staff, if possible, the committee should include the supervisor of the position, and a potential teaching partner(s) (if applicable to the position).
- c. Committee members will be informed by the administrator responsible for the position of appropriate protocol for questioning during the interview process.

#### **V. Process for Internal Candidates**

- a. Internal candidates must submit their interest in writing to the Principal or the Hiring Manager.
- b. Internal candidates will undergo screening and interviewing process similar to that of external candidates.
- c. In addition to all related qualifications, consideration may be given to existing employee performance records, their Iftin experience, as well as their relationship to the various stakeholders.
- d. Any committee member with some sort of conflict of interest shall be excluded from the hiring panel.

#### **VI. Holding of Applications, Credentials, and Related Information**

- a. Files are to be kept in the Business/HR Office up to and through the screening process. Only the administrator responsible for the position may take the files of the top candidates out of Business/HR Office for review.
- b. If a committee is used, committee members may view the candidate files but may not remove them from the Business/HR Office or from the location determined by the Principal and/or HR Manager.
- c. All information pertaining to candidates is to be treated as confidential.

#### **VII. Selection and Offering of Position**

- a. For certificated staff hiring, all committee members must have an opportunity to express preferences and reasons for the preferences. Consensus of the committee for a hiring decision is desired but not required. The administrator in charge of the position will have the deciding vote.
- b. The Administration shall check references and share the reference information learned with the committee, if a committee is used prior to an offer of employment being made to the applicant.



- c. The Principal will make the decision regarding placement of the applicant on the salary schedule and assignment of extra duties consistent with ICS policy.
- d. The recommended applicant will be notified by the administrator responsible for the position of an offer of employment contingent upon the submission of documentation required to be supplied to or obtained by ICS prior to the first day of employment. This documentation includes but is not limited to:
  - (1) Valid and current California Credentials, if appropriate
  - (2) Proof of a successful background check
  - (3) Evidence of Tuberculin-free status or other documentation to satisfy legal requirements.
- e. A response regarding acceptance/rejection of the conditional offer for employment is to be given by the candidate to ICS within a reasonable period of time to be decided by the administrator.
- f. Upon receipt of the documentation included in the conditional offer and satisfaction of any applicable requirements, the Administration will cause a formal offer of employment to be offered.

#### **VIII. Notification to Applicants Not Selected**

- a. Applicants who are not selected will receive written notification that they were not selected and that their applications will be on file in ICS for the minimum period of time required by law, along with a statement of appreciation for their interest in ICS.

#### **IX. Non-Discrimination**

ICS is an equal employment opportunity employer and makes employment decisions, including, but not limited to, hiring, firing, promotion, demotion, training, and/or compensation, on the basis of merit. ICS does not discriminate on the basis of race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

## IFTIN CHARTER SCHOOL BOARD POLICY NO.2017-1

### **POLICY STATEMENT**

It is ICS' policy that Family Members of current ICS employees are not eligible for employment; or, if currently employed by ICS, shall not be permitted to continue employment if:

- (a) one Family Member would have the authority or be in a position to directly or indirectly supervise, hire, discharge, recall, transfer, promote, discipline, reward or evaluate the work of the other; or
- (b) Other circumstances exist which would place the Family Members in a situation of actual or reasonably foreseeable conflict between ICS' interests and their own.

As an exception, a Family Member may work as a substitute teacher without violating this policy.

### **PURPOSE**

This policy is to ensure effective supervision, internal discipline, security, safety, and positive morale in the workplace and to avoid the potential for problems of actual or perceived favoritism, conflicts in loyalty, discrimination, and appearances of impropriety or conflict of interest.

### **APPLICATION**

This policy applies to all ICS employees.

### **1.0 PROCEDURES**

**1.1 Request to Hire.** When a Family Member of a current ICS employee applies for employment, the Family Member's application must be evaluated to determine whether a conflict under this Policy exists. If a conflict exists, the application for employment must either be denied or one of the Family Members must seek a position transfer to avoid the conflict, if any such opportunity exists. In the event that no such opportunity exists, the application for employment must be denied. Special circumstances may be reviewed by the Board in the event that ICS's best interests would be served by the employment of a Family Member.

In implementing this policy, it is permissible to ask an applicant to state whether he or she has a Family Member who is presently employed by ICS, but such information may not be used as a basis for an employment decision except as stated herein.

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

**1.3 Administration's Acknowledgement.** All administrators will read and acknowledge ICS's policy, and will sign at the beginning of employment. This policy will be reviewed before interviewing new staff members.

## **2.0 DEFINITION OF TERMS**

**"Family Members"** include an employee's parent, child (natural, adopted, or legal Guardianship), spouse, domestic partner, grandparent, grandchild and step-relationships within the preceding categories.

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

## **3.0 RESPONSIBILITIES**

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

The Human Resources Director shall investigate reports of Nepotism and take appropriate action.

Employees are required to disclose changes in their personal situations which may be covered by this policy.

Supervisors may inquire about the family relationship between employees to determine the appropriateness of the working relationship under this policy.

The Board shall make the final determination concerning potential conflicts with this policy involving the positions of Principal and Executive Director's Officer or other special circumstances.

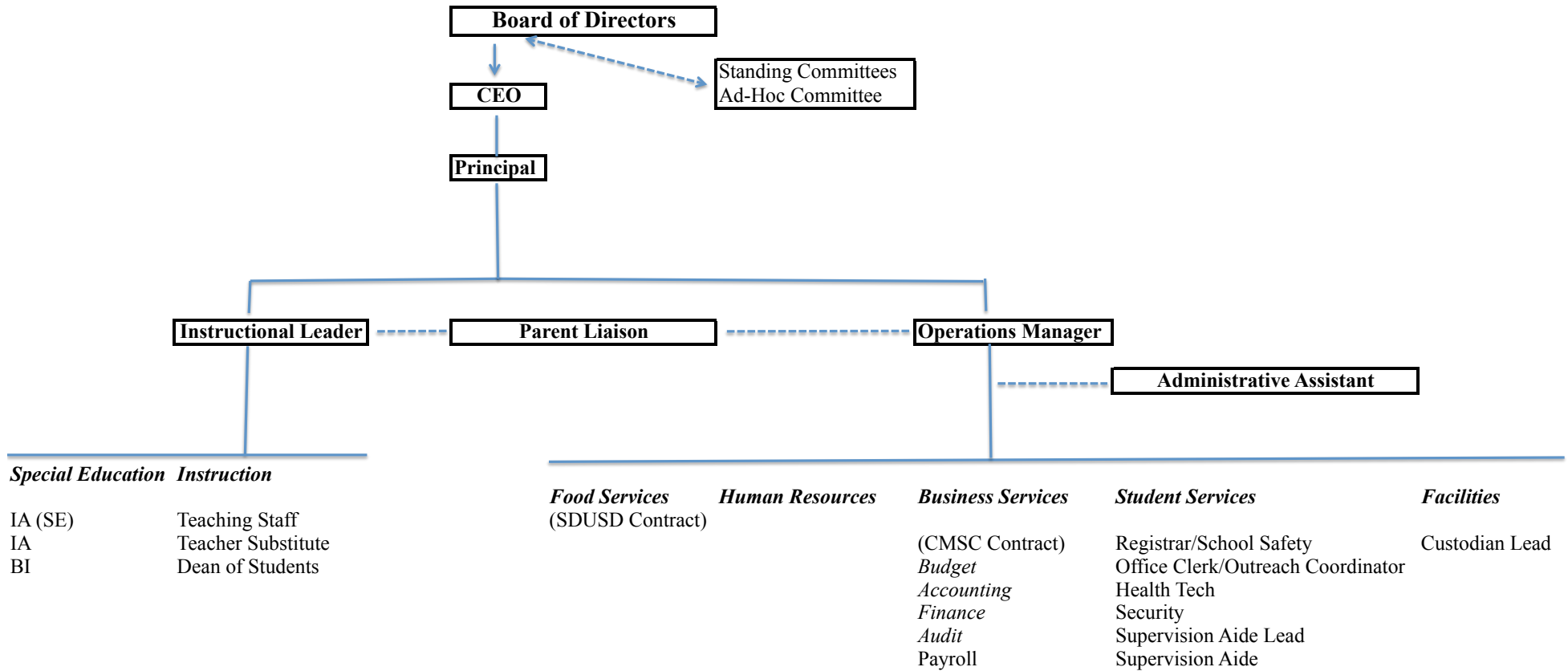
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(Administrative Staff Signature)

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(Date)

Iftin Charter School  
Organization Chart







**FISCAL POLICIES**  
2020-21

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## **100 INTERNAL CONTROL POLICIES**

### *101 Introduction*

Internal control policies provide the Charter School with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information. Additionally, as a publicly supported entity, the Charter School has additional responsibilities to ensure the public's confidence and the integrity of the School's activities.

## **102 COMPLIANCE WITH LAWS**

The Charter School will follow all the relevant laws and regulations that govern the Charter School. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received. The following are specific policies of the Charter School:

### **A. Political Contributions**

No funds or assets of the Charter School may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of the Charter School for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. The Charter School also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities

1. Contributions by an employee that are reimbursed through expense accounts or in other ways.
2. Purchase by the organization of tickets for political fundraising events.
3. Contributions in kind, such as lending employees to political parties or using the School assets in political campaigns.

### **B. Record Keeping**

To provide an accurate and auditable record of all financial transactions, the School's books, records, and accounts are maintained in conformity with generally accepted accounting principles as applicable to Charter Schools.

Further, the School specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the Charter School.
2. Receipts and disbursements must be fully and accurately described in the books and records.
3. No false entries may be made on the books or records nor any false or misleading reports issued.

4. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

## **200 ORGANIZATIONAL CONFLICT OF INTEREST OR SELF-DEALING (RELATED PARTIES)**

The School will not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to the Charter School or members of its management, unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

- A. Sale or exchange, or leasing, of property between the agency and an affiliated or unaffiliated organization or a private or related individual.
- B. Lending of money or other extension of credit between an agency and an affiliated or unaffiliated organization or a private or related individual.
- C. Furnishing of goods, services or facilities between the agency and an affiliated or unaffiliated organization or a private or related individual.
- D. Payment of compensation, unless authorized by the Board of Trustees or its governing body, by the School to an affiliated or unaffiliated organization or a private or related individual.
- E. Transfer to, use by, or for the benefit of a private or related individual of the income or assets of the School

Thus, the Charter School will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include transactions between a school and members of the board, management, contracted management organization, employees, related individuals and affiliated companies. Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, father in law, mother in law, sister in law and brother in law of a board member or school employee.

### *201 Compliance With California Fair Political Practice Commission Regulations & Codes*

Unpaid members of the boards and commissions and consultants to the Charter School are required to disclose their personal financial interests if they make or participate in making governmental decisions that could affect their private financial interests.

Disclosure is made on a form called a "statement of economic interests" (Form 700). The form must be filed each year. Filed forms are public documents that must be made available to anyone who requests them.

### *Disqualification*

If a public official has a conflict of interest, the official may be required to disqualify himself or herself from making or participating in a governmental decision, or using his

or her official position to influence or attempt to influence a governmental decision. Assets and income of public officials which may be materially affected by their official actions should be disclosed and in appropriate circumstances the officials should be disqualified from acting in order that conflicts of interest may be avoided." *Gov. Code section 81002(c)*

"No public official at any level of state or local government shall make, participate in making or in any way attempt to use his official position to influence a governmental decision in which he knows or has reason to know he has a financial interest." *Gov. Code Section 87100*

202 *Board Of Trustees Authorities*

The Board of Trustees shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the School's name, with SDUSD pre-approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of key employees (iv) key employees salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property (ix) opening up or closing checking or savings accounts, and (x) selection of the Charter School's certified public accountants and (xi) other activities associated with the operations of the Charter School.

The Board of Trustees will meet monthly to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, and subcommittee reports.

203 *Signature Authorities*

To properly segregate duties within the Charter School, the President of the Board and the Charter Principal are the only individuals with signatory authority and are responsible for authorizing all cash transactions. Individual checks greater than \$10,000 will require dual signatures prior to check issuance.

204 *Government Access to Records*

The Business Manager or contracted business back office services provider will provide access to the organization's records to the SDUSD CFO or his designee and provide supporting records, as requested, in a timely manner.

205 *Security of Financial Data*

A. The system's accounting data must be backed up daily by the business back office services provider to ensure the recoverability of financial information in case of hardware failure. The back up will be stored in a fire safe area and properly secured.

- C. All other financial data, petty cash box, unused checks and unclaimed checks will be secured by the Business Manager or the business back office services provider from unauthorized access.

206 *Security of School Documents*

Originals of the following corporate documents are maintained and their presence is verified on a periodic basis:

- A. Charter and all related amendments
- B. Minutes of the Board of Trustees and subcommittees
- C. Banking agreements
- D. Leases
- E. Insurance policies
- F. Vendor invoices
- G. Grant and contract agreements
- H. Fixed asset inventory list

2079 *Use of School Assets*

- A. No employee may use any of the School property, equipment, material or supplies for personal use without the prior approval of the Business Manager or Principal.

208 *Use Of School Credit Cards*

- A. Charter School credit cards should only be issued with the formal approval of the Board of Trustee and with proper justification. The cost/benefit to the Charter School should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued they should be assigned to certain Charter School employees and should be used only for school-related expenditures. All charges must be supported by invoices or travel reports to be eligible for payment by the Charter School.
- B. Monthly credit card statements are reconciled to invoices and travel reports and are approved by the Principal, unless not deemed independent than the approval would be by the Board of Trustees.

**300 FINANCIAL MANAGEMENT POLICIES**

301 *Basis Of Accounting*

The Charter School will maintain their accounting records and related financial reports on the accrual basis of accounting.

302 *Accounting Policies*

The accounting policies and financial reporting adopted are consistent with the special purpose governmental unit requirements of the Financial Accounting Standards Board (FASB). FASB is the independent, private-sector, not-for-profit organization, that establishes financial accounting and reporting standards for public and private companies and not-for-profit organizations that follow Generally Accepted Accounting Principles (GAAP).

303 *Basis of Presentation*

The accounts of the Charter School are organized on a basis of the School Account Code Structure or SACS. The operations of the fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues and expenditures. The Charter School uses the following fund:

*Main Fund* - This fund of the Charter School is used to account for all financial resources associated with the operation of the school. In addition, all activities relating to Student Activities should be separately identified and recorded within this fund.

*Petty Cash Fund* – This fund of the school does not exceed \$2,000 and is used to account for express charges, postage and other small purchases which are not conveniently handled in the usual manner.

304 *Revenues*

Under the accrual basis of accounting, revenues recognized when earned.

305 *Expenditures*

Under the accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

306 *Incurred Costs*

For the purpose of invoicing funding sources for allowable costs under cost reimbursement contracts, the term "costs incurred" is defined as follows:

- A. Costs related to items or services incurred directly for the contract and received at the time of the request for reimbursement and is not specifically disallowed by the funding source.

307 *Cash Management*

- A. The School maintains cash accounts at the following banks:
  - 1. Operating – Wells Fargo
  - 2. Petty Cash Fund –Wells Fargo



- B. A schedule of aged accounts and grants receivable is prepared monthly and reviewed by the Principal for collection. Appropriate collection procedures are initiated, if necessary.

308 *Grants Receivable Aging Criteria*

Accounts receivable outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis.

309 *Grant/Contract Invoicing*

- A. All invoices are submitted to the funding sources by dates specified in the grant or contract agreement.
- B. The invoicing format is that specified by the funding source.

310 *Budgets*

- A. The Charter School prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projection are reviewed and approved by the Board of Trustees, at the annual meeting and modified, as necessary.
- B. Financial statements displaying budget vs. actual results are prepared by the back office services provider and reviewed by the Principal and presented to the Board of Trustees at each monthly board meeting.

311 *Insurance And Bonding*

- A. The School maintains minimum levels of coverage, as deemed appropriate by the Board of Trustees, for the follow policies:
  - 1. General liability
  - 2. Business & personal property (including auto/bus)
  - 3. Computer equipment
  - 4. Workers' compensation
  - 5. Personal injury liability
- B. The School requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Trustees.

312 *Record Retention And Disposal*

- A. Records are maintained for the following indicated minimum periods:
  - 1. Books, records, documents and other supporting evidence including paid, cancelled or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employees' timesheets and other public documents are retained for seven years after the original entry date.

- B. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.

312 *Record Retention And Disposal - continued*

- E. All financial records are maintained in chronological order, organized by fiscal year.
- F. In connection with the disposal of any records, a memorandum of record disposal is prepared by the Business Manager listing the record or the class of records disposed of. The Board of Trustees certifies this memorandum of records disposal.

313 *Financial Reporting*

The back office services provider maintains supporting records in sufficient detail to prepare the School's financial reports, including:

- A. Annually:
  - 1. Financial statements for audit
  - 2. Annual budget
- B. Monthly:
  - 1. Trial balance
  - 2. Internally generated budget vs. actual financial statements
  - 3. Billing invoices to funding sources
  - 4. Updating the cash flow projection
- C. Periodically:
  - 1. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
  - 2. Other reports upon request

314 *Audit*

The Board of Trustees arranges annually for a qualified certified public accounting firm to conduct an audit of the Charter School's financial statements in accordance with *Government Auditing Standards* and the *Governmental Accounting Standards Board*.

The audit reports will be submitted to the granting agency, (starting 2002) California Department of Education, (starting 2003) County Superintendent of Schools, and State Controller's Office by December 15 of each year. (Education Code 47605(m))

315 *Audit/Finance Committee*

The Board of Trustees appoints an audit/finance subcommittee. This subcommittee will nominate the independent auditor and review the scope and results of the audit. The

audit/finance subcommittee also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the subcommittee will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The audit/finance subcommittee will also review all financial information of the Charter School and provide recommendations to the Board of Trustees.

#### **400 POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY**

##### *401 ASSETS*

##### *402 Bank Accounts*

- A. Bank accounts for the indicated purpose and limitation(s) have been authorized by the Board of Trustees of the School at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks : Wells Fargo

##### *403 Petty Cash Payments*

- A. Petty cash payments are made from a fund not to exceed \$50, and should be for cash advances, local expense reimbursement and small-dollar vendor purchases, provided proper documentation is furnished with each request.
- B. The petty cash account is balanced on a monthly basis by the petty cash custodian. The replenishment check is made out to “(Custodian’s name) - *Petty Cash Custodian*” on an as needed basis.

##### *404 LIABILITIES AND FUND EQUITY*

##### *405 Accounts Payable*

Only valid accounts payable transactions based on documented vendor invoices, receiving report or other approved documentation are recorded as accounts payable.

##### *406 Accounts Payable Payment Policy*

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

##### *407 Accrued Liabilities*

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

##### *408 Liability For Compensated Absences*

- A. Compensated absences arise from employees' absences from employment due to vacation leave. When the Charter School expects to pay an employee for such compensated absences, a liability for the estimated probable future payments is accrued if all of the following conditions are met:

1. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.
  2. The employee's right to receive the compensation for the future absences is vested or accumulates.
  3. It is probable that the compensation will be paid.
  4. The amount of compensation is reasonably estimable.
- B. Compensated absences not required to be paid upon employee termination is only recorded when paid.

**409** *Debt*

- A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded in the Enterprise Fund.
- B. Loan agreements approved by the Board of Trustees should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

**500 REVENUE**

**501** *Revenue Recognition*

The School records revenue on the accrual basis of accounting, consistent with generally accepted accounting principles applicable to special purpose governmental units.

**600 FACILITIES**

**601** *Disposal Of Property And Equipment*

- A. No item of property or equipment shall be removed from the premises without prior approval from the Business Manager.
- B. The School has adopted standard disposition procedures for Charter School staff to follow, which include a *Asset Disposal Form*, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.
- C. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the Enterprise Fund.

**700 PROCUREMENT POLICIES**

*701* The School adheres to the following objectives:

1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
  2. Make all purchases in the best interests of the School and its funding sources.
  3. Obtain quality supplies/services needed for delivery at the time and place required.
  4. Buy from responsible sources of supply.
  5. Obtain maximum value for all expenditures.
  6. Deal fairly and impartially with all vendors.
  7. Maintain dependable sources of supply.
  8. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in the Charter School supplier relationships.
- A. The Charter School will execute a *Purchase Order* for all purchases and it shall be approved by the Principal for purchases less than \$10,000 and by the Board of Trustees if greater than \$10,000.
  - B. All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the Principal. The agreement will identify all the terms and conditions of the lease.

## **800 TRAVEL POLICIES**

### *801 Employee Mileage Reimbursement*

- A. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel. In addition, parking fees and tolls paid are reimbursable if supported by invoices.
- B. All employees requesting such mileage reimbursement are required to furnish a *Travel Report* containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by invoices, if applicable.

## **900 CONSULTANTS AND CONTRACTORS**

### *901 Consultant Utilization*

The utilization of all consultants and contract personnel are sufficiently evidenced by:

- A. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.

- C. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and the Charter School's rights to educational curricula and intellectual property developed.

## 902 *Independent Contractors*

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code. In particular, consultants will:

- A. Not be controlled as to what services will be performed and how these services will be performed. Consultants will not have set hours of work.
- B. Adhere to a precise contract scope of services, recomputed or at least adjusted annually. This consultant agreement will specify the obligation of the consultant to pay his or her own self-employment taxes, if applicable.
- C. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits.
- D. Not be assigned a permanent workstation.
- E. Make their services available or work for a number of firms or persons at the same time.
- F. Will use his or her own stationery or time sheet in billing for services.

## **PART II**

### **1000 - GENERAL ACCOUNTING PROCEDURES**

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for the Charter School.

#### **GENERAL LEDGER ACTIVITY**

##### *Control Objective*

To ensure that all General Ledger entries are current, accurate and complete.

##### *Major Controls*

###### **A. Timeliness of Entries**

All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

###### **B. Support Documentation**

All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.

###### **C. Audit Trail**

A complete audit trail is maintained by the use of reference codes from source documentation through the books of original entry and General Ledger, to periodic reporting statements.

### *Procedures*

1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the Business Manager before entering into the accounting system.
2. Each entry in the accounting system is reviewed and approved by the Business Manager.
3. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.
4. Non-recurring entries, such as for correcting entries, recording accruals and recording non-cash transactions, are prepared as circumstances warrant and on a monthly basis.
5. All entries in the books of original entry (e.g., cash receipts journal and checkbook) are made soon after the accounting event from authorized forms, and are prepared and reviewed by qualified accounting personnel.
6. All General Journal entries are supported by General Journal Vouchers that have supporting documentation attached, and are approved by the Principal.

## **GENERAL LEDGER CLOSE-OUT**

### *Control Objective*

To ensure the accuracy of financial records and reports.

### *Major Controls*

#### **A. Trial Balance**

Monthly, a trial balance is prepared to ensure the accuracy of the General Ledger account balances.

#### **B. Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers**

Reconciliations are prepared on a monthly basis.

### *Procedures*

1. At the end of each month, a trial balance of all General Ledger accounts is prepared by the back office business services provider to the Principal.
1. Reconciliation between the General Ledger control accounts and the subsidiary ledgers are completed by the back office business services provider.
2. At fiscal year end and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

## 1100 - CASH MANAGEMENT PROCEDURES

In this section, procedures are described for cash receipts, cash disbursements, and petty cash funds and prepaid items.

### **CASH RECEIPTS**

#### *Control Objective*

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

#### *Major Controls*

##### **A. Cash Flow Projection**

The Charter School annually prepares and updates monthly a cash flow projection for operations and capital cash needs to monitor and ensure adequate cash flow.

##### **B. Cash Receipts Policies**

The School has internal control systems in place to monitor cash receipts, and ensure that deposits are made in a timely manner. The School also uses electronic fund transfers to accelerate deposits.

##### **C. Internal Accounting Controls**

- (i) Opening of mail assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.
- (ii) Listed receipts and credits compared to accounts receivable and bank deposits.
- (iii) General Ledger control accounts reconciled with Accounts Receivable Subsidiary Ledger

#### *Procedures*

##### *A. General*

1. Mail is opened by the Receptionist who sorts the checks and forwards them to the Principal or the appropriate recipient.
2. All checks are restrictively endorsed immediately by the Principal.
3. The back office business services provider prepares journal entries and deposit slips.
4. A copy of each check to be deposited is made and attached to copy of the deposit slip and filed to provide support for all deposits.
5. The back office business services provider reviews and signs off on journal entries.
6. The back office business services provider inputs journal entries.
7. Either the back office business services provider or the Principal makes deposits on a daily or no later than on a weekly basis. If deposits are made other than daily, the deposit should be maintained in a secure area with limited access.



8. Reconciliation of cash receipts to deposit slips and bank statements are performed by the Principal and the back office business services provider on a monthly basis.

## **CASH DISBURSEMENTS**

### *Control Objective*

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

### *Major Controls*

#### **A. Cash Disbursement Policies**

Check preparation and signatures are delayed until the due date, consistent with available discounts if available.

#### **B. Internal Accounting Controls**

- (i) Pre-numbered checks and special check protective paper.
- (ii) Match disbursement records against accounts payable/open invoice files.
- (iii) Bank statements reconciled to cash accounts and any outstanding checks verified by either the back office business services provider, if applicable.
- (iv) Supporting documentation canceled to prevent resubmission for payment.
- (v) Detailed comparison of actual vs. budget disbursements on a periodic basis.
- (vi) Separation of duties to the extent possible for an organization the size of the School.

### *Procedures*

1. When the transaction is complete and payment is due, a pre-numbered check is prepared by the back office business services provider who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase requisition, etc.) and submits the package to the Principal for approval.
2. All invoices submitted for signature will include approvals for payment, expense account charged, check number and date of payment.
3. The Principal approves checks checks, after examining the supporting documentation.
4. After having been approved and/or signed, the checks are mailed directly to the payee by receptionist.
5. All supporting documents are canceled (i.e. stamped *PAID*) by the signatory and filed by back office business services provider.
6. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies.
7. Bank statements are reconciled soon after receipt by either the back offices business services provider and reviewed by the Principal.

## **PETTY CASH FUNDS**

### *Control Objective*

To control the use of petty cash funds for valid transactions.

### *Major Controls*

#### **A. Internal Accounting Controls**

- (i) Reconcile petty cash funds by employees with responsibilities independent of cash receipts, disbursements or custody.

### *Procedures*

1. The Charter School will maintain a petty cash system of \$50, which will be maintained and secured by the Principal or their designee.
2. The Principal or their designee maintains a log of all disbursements made from the petty cash fund and uses a *Petty Cash Voucher* for all petty cash disbursements.
3. When the fund needs to be replenished, a check request is prepared by the Principal or their designee, attaching the log of disbursements and the supporting vouchers. See cash disbursement procedure above for payment.
4. Any differences between the check request to bring the fund up to the petty cash amount and total disbursements made are reviewed and a justification is prepared.
5. Funds disbursements are entered into the General Ledger by expense category when the fund is replenished.

## **1200 - PAYROLL PROCEDURES**

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

### **PERSONNEL REQUIREMENTS**

#### *Control Objective*

To ensure that the School hires only those employees, full or part-time, it absolutely needs and exerts tight control over hiring new employees.

#### *Major Controls*

##### **Payroll Policies**

##### Procedures

## **New Employees**

1. Requests for new employees are initiated by the Principal and compared with the approved annual personnel budget.
2. New employees complete an *Application for Employment*.
3. New employees complete all necessary paperwork for payroll.
4. Employee is fingerprinted. Fingerprint clearance must be received by the school before any employee may start work.

## **Vacation and Sick Pay**

1. Employees accrue vacation time based on personnel policy of the Charter School.
2. Employee is required to provide at least two weeks advanced notice to supervisors for a vacation request.
3. Regular part-time employees will earn vacation time on a pro-rated bases based on personnel policy of the Charter School.
4. Employees' earned vacation balances are adjusted monthly to reflect vacation time earned and taken and reviewed by the Principal.
1. Sick leave taken is monitored against each employee's available sick time on an electronic spreadsheet and reviewed by the Principal.
2. Before vacation time is paid, a *Vacation Authorization Request* is to be prepared by the employee, which is reviewed and approved by the Principal.
3. The back office business services provider monitors vacation and sick time by maintaining a log for each individual.
4. A General Journal entry is prepared at year-end to record the accrued vacation liability.
5. Unused vacation time is based on personnel policy of the Charter School.

## **PERSONNEL DATA**

### **TIMEKEEPING**

#### *Control Objective*

To ensure that payment for salaries and wages is made in accordance with documented time records.

#### *Major Controls*

##### **A. Timekeeping Policies**

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives.

##### **B. Time Sheet**

Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

**C. Internal Accounting Controls**

- (i) Reconciliation of hours charged on time sheets to attendance records.

*Procedures*

**Time Sheet Preparation**

1. Hourly and salary employees prepare time sheets on a bi-weekly basis.
2. In preparing time sheets, employees:
  - (i) Enter hours in ink and sign the completed timekeeping record
  - (ii) Make all corrections in ink by crossing out the error and initialing the change.
  - (ii) Submit the completed time sheet to the Administrative Assistant or Receptionist.

**Approval and Collection of Time Sheets**

1. Each employee's time sheet is forwarded to the Administrative Assistant or Receptionist on a bi-weekly basis, which ensures all the timesheets are submitted in a timely manner. The Administrative Assistant or Receptionist forwards the timesheets to the Principal who reviews and approves them.
2. Authorized timesheets are collected by the Administrative Assistant or Receptionist and forwarded to the back office business services provider for processing.

**Reconciliation of Payroll to Time Sheets**

1. Hours shown on time sheets are reconciled to the hours recorded on the Payroll Register by the Principal or their designee for each time sheet period.

**PREPARATION OF PAYROLL**

*Control Objective*

To ensure that payment of salaries and wages is accurately calculated.

*Major Controls*

**A. Internal Accounting Controls**

- (i) Time records are periodically reconciled with payroll records.

*Procedures*

1. The Administrative Assistant or Receptionist forwards approved time sheets to the back office business services provider.
2. The total time recorded on time sheets and the number of employees is calculated by the back office business services provider.

3. Recorded hours from the bi-weekly time sheets are accumulated by the back office business services provider and communicated to the Payroll Service via modem or input into the in-house payroll software.
4. The payroll documents received from the in-house payroll software (e.g., calculations, payrolls and payroll summaries) are compared with time sheets, pay rates, payroll deductions, compensated absences etc. by the back office business services provider.
5. The back office business services provider verifies gross pay and payroll deductions.
6. The total hours and number of employees are compared with the totals in the Payroll Register by the back office business services provider.
7. The Payroll Register is reviewed and approved by the Principal.

## **PAYROLL PAYMENT**

### *Control Objective*

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

## **PAYROLL WITHHOLDINGS**

### *Control Objective*

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

### *Major Controls*

#### **A. Reconciliation of Payment and Payroll Withholdings**

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

#### **B. Internal Accounting Controls**

The in-house payroll software calculates payroll withholdings, which are reviewed and verified by the back office business services provider.

### *Procedures*

1. The in-house payroll software calculates payroll withholdings for each employee. These are summarized by pay period and recorded in General Ledger.
2. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the back office business services provider.
3. The back office business services provider reviews the accuracy and timeliness of payments made to third parties for payroll withholdings.
4. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee and reviewed and approved on a periodic basis by the back office business services provider.

## **1300 DEPRECIATION**

### *Procedures*

1. The School capitalizes all fixed assets when acquired, and records the historical cost of these items in the Enterprise Fund. In accordance with generally accepted accounting principles, as they relate to special purpose business-type activity, under FASB depreciation expense must be recorded in the statement of revenue, expenditures and changes in net assets. The Charter School will use the straight line method of depreciation over the assets useful life as determined as follow:

Computers	3 years
Office Equipment	5 years
Vehicles	5 years
Office Furniture	7 years
Leasehold Improvements	Life of lease or 5 years which ever is greater
Building Improvements	20 years
Building	30 years

## **1400 EXPENSE REIMBURSEMENT**

### *Control Objective*

To ensure the School pays for only authorized business expenses.

### *Major Controls*

#### **A. Travel Policies**

The School has adopted policies on travel reimbursement.

#### **B. Employee Expense Reimbursement Documentation**

Employees are required to obtain and furnish documentation for individual expenses of \$25 or over (provided they are not on a per diem basis) and company credit card purchases.

#### **C. Internal Accounting Controls**

- (i) Justification for travel approved by Principal
- (ii) Documentation for incurred employee expenses
- (iii) Documentation for company credit card purchase.

### **Expense Advance or Reimbursement**

Expense Reimbursement:

1. Soon after traveling, but not exceeding 30 days, an employee who seeks reimbursement for authorized expenses completes a *Travel Report* detailing the expenses incurred, attaching originals of supporting documentation.
2. All credit card purchases are supported by invoices in order to be reimbursed.

2. The employee's *Travel Report* and credit card purchases invoices are reviewed and approved by the Business Manager.

## **1500 - MANAGEMENT REPORTING PROCEDURES**

In this section, procedures are covered for supporting the annual budget, financial reporting and tax compliance.

### ***ANNUAL BUDGET***

#### *Control Objective*

To effectively support the preparation of the annual budget and its periodic review.

#### *Major Controls*

##### **A. Budget Process**

The Principal works with the back office business services provider and prepares the annual operating and capital budgets and cash flow projection, with input from the school's community. The budgets and projection are submitted to the Board of Trustees for approval.

##### **B. Internal Accounting Controls**

Accuracy and completeness of the budget and projections

#### *Procedures*

1. In preparation of the annual operating and capital budget and cash flow projection, the back office business services provider prepares a preliminary budgets and projection for review by the Principal in consultation with the school staff.
2. To support budgets and projection estimates, the back office business services provider prepares current year-to-date financial data with projections of year-end totals.
3. The back office business services provider and the Principal review the budgets and projection submitted for completeness and reasonableness.
4. The Board of Trustees approves and adopts the final budgets and projection.
5. The adopted budgets totals are entered in the General Ledger by the back office business services provider for the new fiscal year, in order to prepare budget to actual reports.

### ***FINANCIAL REPORTING***

#### *Control Objective*

To ensure the accuracy, completeness and timeliness of financial reporting to support decision-making.

#### *Major Controls*

**A. Schedule**

Monthly managerial reports are prepared based on a schedule.

**B. Review and Approval**

Financial reports are reviewed for accuracy and completeness.

**C. Audit**

The annual financial statements of the School are audited by a certified public accounting firm.

*Procedures*

1. The back office business services provider prepares monthly budget vs. actual financial reports and cash flow projection for the Board of Trustees meetings.
2. The Charter School submits to an audit of its financial statements by a qualified certified public accounting firm, in accordance with *Governmental Auditing Standards*
3. The School shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

**PAYROLL TAX COMPLIANCE**

*Control Objective*

To accurately prepare and file required tax documents on a timely basis.

*Procedures*

1. The School maintains a schedule of required filing due dates for:
  - (i) *IRS Form W-2* - Wage and Tax Statement.
  - (ii) *IRS Form W-3* - Transmittal of Income and Tax Statements.
  - (iii) *IRS Form 940* - Employer's Federal Unemployment (FUTA) Tax Return.
  - (iv) *IRS Form 941* - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
  - (v) *IRS Form 1099 MISC* (also *1099-DIV*, *1099-INT*, *1099-OID*) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
  - (i) Quarterly and annual state(s) unemployment tax return(s).
2. Before submission, all payroll tax documents and the supporting schedules are reviewed and approved by the back office business services provider for accuracy and completeness.



**Introduction**

Iftin Charter School (ICS) admissions goal is to attract enroll and retain the broadest spectrum of students and families representative of the rich diversity existing in the County. ICS will be nonsectarian in its programs, admissions policies, employment practices and all other operations. ICS will not charge tuition and will not discriminate in admissions against any pupil on the basis of ethnicity, national origin, gender, disability or any other legally protected category.

**Admission and Requirements for Admission**

ICS is open to any student in the State of California who meets the admissions requirements described herein. If the number of pupils who wish to attend ICS exceeds the school's capacity, attendance (except for existing pupils of ICS) shall be determined by a public random drawing, the process for which is described below.

**Admission Eligibility and Requirements**

In order to be eligible for enrollment in ICS, students must meet the following eligibility requirements:

- All students must have been fully immunized and present the appropriate health examination record in accordance with the California Health and Safety Code.
- If a student will turn five years of age after December 2 during the school year, that student may be eligible for admission on a case by case basis at the discretion of the Principal.
- No student may concurrently attend a private school that charges the student's family for tuition.
- All students shall reside in the State of California.
- If enrolled in an independent study program, a student shall be documented as a resident of the county in which the charter school reports its apportionment claims or an adjacent county.
- A student that has been previously expelled from ICS or another educational institution may be admitted to the school at the discretion of the governing board on a case-by-case basis.

## Iftin Charter School

### Admissions for Homeless Children and Youth

ICS complies with all applicable laws regarding homeless and foster youth, including but not limited to (McKinney-Vento Act)(42 U.S.C. § 11431-11435).

The McKinney-Vento Act defines homeless children and youths as individuals who lack a fixed, regular, and adequate nighttime residence.

ICS is committed to educating homeless children and youth. ICS shall not separate students on the basis of their status as homeless from the mainstream school environment. ICS will coordinate services to student's best interest.

Homeless or Foster students who apply for admission and who lack the required documents must be admitted immediately to their school of origin or the school whose attendance area includes their temporary residence. School staff must assist homeless students in obtaining the required documents.

The following is ICS procedure with students who are identified as Homeless or Foster.

#### **I. Homeless Youth:**

- 1) Prior to or first day of school
  - a) Liaison will meet with family in designated office.
  - b) Student will be provided with a uniform
  - c) If needed student will be provided with a backpack and school supplies
  - d) Student will promptly be provided services comparable to the services offered to other students in ICS such as:
    - i) Transportation
    - ii) Educational services which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency.
    - iii) Programs in vocational and technical education
    - iv) Programs for gifted and talented students
    - v) School nutrition programs

#### **II. Foster Youth:**

- 1) Prior to or the first day of school
  - a) Liaison will meet with family in designated office.
  - b) Student will be provided with a uniform
  - c) If needed student will be provided with a backpack and school supplies
  - d) Student will promptly be provided services comparable to the services offered to other students in ICS such as:
    - i) Transportation
    - ii) Educational services which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency.
    - iii) Programs in vocational and technical education

## **Iftin Charter School**

- iv) Programs for gifted and talented students
- v) School nutrition programs
- e) Liaison will work with previous schools to request records within two days of student enrollment
- f) Liaison will ensure that students are not marked down due to absences because of court proceedings or foster related items.

### **Student Policy-Admissions and Enrollment**

In order to ensure that all students will be placed appropriately and benefit fully from the education program, the following pre-admission procedures will be enforced. Failure to comply with any of these procedures will result in denial of admission. An admitted student will be removed from ICS if failure to comply with these procedures is discovered after admission has been granted. All eligible students must meet the following requirements:

- Complete applications for admission must be timely submitted to ICS no later than the deadline published for that school year.
- Indication of whether the student may require special education or related services, the student's home language and whether the student may be an English language learner;
- Authorization for ICS to request and receive student records from all schools the student has previously attended or is currently attending;
- Proof of full immunization or exception from the requirement;
- Proof of health examinations and oral examination required by the Health and Safety Code;
- Proof of age;
- Emergency Card;
- Free/Reduced Lunch Application
- Proof of residency;
- Parents/guardians/caregivers shall attend a pre-admission Information Open House Meeting or its equivalent.

A signed Receipt of The Student Handbook and The Parent Agreement shall be returned to ICS. Each application will be reviewed to ensure it is complete before the student will be considered for admission. Each application will include a description of the ICS's formal dispute resolution

## **Iftin Charter School**

process. Any student that has been denied admission for failure to meet the ICS's Admission Requirements and Process may avail him/herself to this process for reconsideration.

### **Enrollment Process and Guidelines**

There will be an open enrollment period each year, which will be advertised within the school community so that all interested students may have an equal opportunity to apply for admission. The deadline for accepting applications will be clearly stated. The process for enrollment proceeds as follows, (not necessarily in the exact order provided):

- ICS will determine class size/configuration for the school year;
- ICS will solicit from current students their intention to return the following year;
- The school will solicit from parents/guardians of current students their intention to apply for admission for siblings of current students;
- ICS will design program informational materials;
- ICS will plan one or more Information Open House Meetings (attendance at which is mandatory for admission);
- ICS will provide further information it its website or utilize other communication strategies;

### **Student Policy-Admissions and Enrollment**

With regard to diversification, ICS will actively recruit students throughout the community using a variety of public platforms. Additionally, ICS will mail information packets to families on wait/interest lists, including invitations to the Open House.

- ICS will host Information Open House Meeting(s) and record attendance;
- ICS will schedule school tours;
- ICS will establish and hold an open enrollment period so that all interested student may have an equal opportunity to apply for admission;
- ICS will determine the number of returning students at each level;
- ICS will determine the number of new students at each level;
- ICS will hold a random public drawing, if necessary;
- ICS will notify the families of the applicants who are accepted and rejected;

## **Iftin Charter School**

Non-accepted families will be placed on the waitlist in the order in which the students are drawn from the random public drawing. Children who complete the application process after the published deadline will be added to the wait list if it already exists. A wait list is maintained from year to year. Once on the wait list, a student would remain in that position until he/she is offered a spot in ICS or expresses no further interest. If families from the wait list are offered a position, they must accept that position within three business days or if they decline or fail to respond within three business days they may be removed from the wait list or placed at the bottom of the wait list if they desire.

### **Preferences**

In the event that there are more students applying for admission than available space, preferences shall be extended in the following order of priority:

- Pupils currently attending ICS;
- Siblings of students currently enrolled in ICS;
- Students residing within the boundaries of ICS.

Students residing outside the boundaries of ICS. Single Public Random Lottery. A lottery is a random selection process by which applicants are admitted to the charter school. Legislation requires a charter school to hold one lottery that provides qualified students with an equal opportunity to attend ICS. Under California state law, enrollment to ICS is governed by a Public Random Drawing (PRD). ICS shall conduct a single PRD for admission to the school for the following academic year. In order to be part of the PRD, a family must complete the short application and submit it to ICS in a timely manner. Each completed application will be assigned a number, and before the drawing, each number will be placed on a chip and put into a container. During the PRD, numbers will be drawn out of the container at random by a person other than a staff member or current ICS student family member. At the PRD, the numbers drawn out of the container at random are recorded, and the students will be admitted to the school in that order until all available spaces are filled. Those students who do not get picked in the PRD for the available spaces will be placed on a waiting list.

### **Enrollment Procedure**

Each year ICS will establish and open enrollment window period of time in which the school will accept applications for the coming school year. ICS governing board prior to January 1 of each year shall set this enrollment window period.

Enrollment packets shall be available at the ICS website all year round. However, only those online applications that are completed (including all required medical records) and received during the enrollment window period online will be considered for enrollment in the subsequent school year.

### **Wait List**

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. Those who apply after the lottery deadline are added to the end of the lottery wait

## Iftin Charter School

list in the order they are received. Vacancies that occur during the school year are filled according to the waitlist.

When a vacancy occurs during the school year, families are contacted in the order of the wait list and typically are given a reasonable amount of time, but not less than 48 hours, to decide whether or not to accept a space at the Charter School. In the event that no such wait list exists where the space is available, the space is made available on a first come, first served basis to the next interested family at the appropriate grade level.

The wait list for the current school year remains active until the school admissions period commences for the following year. Applications are only valid for the current year. In no circumstance will a wait list carry over to the following school year. Applicants must re-apply for the lottery annually if the Charter School is unable to offer them admission for the current year.

ICS maintains auditable records of the above activities.

*A person who suspects that the charter school has violated this policy may file a complaint with the chartering authority, San Diego County Office of Education, by using the Complaint and Notice form found on our school website: [www.iftincharter.net](http://www.iftincharter.net) or can be obtained from the office.*

### **Disenrollment**

Iftin Charter School shall not encourage a pupil to disenrollment or encourage students to seek enrollment in another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil has disabilities, is academically low-achieving, is an English learners, is neglected or a delinquent pupil, is homeless, or are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, a foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

*No student may be involuntarily dis-enrolled or dismissed from the Charter School without compliance with the Charter School Suspension/Expulsion policy.*

### **Parent/Guardian Responsibilities:**

## Iftin Charter School

When disenrolling a pupil Parent/Guardian will:

- Notify school in writing as soon as possible
- Complete the Disenrollment (one for each pupil) form and submit to the office at least 2 days prior to disenrollment date
- Collect all pupil materials from class and collect all final documents from the office

### **Iftin Charter's Schools Responsibilities:**

- School personnel (teacher or office staff) will notify school registrar of disenrollment
- School Registrar will ensure a Disenrollment form is completed for each child disenrolling 2 days prior to disenrollment date
- School Registrar will notify pupil teacher's and Operations Manager of disenrollment and last date of attendance
- School Registrar will pull student cumulative record and place original copy of disenrollment form in the file along with a copy of the final report card and latest test results, as available
- School Registrar will give parent/guardian a copy of the disenrollment form, final report card and latest test results on the pupils last day of enrollment

*Enrollment and Disenrollment forms can be found at: [www.iftincharter.net](http://www.iftincharter.net) or copy is available in the office.*

California Department of Education  
Charter Schools Division  
Revised October 2019

## Charter School Complaint Notice and Form

San Diego County Office of Education  
6401 Linda Vista Rd., San Diego, CA  
92111

(858) 295-6665

If you have questions about completing this form, please contact the Charter Schools Division by phone at 916-322-6029 or via email at [charters@cde.ca.gov](mailto:charters@cde.ca.gov).

### **Information for Parents:**

Please review the information on the Charter School Complaint Notice web page at <https://www.cde.ca.gov/sp/ch/cscomplaint.asp> for information on how to obtain the correct form from your charter school.



# Charter School Complaint Notice

## California *Education Code* Requirements

California *Education Code* (EC) Section 47605(d)(4) ([https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=47605&lawCode=EDC](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47605&lawCode=EDC)) states the following:

- A charter school shall not discourage a pupil from enrolling or seeking to enroll in a charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics:
  - Academically low-achieving
  - Economically disadvantaged (determined by eligibility for any free or reduced price meal program)
  - English learner
  - Ethnicity
  - Foster youth
  - Homeless
  - Nationality
  - Neglected or delinquent
  - Race
  - Sexual orientation
  - Pupils with disabilities
  
- A charter school shall not request a pupil's records or require the parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.
  
- A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason (except for suspension or expulsion).
  
- This notice shall be posted on a charter school's Internet website and a charter school will provide copies of this notice (1) when a parent, guardian, or pupil inquires about enrollment; (2) before conducting an enrollment lottery, and (3) before disenrollment of a pupil.

## Complaint Procedures

In order to submit a complaint, complete the Charter School Complaint Form and submit the form to the charter school authorizer, electronically or in hard copy, to the following location:

San Diego County Office of Education  
6401 Linda Vista Rd., San Diego, CA 92111  
(858) 295-6665  
kristin.armatis@sdcoe.net

# Charter School Complaint Form

Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Date of Problem: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Charter School (include address):

California *Education Code (EC)* Section 47605(d)(4) allows a parent or guardian to submit a complaint to the charter school authorizer when a charter school discourages a pupil's enrollment, requires records before enrollment, or encourages a pupil to disenroll. Please identify the basis for this complaint below, with specific facts, which support your complaint.

**Basis of complaint** (check all that apply):

- Pupil was discouraged from enrolling or seeking to enroll in the charter school.
- Records were requested to be submitted to the charter school before enrollment.
- Pupil was encouraged to disenroll from the charter school or transfer to another school.

Please provide further details:

**Please file this complaint with the authorizer of the charter school listed on the preceding page electronically or in hard copy.**

## Iftin Charter School

**Subject: Uniform Complaint Procedures**

**Policy #1000-13**

Iftin Charter School  
5465 El Cajon Blvd.  
San Diego, CA 92115  
619-265-2411  
[www.iftincharter.net](http://www.iftincharter.net)

Adopted by our Governing Board on

### **Uniform Complaint Procedures (UCP)**

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by Iftin Charter School of federal or state laws or regulations governing educational programs, including non-compliance with laws relating to pupil fees and our **Local Control and Accountability Plan (LCAP)**.

This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and non-compliance with laws relating to pupil fees or non-compliance with the requirements of our LCAP.

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

#### **The Responsibilities of *Iftin Charter School*:**

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations.

We shall investigate and seek to resolve, in accordance with our UCP process, any complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by Iftin Charter School that are subject to the UCP.

Iftin Charter School developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by our governing board or authorized designee.

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety

## **Iftin Charter School**

- Agricultural Career Technical Education
- Career Technical Education (Federal)
- Child Care and Development
- Compensatory Education
- Consolidated Application
- Course Periods without Educational Content
- Education Of Pupils In Foster Care, Pupils Who Are Homeless, Former Juvenile Court Pupils Now Enrolled In A School District, and Pupils Of Military Families
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans For Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health And Safety Issues In LEAs Exempt From Licensing

The programs and activities subject to the UCP in which Iftin Charter school implements are:

- After School Education and Safety
- Compensatory Education
- Course Periods without Educational Content
- Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and Children of Military Families
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Pupil Fees
- Physical Education Instructional Minutes
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

- Iftin Charter School is located on property owned by the San Diego Unified School District (District) property pursuant to a facilities use permit agreement. Complaints regarding facilities may be referred to the District, where appropriate.
- Allegations of child abuse shall be referred to County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
- Health and safety complaints regarding a Child Development Program shall be referred to the Department of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.
- Employment discrimination, harassment, intimidation or bullying complaints shall be sent to the State Department of Fair Employment and Housing (DFEH).
- Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

## Iftin Charter School

### Pupil Fees

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

### The Local Control Accountability Plan

The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF we are required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to California Education Code (EC) Section 52060(d).

### The UCP Annual Notice

We ensure annual dissemination of a written notice of our complaint procedures to all students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying.

Our UCP Annual Notice shall also include information regarding the requirements of *EC* Section 49010 through 49013 relating to pupil fees and information regarding the requirements of *EC* Section 52075 relating to the LCAP.

Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

### Filing UCP Complaints

#### When Filing Pupil Fees UCP Complaints

A pupil fees complaint may be filed with the principal of a school or our superintendent or his or her designee.

A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

A pupil fees complaint shall be filed no later than one year from the date the alleged violation occurred.

#### When Filing All UCP Complaints

We will provide an opportunity for complainants and/or representatives to present evidence or information.

## Iftin Charter School

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

Refusal by Iftin Charter School to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

The complaint will be investigated and a written report will be issued to the complainant by us within 60 calendar days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This report will contain the following elements:

1. The findings of fact based on the evidence gathered.
2. Conclusion of law.
3. Disposition of the complaint.
4. The rationale for such a disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal our Decision to the CDE.

### UCP Complaint Investigation

The staff member, position, or unit responsible to receive and investigate UCP complaints and ensure our compliance in our agency is

Maslah Yussuf/ CEO  
Iftin Charter School  
5465 El Cajon Blvd.  
San Diego, CA 92115  
619-265-2411  
[yussuf@iftincharter.net](mailto:yussuf@iftincharter.net)

The staff member, position, or unit responsible to receive and investigate UCP complaints and ensure our compliance in our agency is knowledgeable about the laws and programs assigned to investigate.

Iftin Charter School will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in *EC* Section 200 and 220 and Government Code (*GC*) Section section 11135, including any actual or perceived characteristics as set forth in Penal Code (*PC*) Section 422.55 or on the basis or a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity we conduct, which is funded directly by, or that receives or benefits from any state financial assistance.

Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

In compliance with California Code of Regulations, Title 5, section 4630(b)(3), the investigation of discrimination, harassment, intimidation, or bullying complaint shall be conducted in a manner that protects the confidentiality of the parties and maintains the integrity of the process and ensures complainants are protected from retaliation.

## Iftin Charter School

We advise complainants of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws.

### UCP Complaint Resolution

If *Iftin Charter School* finds merit in a complaint regarding Pupil Fees; Local Control and Accountability Plan (LCAP); and/or Physical Education Instructional Minutes (grades one through eight), the remedy shall go to all affected pupils and parents/guardians.

If we find merit in a complaint regarding Course Periods without Educational Content ; and/or Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district, and pupils in military families, the public school or LEA shall provide a remedy to the affected pupil.

We ensure an attempt shall be made in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

### UCP Complaint Appeal Process

An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

A complainant may appeal our UCP complaint report to the State Superintendent of Public Instruction or his or her designee at the CDE (here and after known as SSPI) regarding all specified federal and state educational programs subject to the UCP.

To appeal our UCP complaint report the complainant must file a written appeal within 15 calendar days of receiving our UCP complaint report.

However, to appeal our UCP complaint report regarding complaints about State Preschool Health and Safety Issues in LEAs Exempt from Licensing the complainant must file a written appeal within 30 calendar days of receiving the LEA's decision.

This appeal to the CDE must fully explain the basis for the appeal, stating how the facts of our Decision are incorrect and/or the law is misapplied.

In addition the appeal shall be sent to CDE with:

1. A copy of the original locally filed complaint; and
2. A copy of our Decision of this original locally filed complaint.

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#### Federal and State Laws Cited:

20 *United States Code* [20 U.S.C.] section 6301 et seq.

34 *Code of Federal Regulations* [34 CFR] sections 299.11.

5 *California Code of Regulations* [5 CCR] sections 4621[a], 4632, 4633.

*California Education Code* [EC] sections 200, 220, 222, 234.1-234.5, 262.3, 8200 – 8498, 8500 – 8538, 32280 – 32289, 33315, 33380 – 33384, 35186, 46015, 47606.5, 47607.3, 48645.5, 48645.7, 48853, 48853.5, 48985, 49069.5, 49010 – 49013, 51210, 51222, 51223, 51225.1, 51225.2, 51226–51226.1, 51228.1 – 51228.3, 52059, 52060 – 52075, 52300 – 52462, 52500 – 52617, 54440 – 54445, 64000, 64001, 65000.

*California Government Code* [GC] sections 11135, 17581.6[f].

*California Health and Safety Code* [HSC] section 1596.7925.

*California Penal Code* [PC] section 422.55.

*California Welfare and Institutions Code* [WIC] section 300.

# Iftin Charter School

**Subject: Williams Complaint Policies and Procedures**

**Policy #1000-15**

California Department of Education  
**Williams Complaint Policies and Procedures**

Iftin Charter School  
5465 El Cajon Blvd.  
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[www.iftincharter.net](http://www.iftincharter.net)

Adopted by our Governing Board on [Enter Month day, year]

## Williams Complaint Policies and Procedures

This document contains rules and instructions about the filing, investigation and resolution of a Williams complaint regarding alleged deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment.

Iftin Charter School adopted the Uniform Complaint Procedures (UCP) process in accordance with Chapter 5.1 (commencing with Section 4680) of the *California Code of Regulations*, Title 5, to resolve Williams complaints. This document presents information about how we process complaints concerning Williams Settlement issues. A UCP complaint is a written and signed statement by a complainant alleging a violation of state laws or regulations. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of state laws or regulations, regarding alleged deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. If a complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

### The Responsibility of Iftin Charter School

Iftin Charter School is required to have local policies and procedures that enable Williams Complaints to be handled through our UCP process, to post a classroom notice informing parents, guardians, pupils, and teachers of their rights to file a Williams complaint in each classroom in each school, and to provide a complaint form for Williams complaints regarding alleged deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment.

If a response is requested by the complainant, the response will go to the mailing address of the complainant indicated on the complaint.

If *Education Code* Section 48985 is applicable and 15 percent or more of the pupils in grades K – 12 enrolled in our district speak a language other than English, the Williams Complaint Classroom Notice and the Williams Complaint Form shall be written in English and in the primary language of the complainant. The complaint response, if requested, and final report shall be written in English and the primary language in which the complaint was filed.

A Williams Complaint about problems beyond the authority of the school principal shall be forwarded in a timely manner, but will not exceed 10 working days, to the appropriate school district official for resolution.

The principal or the designee of the district superintendent, as applicable, shall make all reasonable efforts to investigate any problem within his or her authority.

The principal, or, where applicable, district superintendent or his or her designee shall remedy a valid complaint within a reasonable time period but not to exceed 30 working days from the date the complaint was received. The principal, or where applicable, district superintendent or his or her designee, shall report to the complainant the resolution of the complaint within 45 working days of the initial filing, if the complainant identifies himself or herself and requested a response.

The principal makes this report; the principal shall also report the same information in the same timeframe to the district superintendent or his or her designee.

The school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district.



## Iftin Charter School

The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district.

The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

The complaints and responses shall be available as public records.

### **The Williams Complaint Classroom Notice**

We make sure that the Williams Complaint Classroom Notice is posted in each classroom in each school in the district and includes:

- The parents, guardians, pupils, and teachers,
- a statement proclaiming sufficient textbooks and instructional materials,
- (For there to be sufficient textbooks and instructional materials each pupil, including English Learners, must have a textbook or instructional materials, or both, to use in class and to take home)
- a statement that school facilities must be clean, safe, and maintained in good repair,
- a statement that there should be no teacher vacancies or misassignments, and the location at which to obtain a form to file a complaint in case of a shortage.

### **The Williams Complaint Form**

We make sure that the Williams Complaint form is available for parents, guardians, pupils, and teachers to use. Every school in our district shall have a complaint form available for such Williams complaints.

### **The Williams Complaint form shall include:**

- A section to indicate if a response is requested,
- A section for contact information including mailing address if a response be requested.
- A statement that a pupil, including an English Learner, does not have standards - aligned textbooks or instructional materials or state adopted or district adopted textbooks or other required instructional materials to use in class.
- A statement that a pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- A statement that textbooks or instructional materials are in poor or unusable condition, having missing pages, or are unreadable due to damage.
- A statement that a pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
- A statement that a condition poses an urgent or emergency threat to the health or safety of pupils or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air - conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- A statement that a school restroom has not been maintained or cleaned regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and towels or functional hand dryers.
- A statement that the school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when temporary closing of the restroom is necessary for pupil safety or to make repairs.
- A statement that a semester begins and a teacher vacancy exists. (A position to which a single designated certificate employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one - semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester).
- A statement that a teacher who lacks credentials or training to teach English Learners is assigned to teach a class with more than 20 percent English Learners pupils in the class.
- A statement that a teacher is assigned to teach a class for which the teacher lacks subject matter competency.
- A section to identify the location of the school in which the alleged violation took place,
- A section to identify the course or grade level, if applicable,
- A section where the complainant describes the specific nature of the complaint in detail,
- A statement that the complainant may include as much text as the complainant feels is necessary, and
- A statement identifying the place to file the complaint that includes the office and address of the principal or his/her designee of the school in which the alleged violation took place.

# Iftin Charter School

## Filing a Williams Complaint with Iftin Charter School

A Williams complaint shall be filed with the principal of the school or his or her designee, in which the complaint arises.

A Williams complaint may be filed anonymously. The complainant need not use the Williams Complaint form to file a complaint.

## How to Appeal a Williams Complaint

A complainant who is not satisfied with the resolution of the principal or the district superintendent or his or her designee, involving deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment, has the right to describe the complaint to the governing board of the school district at a regularly scheduled meeting of the governing board.

A complainant who is then not satisfied with the resolution proffered by the principal, or the district superintendent or his or her designee, involving a condition of a facility that poses an emergency or urgent threat, as defined in paragraph (1) of subdivision (c) of *EC* Section 17592.72, has the right to file an appeal to the State Superintendent of Public Instruction at the California Department of Education (CDE) within 15 days of receiving the report.

Conditions that pose an emergency or urgent threat (not cosmetic or nonessential) to the health and safety of pupils or staff while at school include the following:

- Gas leaks.
- Nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems.
- Electrical power failure.
- Major sewer line stoppage.
- Major pest or vermin infestation.
- Broken windows or exterior doors or gates that will not lock and that pose a security risk.
- Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff.
- Structural damage creating a hazardous or uninhabitable condition.

In regards to the resolution proffered by the principal, or the district superintendent or his or her designee, involving a condition of a facility that poses an emergency or urgent threat, the complainant shall comply with the appeal requirements of 5 *CCR* Section 4632.

A complainant may appeal the Decision of an emergency or urgent threat to the CDE by filing a written appeal within 15 days of receiving the Decision.

The complainant shall specify the basis for the appeal of the Decision and whether the facts are incorrect and/or the law is misapplied.

The appeal shall be accompanied by:

1. A copy of the original locally filed complaint; and
2. A copy of our Decision of this original locally filed complaint.

State Laws Cited:

California *Education Code* Sections 1240, 17592.72, 35186, 35292.5, 48985.

California *Code of Regulations*, Title 5 [5 *CCR*] Sections 4600–4687



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## Grounds and Building Caretaker Job Description

**Job Title:** Grounds & Building Caretaker

**Reports To:** Operations Manager

**Summary** Keeps school building and grounds maintained and in clean and orderly condition by performing the following duties.

**Essential Duties and Responsibilities** include the following. Other duties may be assigned.

Sweeps, mops, scrubs, finishes and vacuums hallways, stairs, bathrooms, classrooms, library, auditorium, and office space.

Empties and maintains all trash and garbage containers.

Performs minor and routine plumbing, or other minor and routine maintenance activities.

Cautions students regarding complaints about excessive noise, disorderly conduct or running, or any misuse of property.

Notifies administrative staff concerning the need for landlord repairs or additions to lighting, heating, and ventilating equipment.

Cleans leaves and debris from sidewalks, lunch arbor, playground, parking lot and all other areas of the school.

Mows lawn, trims shrubbery and trees, eliminates weeds and cultivates flowers.

Secure, close, and lock all windows, doors, chains, and gates at the end of each day.

### **Supervisory Responsibilities**

Directly supervises one employee. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

### **Competencies**

To perform the job successfully, an individual should demonstrate the following competencies:

Problem Solving - Identifies and resolves problems in a timely manner; Develops alternative solutions.

Quality - Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies feedback to improve performance; Monitors own work to ensure quality.



Safety and Security - Observes safety and security procedures; Determines appropriate action beyond guidelines; Reports potentially unsafe conditions; Uses equipment and materials properly.

Adaptability - Adapts to changes in the work environment; Manages competing demands; Changes approach or method to best fit the situation; Able to deal with frequent change, delays, or unexpected events.

Attendance/Punctuality - Is consistently at work and on time; Ensures work responsibilities are covered when absent.

Dependability - Follows instructions, responds to management direction; Takes responsibility for own actions; Keeps commitments; Commits to long hours of work when necessary to reach goals.; Completes tasks on time or notifies appropriate person with an alternate plan.

**Qualifications** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

#### **Education and/or Experience**

Associate's degree (A. A.) or equivalent from two-year college or technical school; or six months to one year related experience and/or training; or equivalent combination of education and experience.

#### **Language Skills**

Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the organization.

#### **Mathematical Skills**

Ability to add and subtract two-digit numbers and to multiply and divide with 10's and 100's. Ability to perform these operations using units of American money and weight measurement, volume, and distance.

#### **Reasoning Ability**

Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.



**Physical Demands** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is regularly required to stand; walk; sit; use hands to finger, handle, or feel; reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl and talk or hear. The employee must frequently lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision and distance vision.

**Work Environment** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is frequently exposed to outside weather conditions and risk of electrical shock. The employee is occasionally exposed to moving mechanical parts and high, precarious places. The noise level in the work environment is usually moderate.

**ICS reserves the right to refine its Job descriptions at any time in the best interests of its student population.**



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## School Supervision Aide Job Description

**Job Title:** School Supervision Aide

**Reports To:** Operations Manager

**Summary** Assists the school staff by supervising students in the cafeteria, lunch arbor and playground areas during breakfast, lunch and recess; and, before and after school as assigned.

**Essential Duties and Responsibilities** include the following. Other duties may be assigned. Reports, to the appropriate school personnel, or corrects any unsafe conditions or health or safety concerns.

Provides continuous supervision of students in the cafeteria, lunch arbor, and on the playgrounds, before and after school, and during recess and lunch periods as assigned.

Maintains order in the serving lines and eating areas.

Guides students in maintaining clean eating and play areas.

Enforces schools' rules concerning the health, safety, and behavior of students.

Reports all accidents involving student injury to the Principal or appropriate school staff.

### Competencies

To perform the job successfully, an individual should demonstrate the following competencies:

**Problem Solving** - Identifies and resolves problems in a timely manner; Develops alternative solutions; Uses reason even when dealing with emotional topics.

**Interpersonal Skills** - Focuses on solving conflict, not blaming; Listens to others without interrupting; Keeps emotions under control.

**Teamwork** - Balances team and individual responsibilities; Contributes to building a positive team spirit; Able to build morale and group commitments to goals and objectives; Supports everyone's efforts to succeed.

**Qualifications** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### Certificates, Licenses, Registrations

Finger print and Background clearance check and TB Clearance required;

### Other Qualifications

Ability to effectively supervise students. Must be able to establish and maintain effective working relationships with others.

**Physical Demands** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.



While performing the duties of this Job, the employee is regularly required to stand; walk, talk and hear. The employee is frequently required to use hands to finger, handle, and feel and reach with hands and arms. The employee is occasionally required to sit; climb and balance and stoop or kneel. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

**Work Environment** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is regularly exposed to outside weather conditions. The noise level in the work environment is usually moderate consistent with an elementary school environment.

**ICS reserves the right to refine its Job descriptions at any time in the best interests of its student population.**



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## Teacher Job Description

**Job Title:** School Teacher

**Reports To:** Instructional Leader

**Summary** Teaches elementary school students academic, social, and motor skills in a public charter school by performing the following duties and responsibilities.

**Essential Duties and Responsibilities** include the following. Other duties may be assigned.

**Engages and supports all students in learning.**

Uses Project Based Learning to teach and reinforce basic skills.

Uses Cooperative Learning to teach students to work collaboratively.

Plans and conducts activities for a balanced program of instruction that provides students with skills in reading, writing, computing, and speaking, throughout the curriculum.

Plans and supervises class projects, field trips, visits by guest speakers or other activities, and guides students in learning from those activities.

Counsels students when adjustment and academic problems arise.

**Creates and maintains effective environments for learning.**

Establishes and enforces rules for behavior and procedures for maintaining order in the classroom and on the playground.

Teaches knowledge, skills, habits, and ideals that promote learning and good behavior.

**Understands and organizes subject matter for learning.**

Works with grade level and vertical teams to map the curriculum to the State of CA standards, looking for overall coherence within and across grade levels.

**Plans instruction for and designs learning experiences for all students.**

Uses differentiated teaching strategies and instructional methods including Blackboard Configuration (BBC), Professional Learning Communities (PLC), Systematic English Language Development (SELD), and guided reading supports, to meet the needs of all learners and learning styles.

Modifies and supplements the curriculum to fill and close gaps for students.





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**Assesses students' learning.** Assesses all new students to determine ability levels, language proficiency, reading, math and other basic skill levels.

Prepares monthly formative assessments to monitor student growth and learning, identifies struggling students, and delivers targeted interventions to improve student performance.

Sets high but achievable goals for each student.

Identifies students for individualized instruction, After School, or Saturday School intervention.

Improves students' academic performance as measured by standardized tests, monthly benchmarks and other assessments of learning.

**Reflects on own teaching practice to develop as a professional educator.**

Works with families, communities and colleagues to improve professional practice.

Uses the strategies, tools, and resources gained in professional development.

**Fulfills professional responsibilities**

Establishes and maintains effective relationships.

Develops a personal relationship, based on care, love, and support, with each student.

Confers frequently with parents or guardians, teachers, counselors, and administrators in order to resolve students' behavioral and academic problems.

Complies with established rules, regulations, policies, contracts and laws.

Complies with all laws for Special Education including Child Search/Find efforts, Student Study Team participation, and in-service training.

Completes duties and assignments; participates in committees, extra-curricular activities, and service to the school.

**Records regular and accurate student attendance and adheres to all students schedules.**

Maintains accurate and complete student records as required by laws, school policies and regulations.

Shows consistency in grades and grade policies; shows evidence of integrity in the assignment, grading consistency, and fairness of homework.

Selects, stores, orders, issues, and inventories classroom equipment, materials, and supplies.



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## Competencies

To perform the job successfully, an individual should demonstrate the following competencies :

**Analytical** - Collects and researches data; Uses intuition and experience to complement data; Designs work flows and procedures.

**Problem Solving** - Identifies and resolves problems in a timely manner; Gathers and analyzes information skillfully; Develops alternative solutions; Works well in group problem solving situations; Uses reason even when dealing with emotional topics.

**Technical Skills** - Assesses own strengths and weaknesses; Pursues training and development opportunities; Strives to continuously build knowledge and skills; Shares expertise with others.

**Interpersonal Skills** - Maintains confidentiality; Remains open to others' ideas and tries new things.

**Oral Communication** - Speaks clearly and persuasively in positive or negative situations; Responds well to questions; Demonstrates group presentation skills; Participates in meetings.

**Written Communication** - Writes clearly and informatively; Edits work for spelling and grammar; Varies writing style to meet needs; Presents numerical data effectively; Able to read and interpret written information.

**Teamwork** - Balances team and individual responsibilities; Exhibits objectivity and openness to others' views; Gives and welcomes feedback; Contributes to building a positive team spirit; Puts success of team above own interests; Able to build morale and group commitments to goals and objectives; Supports everyone's efforts to succeed.

**Diversity** - Shows respect and sensitivity for cultural differences; Educates others on the value of diversity; Promotes a harassment-free environment.

**Ethics** - Treats people with respect; Keeps commitments; Inspires the trust of others; Works with integrity and ethically; Upholds the school's values.

**Organizational Support** - Follows policies and procedures; Completes administrative tasks correctly and on time; Supports school's goals and values; Benefits organization through outside activities; Supports affirmative action and respects diversity.

**Judgment** - Displays willingness to make decisions; Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions.

**Safety and Security** - Observes safety and security procedures; Determines appropriate action beyond guidelines; Reports potentially unsafe conditions; Uses equipment and materials properly.



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Attendance/Punctuality - Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

Dependability - Follows instructions, responds to management direction; Takes responsibility for own actions; Keeps commitments; Commits to long hours of work when necessary to reach goals.; Completes tasks on time or notifies appropriate person with an alternate plan.

**Qualifications** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Education and/or Experience**

Bachelor's degree (B.A. or B.S.) from a four-year college or university plus additional Teacher Training or Credential Program.

**Language Skills**

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

**Mathematical Skills**

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

**Reasoning Ability**

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**Computer Skills**

To perform this job successfully, an individual should have knowledge of Database software; Internet software; Spreadsheet software and Word Processing software, and be willing to learn to use new hardware and software.

**Certificates, Licenses, Registrations**

Valid CA State Teaching Credential for grades and subjects taught.

**Physical Demands** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand; walk; sit; use hands to finger, handle, or feel; reach with hands and arms and talk or hear. The employee must frequently lift and/or



move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

**Work Environment** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate and consistent with an elementary school environment.

**ICS reserves the right to refine its Job descriptions at any time in the best interests of its student population.**



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## Technology Coordinator Job Description

**Job Title:** Technology Coordinator

**Reports To:** Principal

**Summary:** Works under the direction of the Principal and Administration Staff to implement and support the school's technology program school-wide.

**Essential Duties and Responsibilities** include the following. Other duties may be assigned.

Evaluates, compares, orders, installs, configures, and maintains computer hardware and software for maximum efficiency and compatibility to meet the objectives of the school.

Encourages and supports use of technology devices in the classroom to enhance student learning and staff instructional practices.

Works with students one-to-one and in groups to reinforce academic skills and to instruct students in computer related skills and software as directed by the certificated staff.

Instructs students in the "Ethical use of Technology" and "Internet Safety," in the classroom, as directed by the certificated staff.

Maintains and records student progress.

Manages inventory of school technology equipment.

Provide instructional support in curriculum and staff development.

Participates in instructional planning sessions, vertical team meetings, and in-service training, to fully understand and incorporate technology into the instructional program.

Instructs staff in the use of technology devices and software and assists them in solving problems with these devices in the classroom.

Uses technology to support the collection and dissemination of student demographic and test data for purposes of reporting and analysis.

Manages and maintains information systems for circulation of library resources, curriculum resources, and other school resources as requested.

Creates and updates the school web site.



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## Competencies

To perform the job successfully, an individual should demonstrate the following competencies:

Analytical - Collects and researches data; Uses intuition and experience to complement data.

Technical Skills – Thorough knowledge of computer hardware and peripherals. Familiar with a large variety of software programs used in a school environment. Assesses own strengths and weaknesses; Pursues training and development opportunities to continually stay updated with changes in the industry; Strives to continuously build knowledge and skills; Shares expertise with others.

Oral Communication - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Responds well to questions; Demonstrates group presentation skills.

Written Communication - Writes clearly and informatively; Edits work for spelling and grammar; Varies writing style to meet needs; Presents numerical data effectively; Able to read and interpret written information.

Teamwork - Balances team and individual responsibilities; Gives and welcomes feedback; Contributes to building a positive team spirit.

Motivation - Sets and achieves challenging goals; Demonstrates persistence and overcomes obstacles; Measures self against standard of excellence; Takes calculated risks to accomplish goals.

Professionalism - Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for own actions; Follows through on commitments.

Adaptability - Adapts to changes in the work environment; Manages competing demands; Changes approach or method to best fit the situation; Able to deal with frequent change, delays, or unexpected events.

Attendance/Punctuality - Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

Dependability - Follows instructions, responds to management direction; Takes responsibility for own actions; Keeps commitments; Commits to long hours of work when necessary to reach goals.; Completes tasks on time or notifies appropriate person with an alternate plan.

Initiative - Undertakes self-development activities; Seeks increased responsibilities; Looks for and takes advantage of opportunities; Asks for and offers help when needed.



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Innovation - Displays original thinking and creativity; Meets challenges with resourcefulness; Generates suggestions for improving work; Presents ideas and information in a manner that gets others' attention.

**Qualifications** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### **Education and/or Experience**

Bachelor's degree (B. A.) from four-year college or university; or one to two years related experience and/or training; or equivalent combination of education and experience.

### **SKILLS AND QUALIFICATIONS:**

- Knowledge of installation, repair, upgrading and maintenance of district networked and stand-alone workstations and workstation peripherals (e.g. network cards, printers, drives, projectors, etc.); tools, materials, equipment, and procedures used in the installation, repair, upgrading and maintenance of district workstations and networks.
- Knowledge of safety procedures in the performance of required duties.
- Knowledge of user workstation and peripheral software installation and support.
- Knowledge of training users on district workstations and district software.
- Ability to operate workstations and peripherals connected to networks with speed and accuracy.
- Ability to communicate effectively in both technical and non-technical terms and to maintain cooperative working relationships with those contacted in the course of work.
- Ability to interpret and apply complex technical publications, manuals and other documents.
- Ability to understand and follow oral and written instructions.
- Ability to generate and maintain reports and related records.
- Ability to investigate and learn new equipment and software solutions to meet district needs.
- Knowledge of various complex computer programs, including but not limited to scanning programs, word processing, spread sheet, email, database, and calendaring.
- Knowledge of database concepts and information system technology, concepts, functions, policies and procedures.
- Ability to perform responsible, complex clerical work requiring independent judgment with speed and accuracy.



### **Language Skills**

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of students and employees.

### **Reasoning Ability**

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

### **Computer Skills**

To perform this job successfully, an individual must have advanced knowledge of computer hardware and software systems. Intermediate spreadsheet skills, including the ability to create workbooks, use multiple worksheets; format and print worksheets; sort lists. Intermediate email skills, including the ability to send and open a file attachment. Intermediate Database skills, such as the ability to create reports. Intermediate Word Processing skills, such as the ability to create, edit, spell check, save, and print a new or existing document, and simple character and paragraph formatting.

### **Other Skills and Abilities**

Ability to control and motivate children. Ability to operate and demonstrate the use of audio-visual equipment and computer systems.

**Physical Demands** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions:

Dexterity of hands and fingers to operate a computer keyboard.

Hearing and speaking to exchange information.

Seeing to view a computer monitor and read a variety of materials.

Sitting or standing for extended periods of time.

Lifting, carrying, pushing or pulling moderately heavy objects as assigned by the position

Bending at the waist, kneeling or crouching.

Reaching overhead, above the shoulders and horizontally.

**Work Environment** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.





While performing the duties of this Job, the employee usually works indoors in an Office/Classroom environment but may also be exposed to outside weather conditions. The noise level in the work environment is usually moderate consistent with an elementary school.

**ICS reserves the right to refine its Job descriptions at any time in the best interests of its student population.**

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## Special Education Specialist Job Description

**Job Title:** Special Education Specialist/ Case Manager

**Reports To:** Instructional Leader

**Summary:** Under the direction of the Instructional Leader, the Special Education Specialist (SES) will work collaboratively with our Instructional Leader, Contracted Service Providers and staff to provide leadership and case management for our special education program. This SES will work closely with School Administration and the SPED team to ensure that all students with disabilities educational needs are met.

**Essential Duties and Responsibilities** include the following. Other duties may be assigned.

Adapts lesson/s for the purpose of implementing the IEP goals and meeting the special needs of students.

Monitors to ensure service delivery commitments are met, that the implementation date is discussed at IEP meetings and that services are implemented on time.

Monitors activities that ensure federal, state and SELPA guidelines and timelines are met.

Advises parents and/or legal guardians of student progress for the purpose of supporting teacher's expectations, developing methods for improvement and/or reinforcing classroom goals in the home environment.

Assesses student's social needs (e.g. behavioral, motor development, communication, etc.) and academic needs (e.g. developmental level, vocational abilities, etc.) for the purpose of evaluating students and family requirements, placement and success of the program.

Collaborates with school personnel, agencies and community agencies (e.g. social service agencies, caretakers, etc.) for the purpose of developing and modifying the program to maximize the quality of student outcomes, developing solutions and planning curriculum.

Supervises special education support staff assigned at the school and directs instructional assistants, volunteers and/or student aides for the purpose of providing an effective school program and addressing the needs of individual students.

Ensure appropriate scheduling of staff and appropriate caseloads.

Instructs students with individualized special needs for the purpose of developing appropriate academic, interpersonal and daily living skills through a defined course of study.

Manages student behavior for the purpose of providing a safe and an optimal learning environment.

Prepares teaching materials and reports (e.g. grades, attendance, anecdotal records, etc.) for the purpose of implementing lesson plans and providing documentation of teacher and student progress.



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Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to Education Code, district and/or school policies.

**Other Job Functions:**

Administers medication, first aid and/or health care requirements as may be required for the purpose of providing specialized treatment and/or monitoring medical conditions of students.

Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.

Participates in various meetings (e.g. parent conferences, in-service training, site meetings, etc.)  
*Teacher - Special Education* for the purpose of receiving and/or providing information and/or meeting credential requirements.

Provide support for RTI

Perform other duties as assigned by the appropriate administrator.

**Supervisory Responsibilities**

May supervise the activities of several employees in the Special Education Department. Carries out supervisory responsibilities in accordance with Iftin Charter School's policies and applicable laws. Responsibilities may include interviewing, and training employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

**Qualifications** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Computer Skills**

To perform this job successfully, an individual should have knowledge of internet software, spreadsheet software, word processing software, and email. Also, experience using Data Analysis software such as Data Director, and Student Information System software such as Power School, plus a variety of other educational, financial, and administrative software tools is highly desirable. Experience in performance of functional behavior assessments, functional analysis assessments, development of behavioral plans and training and use of emergency behavioral interventions is desirable.

**Education, Experience**

This position requires a Bachelor's Degree from an accredited university program. Must have previous experience in Special Education and experience teaching in a special education program. Knowledge of development and implementation of behavior management programs, plans and strategies for children with autism and other behavior disabilities is required. Experience in Behavioral Modification/Applied Behavioral



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Analysis/Functional Behavioral Assessments or Assistive Technology hardware and software is preferred. Must be highly qualified under No Child Left Behind.

**Credentials and Certifications**

Valid California Education Specialists Credential (Mild-Moderate) with Autism certification; valid English Learner Certification; Criminal Justice background check and fingerprint clearance, and; TB clearance is required.

**Other Skills and Abilities**

Must possess knowledge of, and adherence to, current state and federal laws governing special education; be able to communicate effectively orally and in writing. Must have an ability to maintain professional confidentiality and work collaboratively with peers. Work with school personnel and community members in a pleasant and cooperative manner. Must have experience and training in a variety of appropriate curriculum, instruction, classroom management, and intervention techniques.

**Physical Demands** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is required to stand or sit for an extended period of time; be able to hear and speak to exchange information; to have dexterity of hands and fingers to use a computer keyboard, operate office equipment and other technology; to reach overhead, above the shoulders, and horizontally to retrieve and store files and supplies; to physically restrain students if appropriate; to crouch, bend at the waist and balance; The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus in order to perform assigned duties.

**Work Environment** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee may work in an office, computer lab, classroom and outdoor playground environment consistent with an elementary school. The noise level in the work environment is usually moderate. There may be some exposure to childhood or other diseases. Employee may be required to work, in emergency or urgent situations, outside of normal workdays and office hours.

**ICS reserves the right to refine its Job descriptions at any time in the best interests of its student population.**



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## Parent Liaison Job Description

**Job Title:** Parent Liaison

**Reports To:** Principal

**Summary:** Reaches out to organizations within the Iftin Charter Community to promote partnerships and foster cooperation. Reaches out to students and families to promote educational options at Iftin Charter School. The Outreach Coordinator performs the following duties:

**Essential Duties and Responsibilities** include the following. Other duties may be assigned.

Participates in the development of the school outreach plan.

Distributes educational materials in the community.

Involves families and communities as partners in the circle of education both inside and outside the classroom.

Coordinates parent and community volunteers.

Initiates and promotes a Parent/Teacher Organization.

Organizes educational programs for parents on topics such as discipline, parenting, health, support for education in the home, or other relevant topics.

Assists families in finding services and supports they need to become contributing members of the community.

Advertises and promotes Iftin Charter School in the community.

Recruits students for enrollment.

Creates an atmosphere which welcomes students, parents, and community members.

Contacts parents regarding student issues.

Refers parents to community resources and social services.

Interprets and translates from English, Somali, and Arabic language.

### **Competencies**

To perform the job successfully, an individual should demonstrate the following competencies :

Problem Solving - Works well in group problem solving situations; Uses reason even when dealing with emotional topics.

Interpersonal skills in a diverse environment - Manages difficult or emotional situations; Responds promptly to parent needs; Solicits parent feedback to improve service; Responds to requests for service and assistance; Meets commitments.



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Oral Communication - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Responds well to questions; Demonstrates group presentation skills; Participates in meetings.

Written Communication - Writes clearly and informatively; Edits work for spelling and grammar; Varies writing style to meet needs; Able to read and interpret written information.

Teamwork - Gives and welcomes feedback; Contributes to building a positive team spirit.

**Qualifications** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Education and/or Experience**

Bachelor's degree (B. A.) from four-year college or university; or one to two years related experience and/or training; or equivalent combination of education and experience.

**Certificates, Licenses, Registrations**

Fingerprint and Background check, and TB Clearance are required.

**Language Skills**

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of organization.

**Mathematical Skills**

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

**Reasoning Ability**

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

**Computer Skills**

To perform this job successfully, an individual should have knowledge of Internet software; Spreadsheet software and Word Processing software.

**Physical Demands** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand; walk; sit; use hands to finger, handle, or feel; reach with hands and arms and talk or hear. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

**Work Environment** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.



While performing the duties of this Job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.

**ICS reserves the right to refine its Job descriptions at any time in the best interests of its student population.**



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Office Clerk Job Description

**Job Title:** School Clerk

**Reports To:** Operations Manager

**Summary:** Assists the Business Manager with attendance accounting, student records, and registration.

**Essential Duties and Responsibilities include the following. Other duties may be assigned.**

Obtains attendance records from each teacher daily.

Accurately records student attendance in the Student Information System software program. (Registrar-lead/Back up)

Makes phone calls and verifies the student's absence as directed. (Back-up as needed)

Prints out attendance reports including the Phone Contact List, Collection Status Report, and Master Absence List. (Back-up)

Updates the Student Information System with any changes in attendance status. (Tardies only-Lead)

Prints out Attendance Verification documents from the Student Information System.

Fills out Absence Verification documents for requesting parents. (Attendance verifications-Back-up)

Issues Tardy Slips to late students.

Files student documents in their Cumulative Record folder, maintaining confidentiality per FERPA.

Requests Cumulative Record folders from transferring schools.

Sends Cumulative Record folders to requesting schools.

Assists parents with registration by providing and explaining the Enrollment Packet.

Makes a copy of all completed Home Language surveys and provides it to the English Learner Coordinator.

Makes a copy of all Health History & Concerns forms and provides it to the School Nurse.

Makes a copy of the Student Information form and provides it to the student's teacher prior to the student's first day of attendance.

Inputs student information into the Student Information System software. (Back up and updates)

Greets parents, students, employees, volunteers, visitors and members of the public.





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Directs all parents, visitors, and volunteers to sign in and out in the log book.

Answers the telephone, routes calls, and takes messages.

Sends outgoing mail and faxes and distributes all incoming mail and faxes.

Assists students in the health office.

Logs all injuries or health problems of students visiting the health office. (Back up)

Notifies a supervisor of any serious or emergency condition, or head injury of any kind.

Assists in enrolling students (back-up)

Assists with students sent to the office for discipline. (back-up)

Assists in sorting mail and distributing to mail boxes. (back-up)

Assists in organizing, decorating, preparing bulletin boards, and arranging the office space to create a welcoming atmosphere in the office.

### **Competencies**

To perform the job successfully, an individual should demonstrate the following competencies:

Customer Service - Responds to requests for service and assistance; Meets commitments; Solicits feedback to improve service.

Interpersonal Skills - Maintains confidentiality; Listens to others without interrupting; Keeps emotions under control.

Oral Communication - Listens and gets clarification; Responds well to questions.

Written Communication - Presents numerical data effectively; Able to read and interpret written information.

Diversity - Shows respect and sensitivity for cultural differences; Promotes a harassment-free environment.

Ethics - Treats people with respect; Keeps commitments; Inspires the trust of others; Works with integrity and ethically.

Organizational Support - Follows policies and procedures; Completes administrative tasks correctly and on time; Supports organization's goals and values; Benefits organization through outside activities.

Attendance/Punctuality - Is consistently at work and on time.



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Dependability - Follows instructions, responds to management direction; Takes responsibility for own actions; Keeps commitments; Completes tasks on time or notifies appropriate person with an alternate plan.

**Qualifications** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Education and/or Experience**

High school diploma or general education degree (GED); or one to three months related experience and/or training; or equivalent combination of education and experience.

**Language Skills**

Ability to read and comprehend detailed instructions, write correspondence, and memos. Ability to effectively present information in one-on-one and small group situations to parents, students, visitors, and employees of the school. May be required to have fluency in a needed language.

**Mathematical Skills**

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

**Reasoning Ability**

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

**Computer Skills**

To perform this job successfully, an individual should have knowledge of Student Information Systems software such as Zangle or Power School software, basic word processing software, and email.

**Certificates, Licenses, Registrations, Clearances**

This job requires First Aid and CPR certification. In addition, a Fingerprint and Background Clearance check and a Tuberculosis screening are required.

**Physical Demands** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is regularly required to sit. The employee is frequently required to use hands and fingers to type, file, open bottles with child safety locks, finger, handle, or feel; reach with hands and arms and talk or hear. The employee is occasionally required to stand and walk. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision.

**Work Environment** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.



The noise level in the work environment is usually moderate and consistent with an elementary school office.

**ICS reserves the right to refine its Job descriptions at any time in the best interests of its student population.**



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## Registrar Job Description

**Job Title:** Registrar

**Reports To:** Operations Manager

**Summary:** Coordinates school registration activities, maintains student files; maintains accurate attendance records, improves student attendance, and; performs a variety of office clerical duties.

**Essential Duties and Responsibilities:** Include the following.

### Registration/Enrollment

- Prepares and distributes registration packets to all interested parents. Coordinates the Kindergarten/New Student Orientation meetings in spring.
- Collects, reviews, and files registration materials including completed registration packets, proof of residence documents, copies of original birth certificates, copies of original immunization records, completed and signed health checkup forms (CHDP), completed and signed oral health assessment forms (OHR), and any other required information.
- Enters all enrollment and scheduling information in the Student Information System (SIS) data base.
- Communicates with schools to request files for new students and forward files for students leaving the school.
- Maintains confidentiality per FERPA.
- Prints student Exit Slips and processes student disenrollment.
- Completes SNOR, CALPADS, and other reports generated in the SIS database (Exit report, Pre ID labels, etc.)

### Attendance

- Maintains manual and computerized pupil attendance records
- Assists school staff with pupil attendance issues.
- Contacts parents, pupils, and district staff regarding attendance related issues.



- Inputs and updates pupil absence and attendance data in the SIS database.

Runs the following attendance reports: Collection Status Report (daily), Phone Contact List (daily), Master Absence list (daily), Monthly Accumulative report (monthly), in the SIS database.

Makes and receives parent calls to verify pupil absences. Updates and distributes attendance rosters to teachers. Issues and records early leave permits and tardy passes. Initiates and coordinates long-term absence Independent Study contracts. Participates in meetings and efforts to improve student attendance.

#### **Other Duties**

Provides first aid for pupils; calls parents about any health problems or injuries. Interprets and translates to and from the English and Somali languages. Monitors students for safety while in the office.

#### **Competencies**

To perform the job successfully, an individual should demonstrate the following competencies:

Problem Solving - Works well in group problem solving situations; Uses reason even when dealing with emotional topics.

Interpersonal skills in a diverse environment - Manages difficult or emotional situations; Responds promptly to parent needs; Solicits parent feedback to improve service; Responds to requests for service and assistance; Meets commitments.

Oral Communication - Speaks clearly; listens and gets clarification; Responds well to questions; Demonstrates group presentation skills; Participates in meetings.

Written Communication - Writes clearly and informatively; edits work for spelling and grammar; Varies writing style to meet needs; Able to read and interpret written information.

Teamwork - Gives and welcomes feedback; Contributes to building a positive team spirit.

#### **Qualifications**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Education and Experience:** A combination equivalent to graduation from high school and three years of increasingly responsible clerical experience, including at least two years of experience in a school setting performing student recordkeeping duties and involving extensive public contact.

**Language Skills:** Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of parents or employees of school.



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**Mathematical Skills:** Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

**Reasoning Ability:** Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several variables in standardized situations.

**Computer Skills:** To perform this job successfully, an individual should have knowledge of Internet, spreadsheet and Word Processing software. Must be familiar with Student Information System (SIS) software.

**Physical Demands:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand; walk; sit; use hands to finger, handle, feel; reach with hands and arms; talk; and, hear. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

**Work Environment** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.

**Certificates, Licenses, Registrations**

Criminal justice Fingerprint and Background check, and TB Screening, and CPR and First Aid Certification are required.

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## Instructional Aide Job Description

**Job Title:** Instructional Aide

**Reports To:** Instructional Leader

**Summary** Assists in supervising classroom, playground, and community activities of students; present instructional material under the teacher's direction to individual students or small groups; relieve teacher of routine clerical duties.

**Essential Duties and Responsibilities** Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities

- Tutor individual pupils or groups of pupils under the direction of the classroom teacher.
- Coordinate and supervise pupil use of library, computer lab or other resource center.
- Supervise pupils at assemblies, on field trips, and in lunch or play areas for the purpose of ensuring student safety.
- Presents, adapts and monitors instructional material to meet the individual student or small groups' needs in conjunction with the teacher's plan for the purpose of monitoring students' work.
- Assists with clerical tasks (e.g. simple computer application, typing, duplicating, filing, recording attendance) for the purpose of assisting staff in the completion of their work activities.
- Transports students, assisting them into and out of motor vehicles for the purpose of ensuring student safety.
- Maintains routine records for the purpose of providing written support and/or conveying information.
- Attends meetings (e.g. staff, parent/teacher) for the purpose of conveying and/or gathering information required to perform functions.
- Reports or corrects unsafe conditions for the purpose of ensuring a safe environment.
- Performs a variety of housekeeping duties for the purpose of maintaining health and safety of the students.
- Assists with personal hygiene, feeding of students, and handling of biohazards for the purpose of ensuring the health and safety of students and staff.



- Provides an example to students in communication, self-control, and cooperation for the purpose of ensuring a positive learning environment.
- Observes activities of students and independently follows through with behavior management programs for the purpose of assisting the teacher in maintaining order.
- Prepares instructional materials and operates audio-visual equipment under teacher's supervision.
- Plans, prepares, and arranges various instructional materials such as charts, graphs, bulletin boards, or audio-visual materials.
- Corrects student papers; checks homework assignments.
- Administers, grades, and records results of tests.
- Oversees and performs clean-up activities.
- Maintains class attendance or other records.
- Operates computers, Smartboards, and other audio-visual equipment.
- Participates in staff development activities and team meetings as assigned.
- May train supervision aides.
- Assists teachers in specialized functions.

**Competencies:** To perform the job successfully, an individual should demonstrate the following competencies:

Interpersonal Skills - Focuses on solving conflict, maintains confidentiality; Listens to others without interrupting; Keeps emotions under control; Remains open to others' ideas and tries new things.

Oral Communication - Speaks clearly and persuasively in positive or negative situations; listens and gets clarification; responds well to questions; demonstrates group presentation skills.

Written Communication - Writes clearly and informatively; edits work for spelling and grammar; able to read and interpret written information.





Teamwork - Exhibits objectivity and openness to others' views; gives and welcomes feedback; contributes to building a positive team spirit.

Diversity - Shows respect and sensitivity for cultural differences; educates others on the value of diversity; promotes a harassment-free environment.

Ethics - Treats people with respect; keeps commitments; works with integrity and ethically; upholds organizational values.

**Qualifications:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Knowledge:** Knowledge of general early childhood development; strategies to motivate children to become involved in activities; record keeping techniques; appropriate safety precautions and hygiene standards. Instructional/tutorial procedures and practices. Reading and writing English communication skills.

**Ability to:** Read, write, speak, and understand the English language. Demonstrate skill in the application of instructional/tutorial procedures and practices in reading writing and mathematics. Show enthusiasm for and interest in the instructional program. Establish and maintain effective working relationships with others. Plan and organize work. Meet schedules and time lines. Maintain records. Read, apply, and explain rules, regulations, policies, and procedures.

**Education and/or Experience**

High school diploma or equivalent, and two years of college (48 units), or A.A degree (or higher) or pass a local assessment of knowledge and skills in assisting instruction. Passing score on the CBEST test highly desirable.

**Checks, Clearances & Certifications:** Must have a Criminal Justice fingerprint clearance and background check; TB clearance. CPR/First Aid Certification is highly encouraged.

**Language Skills:** Knowledge of proper English usage. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively in front of groups of children.



**Mathematical Skills:** Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

**Reasoning Ability:** Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form.

**Computer Skills:** To perform this job successfully, an individual should have knowledge of Internet software and Word Processing software.

**Physical Demands:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally required to stand; walk; sit; use hands to finger, handle, or feel; reach with hands and arms and talk or hear. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

**Work Environment:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.

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Health Technician

**Job Title: Health Technician**

**Reports To: Operations Manager**

**Summary:** Provide assistance and support for various health programs in the School; administer basic first aid and screen ill or injured students in accordance with /State laws and School regulations; prepare and maintain a variety of records, file and reports.

**Essential Duties and Responsibilities:** (Incumbents may perform any combination of the essential functions shown below. Duties may vary from site to site. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

Provide assistance and support for various health programs in the school.

Assesses immediate health needs of ill or injured students; performs first aid procedures and screens ill or injured children according to established procedures; utilizes a variety of health products and supplies in caring for injuries and health needs.

Lift and move designated pupils as necessary in the use of bathroom facilities, including changing diapers and clothes, cleaning/showering, and providing personal hygiene care.

Notify the nurse, administrator, parents, or paramedics of emergency situations as necessary; provide emergency assistance such as mouth-to-mouth resuscitation or CPR as needed. Administer prescription medicine to students according to established timelines and physician instructions.

Screen students for lice; provide information to students and parents regarding lice; follow up with students as appropriate.

Prepare, maintain and type a variety of health-related records and files including students health records, student cum updates, immunization records, emergency medical records, accident reports and health and safety reports; prepare correspondence, forms, notices and referrals; maintain files and duplicate materials as necessary.

Review immunization records for compliance with all required immunizations, including Tdap booster, and enter information in The San Diego County Immunization Register (SDIR.)

Completes the OHR, Immunization and CHDP reports for the school.  
Maintain the health office in a clean, orderly and safe condition; maintain inventory and order first aid supplies as necessary.

Assist the District Nurse with student screenings including incoming kindergarten vision testing, height and weight recordings; review immunizations and health history; assist with other screening activities as assigned.



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Operate a computer and assigned software; operate standard office equipment as assigned. Assist with various clerical activities including answering phones, duplicating and typing materials and other activities as needed; assist with lunch duty as assigned.

Assist the District Nurse in gathering information for State-mandated and special reports. Track Repetitive Motion Injuries (RMIs) for employees and report to administration each injury, the work activity that predominantly caused the injury (50% or more), diagnosis, and contact information of the licensed physician who diagnosed the injury.

Notify Operations Manager if two or more RMI's result from identical work activity in a 12-month period.

Perform other duties as assigned.

**Qualifications** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Education and/or Experience:** A combination of training, experience, and/or education equivalent to one year of experience as a Health Assistant, Special Education Technician, or Special Education Health Technician or as a technician or other paramedical function in a medical or related field. Possession of a medical assistant, nursing assistant, or paramedic certificate or post high school courses leading to such certificate may be considered for substitution of the experience requirement.

#### **Language Skills**

Ability to read and interpret general policy handbooks, health, first aid, and technical procedures, or governmental regulations. Ability to write reports and business correspondences. Ability to effectively communicate health information to students, parents, administrators, paramedics or other emergency personnel. Ability to respond to questions from students, parents and school personnel.

#### **Certificates, Licenses, Registrations**

Valid First Aid and CPR Certificate issued by an authorized agency. Valid CA driver's license.

#### **Other Skills and Abilities**

##### **Knowledge of:**

First Aid and age-appropriate CPR techniques. Health and safety regulations. Laws, rules and regulations regarding child abuse and assigned activities. Modern office practices, procedures and equipment. Record-keeping techniques. Correct English usage, grammar spelling, punctuation and vocabulary. Oral and written communication skills. Interpersonal skills using tact, patience and courtesy.



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**Ability to:**

Administer first aid to ill or injured students. Perform mouth-to-mouth and CPR in emergency situations. Establish and maintain files, records and reports. Establish and maintain cooperative and effective working relationships with others. Understand and follow oral and written directions. Learn routine communicable diseases symptoms. Plan and organize work. Work confidently with discretion. Communicate effectively both orally and in writing. Read, explain and follow rules, regulations, policies and procedures. Apply appropriate care and procedures related to ill or injured students. Perform clerical duties such as filing, duplications, typing, and maintaining records. Operate health and standard office equipment,

**Reasoning ability:** Ability to solve practical problems and deal with a variety of variables in diverse situations. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**Computer Skills:** To perform this job successfully, an individual should have knowledge of internet software, spreadsheet software, word processing software, and email. Also, experience using Student Information System software such as Power School, plus a variety of other educational, financial, and administrative software tools is highly desirable.

**Physical Demands:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk and hear to exchange information and to monitor students and surroundings. The employee is frequently required to stand upon the playground or for up to 30 minutes; walk around a large school campus; sit for extended periods of time at a desk or in meetings or seminars; use hands and fingers to handle office equipment, computers, type on keyboards, use telephone and audio-visual equipment, and office supplies; to feel with fingers and reach with hands and arms over the head or to bend to pick up items from the floor. The employee must occasionally lift and or move up to 25 pounds and may be required to restrain students in an unsafe situation. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

**Work Environment** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate; consistent with an elementary school.

**ICS reserves the right to refine its job descriptions at any time in the best interest of its student population.**



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## Guidance Aide Job Description

**Job Title:** Guidance Aide

**Reports to:** Instructional Leader

**Summary:** Counsels students in Kindergarten through 8th grade who are experiencing school adjustment issues so that they improve academic performance, gain appropriate social skills, and exhibit positive behavior. Provides educational guidance services by performing the following duties.

**Essential Duties and Responsibilities:** Includes the following. : (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements).

Assists students to understand and overcome social and emotional problems. Works with students, individually or in small groups, to improve social skills and to develop appropriate relationships for the purpose of developing and/or enhancing skills.

Collaborates with assigned administrator, teachers, and parents for the purpose of meeting student needs and complying with program requirements.

Implements lesson plans and/or age appropriate activities for working with individual or small groups of children (e.g., games, art, music) for the purpose of strengthening social skills and social relationships.

Maintains daily communication with teachers for the purpose of coordinating student schedules, responding to inquiries, etc.

Maintains room, equipment, materials, and manual and electronic files and records for the purpose of ensuring availability of items; providing a safe learning environment; and/or meeting legal requirements.

Monitors individual and/or groups of students in a variety of settings (e.g., individual, in small groups, and in the classroom) for the purpose of providing a safe and positive learning environment.

Participates in training and scheduled conferences and in-service programs for the purpose of maintaining and/or enhancing the skills required to perform functions.

Promotes good habits for the purpose of improving student outcomes and encouraging student development.



Responds to questions from students, parents, and/or staff for the purpose of providing program information and/or referring to an appropriate party for follow-up.

Scores program and/or surveys or assignments for the purpose of assisting in selection of appropriate participants to improve academic or social skills.

Supports students for the purpose of promoting student success.

Uses assigned social curriculum with individual or small groups of students for the purpose of developing and/or enhancing skills.

Collects, organizes, and analyzes information about individuals through records, tests, interviews, and professional sources, to appraise their interests, aptitudes, abilities, and personality characteristics, for vocational and educational planning.

Engages in research and follow-up activities to evaluate counseling techniques.  
Completes duties and assignments; participates in committees, extra-curricular activities, and service to the school.

**Competencies:** To perform the job successfully, an individual should demonstrate the following competencies:

**Problem Solving** - Identifies and resolves problems; Gathers and analyzes information; Develops alternative solutions; Works well in group problem solving situations; Uses reason even when dealing with emotional topics.

**Technical Skills** - Pursues training and development opportunities; Strives to continuously build knowledge and skills; Shares expertise with others.

**Interpersonal Skills** - Assesses students' strengths and weaknesses; Focuses on solving conflict;

Maintains confidentiality; Keeps emotions under control; Remains open to others' ideas and tries new things.

**Oral Communication** - Speaks clearly and persuasively in positive or negative situations; listens and gets clarification; Responds well to questions; Participates in meetings such as Student Study Team, IEP, Parent, and other meetings.

**Written Communication** - Writes clearly and informatively; edits work for spelling and grammar; able to read and interpret written information.



Teamwork - Balances team and individual responsibilities; Gives and welcomes feedback; Contributes to building a positive team spirit; Puts success of team above own interests; Able to build morale and group commitments to goals and objectives; Supports everyone's efforts to succeed.

Diversity - Shows respect and sensitivity for cultural differences; educates others on the value of diversity; promotes an environment free from discrimination, harassment, intimidation and bullying.

Ethics - Treats people with respect; Keeps commitments; inspires the trust of others; Works with integrity and ethically; upholds the school's values.

Organizational Support - Follows policies and procedures; Supports school's goals and values.

Judgment - Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions.

Planning/Organizing - Uses time efficiently; Plans for additional resources; Sets goals and objectives; Develops realistic action plans.

Professionalism - Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position.

Safety and Security - Observes safety and security procedures; Reports potentially unsafe conditions; uses equipment and materials properly.

Adaptability - Adapts to changes in the work environment; Changes approach or method to best fit the situation; Able to deal with frequent change, delays, or unexpected events.

Attendance/Punctuality - Is consistently at work and on time; Arrives at meetings and appointments on time.

Dependability - Takes responsibility for own actions; Keeps commitments.

**Qualifications:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Education and/or Experience:** Bachelor's degree (B. A.) from four-year College or university; or one to two years related experience and/or training; or equivalent combination of education and experience.





**Language Skills:** Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of parents or employees of the school.

**Mathematical Skills:** Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

**Reasoning Ability:** Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

**Computer Skills:** To perform this job successfully, an individual should have knowledge of Word Processing software and student Information system software.

**Certificates, Licenses, Registrations:** Criminal Justice Fingerprint & Background Clearance. Tuberculosis Clearance

**Other Skills and Abilities:** Performs other related duties as assigned for the purpose of ensuring the efficient and effective function of the school

**Physical Demands:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand; walk; sit; use hands to finger, handle, or feel; reach with hands and arms; stoop, kneel, crouch, or crawl; and talk and hear. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

**Work Environment:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is typical of an elementary school environment and is usually moderate.



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## Discipline Coordinator Job Description

**Job Title:** Discipline Coordinator

**Reports To:** Instructional Leader

**Summary:** The Discipline Coordinator provides assistance to the School Principal & Instructional Leader in all assigned activities of the school site; maintains an environment that is safe, promotes inclusiveness, character development, and academic achievement; gives individual assistance to students having behavioral problems; and other duties as assigned. The Discipline Coordinator is responsible for student discipline and its improvement to support the instructional programs of the school.

**Essential Duties and Responsibilities** include the following. Other duties may be assigned.

Implements the school's discipline system creating clear expectations for student behavior and consistent follow up.

Assists teachers, school safety personnel and guidance aides to better understand and work more effectively with students having school related problems.

Observes classes to understand the nature of problems as they are experienced in the class setting.

Writes a variety of reports, documents incidents, and collects data in order to document activities, provide written reference, convey information and assess the needs of the students and school. Updates and prints behavior and suspension reports in PowerSchool.

Facilitates meetings and confers with students, parents, teachers and other school personnel where individual student behavioral problems are involved.

Requests parent participation in resolving students' school related problems. Supervises students on the playground and school grounds.

Intervenes in occurrences of inappropriate behavior of students for the purpose of assisting students in modifying such behavior and developing appropriate and successful social and interpersonal skills.

Participates in meetings, workshops and seminars for the purpose of conveying and/or gathering information required to perform required duties and responsibilities. Manages in school suspensions and detentions.

Performs other related duties as assigned.

Collaborates with the Guidance Aide, School Counselor, Instructional Leader and Principal.



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**Competencies:** To perform the job successfully, an individual is required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job requirements and stay up to date with policies, regulations, and procedures. The individual is required to demonstrate the following competencies:

Analytical Skills - Applies assessment rubrics, analyzes data, and uses assessments to inform decision-making.

Leadership - Inspires and motivates others, including staff and students, to perform their best; effectively influences actions and opinions of others.

Cooperation & Teamwork –Consults with peers and cooperates in planning, decision-making, facilitating and process improvement; Provides regular feedback to the team; Develops skills and encourages growth.

Ethics and Interpersonal Skills - Treats people with respect; Keeps commitments; Inspires the trust of others; Works with integrity and ethically; Upholds organizational values.

**Qualifications** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Education and/or Experience**

Bachelor’s Degree (B.A.) or equivalent and experience working in a charter school environment.

**Certificates, Licenses, Registrations**

DOJ Fingerprint and Background check, TB Screening and Clearance, and First Aid & CPR certification are required.

**Language Skills**

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from Board Members, Staff, Parents, Students and the General Public.  
Ability to speak the Somali language fluently is preferred.

**Mathematical Skills:** Ability to add, subtract, multiply and divide. Ability to calculate percentages, and perform data analysis, including collecting, displaying/representing, exploring, and interpreting data.

**Reasoning Ability:** Ability to solve practical problems and deal with a variety of variables in diverse situations. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.



**Computer Skills:** To perform this job successfully, an individual should have knowledge of internet software, spreadsheet software, word processing software, and email. Also, experience using Data Analysis software such as Data Director, and Student Information System software such as Power School, plus a variety of other educational, financial, and administrative software tools is highly desirable.

**Physical Demands:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk and hear to exchange information and to monitor students and surroundings. The employee is frequently required to stand upon the playground or for up to 30 minutes; walk around a large school campus; sit for extended periods of time at a desk or in meetings or seminars; use hands and fingers to handle office equipment, computers, type on keyboards, use telephone and audio-visual equipment, and office supplies; to feel with fingers and reach with hands and arms over the head or to bend to pick up items from the floor. The employee must occasionally lift and or move up to 25 pounds and may be required to restrain students in an unsafe situation. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

**Work Environment** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate; consistent with an elementary school.

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## School Counselor Job Description

**Job Title:** School Counselor

**Reports to:** Instructional Leader

**Summary:** Provides all students equitable access to a quality developmentally appropriate and comprehensive guidance counseling program focused on academic success, personal and social development and career and college guidance. Delivery of these services may be provided through individual and group activities as well as through classroom and assembly participation. The credentialed school counselor consults and collaborates with teachers, parents, and staff to increase student achievement, behavior, motivation and academic learning.

**Essential Duties and Responsibilities:** (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements).

Develops, plans, implements, promotes and evaluates a comprehensive developmental counseling and guidance program based on the National Standards for school counselors; consistently reviews and modifies the school counseling program to best fit the needs of the school and the students.

Actively utilizes a variety of data to evaluate the needs of the school and of the individual students, such as through the formation of a strategic plan for comprehensive counseling and guidance program activities or when assisting students and parents in interpreting and utilizing assessment data as a guide for individual goal setting and planning.

Plans and conducts structured classroom lessons to deliver the guidance curriculum effectively and in accordance with students' developmental needs.

Plans, monitors, and manages students' educational development, such as short and long-range educational goals, academic development, and personal/social development. Communicates and involves parents in this process.

Provides structured, goal-oriented prevention, intervention and responsive services to meet the identified needs of individuals or groups of students regarding academic, career, and personal/social issues.

Makes provision for being available by appointment to counsel students and consult and collaborate with school personnel, parents and other community members to increase the effectiveness of student education and promote student success.



Acts as a resource for teachers, such as consulting on the solution of classroom behavior problems and conducting in-service programs for faculty; provides opportunities for parent education programs.

Advocates for individual students and specific groups of students to ensure equal educational opportunities; promotes personalizing education for all students where feasible; assists with placements for students in appropriate specialized district programs  
Refers students and their families to specialists, programs, or outside agencies for services and/or education programs and opportunities.

Promotes positive attendance practices for all students; collaborates with parents, school, district staff, and legal authorities to resolve severe attendance problems; initiates legally required truancy actions and other corrective procedures, when appropriate.

Assists students in making smooth transitions between grade levels. Implements district policy and federal and state law in emergency situations which occur or are discovered in the school setting. Supervises students in out-of-classroom activities during the assigned working day in accordance with the Collective Negotiations Contract.

Attends in-service meetings to keep abreast of new developments in counseling and guidance. Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulations.

Takes all necessary precautions to protect integrity and safety of students, equipment, materials and facilities. Plans and supervises assignments for volunteers, and interns and provides feedback to building administration as requested

Serves on school committees that enhance counseling and guidance. Attends building and district meetings to promote communication and mutual decision making among the staff.  
Demonstrates and maintains an ongoing program of professional growth that satisfies credentialing, district requirements and personal expectations as a professional.

Attends established school/district-sponsored activities (e.g. Open House, Back-to-School Nights, programs and activities). Contributes to decisions made by the district and the building regarding budget, facilities, curriculum, and personal wellbeing.

Perform duties as Children and Youth in Transition Liaison in accordance with district and state guidelines.

Performs other duties as assigned during crises or emergency situations as determined by the Principal or designee.



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**Education and Qualifications:** Master's Degree and three years of successful experience-teaching, related social work, or experience related to the certified field. Experience working with students to include experience with implementing behavior management strategies. Holds a valid Pupil Personnel School Counseling Credential. Employment eligibility which may include fingerprints, health (TB) and/or other employment clearances.

Valid California driver's license and availability of private transportation (mileage expense allowance provided).

**Competencies:** Knowledge of:

- Effective counseling theories and practices.
- National Model for School Counseling Programs
- National Standards for School Counseling
- Mediation and Conflict Resolution strategies
- Human growth and development
- Community referral resources

State and Federal laws and ethical standards and district procedures regarding school counselors, students and their families and safety and protection of students. Emergency procedures.

Communicate effectively orally, listening and in writing with all segments of the population. Keep abreast of changes in the areas of school counseling.

Maintain current knowledge of and adhere to applicable provision of federal, state and district laws, rules and regulations; and district/school site policies and procedures.

- Adhere to Code of Ethics.
- Display the use of professional behavior, good judgment in making decisions.
- Promote and follows ethical standards for school counselors.
- Interpret, apply and explain rules, regulations, policies and procedure.
- Establish and maintain cooperative and effective working relationships with others.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and timelines.





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- Plan and organize work.
  - Operate computer systems and functions.
  - Organize and conduct workshops and group meetings.

**Working Conditions:** Duties are typically performed in a school setting. Must be able to hear and speak to exchange information and make presentations; see to perform assigned duties; sit or stand for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other equipment; kneel, bend at the waist, and reach overhead, above the shoulders and horizontally to retrieve and store files and supplies; lift light objects, sufficient mobility for prompt changes of position required to maintain order and discipline.

While performing the duties of this Job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate; consistent with an elementary school.

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## **Administrative Assistant Job Description**

**Job Title: Administrative Assistant**

**Reports to: Operations Manager**

**Summary:** Relieves the workload of the Administration by performing responsible administrative and working with the office team.

**Essential Duties and Responsibilities:** Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities.

Assists administration by performing highly responsible administrative detail of an operational or technical nature.

Makes special studies, prepares reports, and acts as a resource to school staff, parents, and community members.

Participates in the development, evaluation, implementation, revision, and interpretation of school policies, programs, and procedures.

Keeps a log of supplies requested by teachers or other staff. Orders books, supplies, office materials, reference materials, approved textbooks, core curricular materials, and non-capitalized equipment.

Distributes supplies and materials throughout the school.

Contracts and arranges for service, maintenance and supplies for copiers, printers and other duplicating machines.

Assists in the preparation and administration of special projects activities.

Participates in the Master Calendar committee.

Power Administrator and site technician for PowerSchool (back up).

Assists in building the Master Schedule and Course Scheduling in PowerSchool.

Assists in the preparation of purchase orders and payment of invoices ensuring accuracy of prices, transportation charges, terms, and materials or services ordered; reviews supporting records such as requisitions, packing slips, and freight bills.



Transcribes or composes correspondence and forms; prepares and distributes bulletins, circulars, and notices, and distributes application forms and other materials.

Assists in opening and distribution of mail.

Operates standard office machines, computers, and online data terminals.

Coordinates departmental or school activities including in-service training programs and business arrangements for student body activities.

Schedules maintenance work to minimize disruption of classroom activities.

Additional duties:

Prepares, calculates, and submits to the business office the instructional minutes.

Responsible for payroll, and fiscal control functions for all certificated and classified employees including expense reimbursements and payroll adjustments.

Gathers, reviews, and corrects or adjusts time sheets, time cards, printouts, and other documents.

Performs specialized clerical duties to support recruitment and employment of certificated or classified personnel.

Maintains employment records; prepares and updates hardcopy and/or electronic personnel records, folders, and files; searches employee files and compiles information as necessary for production of regular and special reports; verifies new employee references, birth certificates, military records, degrees, and other documents.

Performs other duties related to recruitment, orientation, and processing of new employees; explains School rules and regulations as appropriate to assigned function.

**Competencies:** To perform the job successfully, an individual should demonstrate the following competencies:

**Problem Solving** - Identifies and resolves problems; Gathers and analyzes information; Develops alternative solutions; Works well in group problem solving situations; Uses reason even when dealing with emotional topics.

**Technical Skills** - Pursues training and development opportunities; Strives to continuously build knowledge and skills; Shares expertise with others.



Interpersonal Skills - Assesses students' and staffs strengths and weaknesses; Focuses on solving conflict; Maintains confidentiality; Keeps emotions under control; Remains open to others' ideas and tries new things.

Oral Communication - Speaks clearly and persuasively in positive or negative situations; listens and gets clarification; Responds well to questions; Participates in meetings such as Student Study Team, IEP, Parent, and other meetings.

Written Communication - Writes clearly and informatively; edits work for spelling and grammar; able to read and interpret written information.

Teamwork - Balances team and individual responsibilities; Gives and welcomes feedback; Contributes to building a positive team spirit; Puts success of team above own interests; Able to build morale and group commitments to goals and objectives; Supports everyone's efforts to succeed.

Diversity - Shows respect and sensitivity for cultural differences; educates others on the value of diversity; promotes an environment free from discrimination, harassment, and intimidation and bullying.

Ethics - Treats people with respect; Keeps commitments; inspires the trust of others; Works with integrity and ethically; upholds the school's values.

Organizational Support - Follows policies and procedures; Supports school's goals and values.

Judgment - Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions.

Planning/Organizing - Uses time efficiently; Plans for additional resources; Sets goals and objectives; Develops realistic action plans.

Professionalism - Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position.

Safety and Security - Observes safety and security procedures; Reports potentially unsafe conditions; Uses equipment and materials properly.

Adaptability - Adapts to changes in the work environment; Changes approach or method to best fit the situation; Able to deal with frequent change, delays, or unexpected events.

Attendance/Punctuality - Is consistently at work and on time; Arrives at meetings and appointments on time.

Dependability - Takes responsibility for own actions; Keeps commitments.



**Qualifications:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Education and/or Experience:** Any combination of training, experience, and/or education equivalent to graduation from a recognized four-year college or university with a degree in business, public administration, or similar area, and two years of recent, related experience

**Language Skills:** Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of parents or employees of the school. Bilingual preferred.

**Mathematical Skills:** Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

**Reasoning Ability:** Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

**Computer Skills:** To perform this job successfully, an individual should have knowledge of Word Processing software and student Information system software.

**Certificates, Licenses, Registrations:** Criminal Justice Fingerprint & Background Clearance. Tuberculosis Clearance. CPR and First Aid certification.

**Other Skills and Abilities:** Performs other related duties as assigned for the purpose of ensuring the efficient and effective function of the school

**Physical Demands:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand; walk; sit; use hands to finger, handle, or feel; reach with hands and arms; stoop, kneel, crouch, or crawl; and talk and hear. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.



Hearing and speaking to exchange information; seeing to read, prepare, and proofread documents. Sitting for extended periods of time.

Dexterity of hands and fingers to operate a computer keyboard and other office equipment. Kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lifting light objects.

**Work Environment:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is working in an Elementary (K-8) school office. The employee is occasionally exposed to outside weather conditions. The noise level in the work environment is typical of an elementary school office environment and is usually moderate.

**ICS reserves the right to refine its Job descriptions at any time in the best interests of its student population.**



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## School Security Job Description

**Job Title:** Security

**Reports To:** Operations Manager

**Summary:** Assigned to a post or patrol the school campus and parking lot to ensure school security and pupil safety; supervises pupils on campus and at school activities, and assists in the enforcement of rules and regulations. Assists the school staff by supervising students in the cafeteria, lunch arbor and playground areas during breakfast, lunch and recess; and, before and after school as assigned.

**Essential Duties and Responsibilities:** Include the following. (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

**Main Gate and Parking Lot Duty:** Monitors incoming vehicles for drop off and smooth transition. Maintain alertness for problems likely to be injurious to persons or property; corrects or reports conditions hazardous to the health and safety of pupils, the public, and staff. Communicates with school staff via portable radio; report hazards or unsafe conditions on school property to principal or designee. Contacts violators and provides notices of violations. Screens persons entering school grounds and reports presence of unauthorized persons, or stop visitors to campus to ensure they are properly authorized. Maintains positive and effective working relationships with School Police Services personnel and local law enforcement agencies and representatives.

**Campus Patrol:** Patrols campus during school hours and provides general supervision of pupils outside of class. Maintain alertness for problems likely to disrupt the educational process or to be injurious to persons or property; corrects or reports conditions hazardous to the health and safety of pupils, the public, and staff. Conducts safety checks of the campus and notifies the supervisor, as appropriate, of violations or hazards, communicates with school staff via portable radio; reports hazards or unsafe conditions on school property to principal or designee. Conducts a daily security tour of the school and identifies areas needing immediate attention.

Provides supervision of students in the cafeteria, lunch arbor, and on the playgrounds, before and after school, and during recess and lunch periods as assigned.

Reports all accidents involving student injury to the Principal or appropriate school staff.

### Competencies

To perform the job successfully, an individual should demonstrate the following competencies:  
Problem Solving - Identifies and resolves problems in a timely manner; Develops alternative solutions; Uses reason even when dealing with emotional topics.



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Interpersonal Skills - Focuses on solving conflict, not blaming; Listens to others without interrupting; Keeps emotions under control.

Teamwork - Balances team and individual responsibilities; Contributes to building a positive team spirit; Able to build morale and group commitments to goals and objectives; Supports everyone's efforts to succeed.

**Qualifications** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Education and Experience:**

Any combination of training, experience, and/or education equivalent to graduation from high school. One year of working with youth in an organized setting and/or security guard experience is desirable. Some positions may require bilingual verbal, written, and translation skills. Possession of BSIS certification highly desirable.

**Certificates, Licenses, Registrations** Fingerprint and Background clearance check and TB Clearance required;

**Other Qualifications**

Ability to effectively supervise students. Ability to use two-way radio and maintain clear concise information. Must be able to establish and maintain effective working relationships with others.

**Physical Demands** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is regularly required to stand; walk, talk and hear. The employee is frequently required to use hands to finger, handle, and feel and reach with hands and arms. The employee is occasionally required to sit; climb and balance and stoop or kneel. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

**Work Environment** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.





While performing the duties of this Job, the employee is regularly exposed to outside weather conditions. The noise level in the work environment is usually moderate consistent with an elementary school environment.

**ICS reserves the right to refine its Job descriptions at any time in the best interests of its student population.**



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## Operations Manager Job Description

**Job Title:** Operations Manager  
**Reports to:** Principal

**Summary:** Provides Administrative support to the Board of Directors and Corporation.

Relieves the work load of the Principal by performing administrative, management and staff duties and directing the work of assigned staff.

**Essential Duties and Responsibilities** include the following. Other duties may be assigned.

Participates in the development, evaluation, implementation, revision, and interpretation of Corporate and School policies, programs, and procedures.

Prepares Board of Directors meeting agendas and related documents in accordance with legal requirements; coordinates with various departments for supporting documentation; and publishes official notices as required.

Attends regular monthly and special meetings of the Board of Directors; records actions taken at meetings; processes documents approved at Board meetings including resolutions, agreements, and contracts; and prepares and distributes minutes of the meetings.

Conducts administrative functions for the Principal; composes correspondence; and develops forms.

Conducts administrative functions for the Board of Directors, such as creating and maintaining computer files for Director data, composing correspondence, reappointment letters, and memos, preparing Director correspondence, replying to Director inquiries, and maintaining records of present and past Director representatives.

Drafts correspondence and write or screen information for the news media.

Serves as Filing Officer for the preparation of the Fair Political Practices Commission Statement of Economic Interests Form 700 for completion by Board of Trustees, selected staff, filing forms with the Clerk of the Board of Supervisors, updating District Conflict of Interest Code, and submitting resolution to the Board of Supervisors for approval on a biennial basis.

Files Statement of Information with the Secretary of State annually.

Maintains Corporation records such as minutes, resolutions, agreements, contracts, and policies; implements and maintains a filing system for Corporation business and correspondence.

Responds to request for records according to the California Public Records Act.

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Communicates with the San Diego Unified School District Charter Office on Corporation and School matters.

Communicates with Corporate Counsel on Corporation matters involving legal issues and maintains confidential information regarding sensitive matters.

Makes special studies, prepares reports, and acts as a resource to Board of Directors, Corporation staff, School staff, parents, and community members.

Coordinates annual CALPADS and CBEDS reporting including CALPADS Report 3.5 NCLB Core Course Section Compliance.

Participates in administrative meetings as a member of the school administrative team.

Participates in the Master Calendar Committee.

Participates in the development of school budgets and budget committee.

Communicates with and provides necessary documentation to auditors.

Prepares or supervises the preparation of manuals, handbooks, and newsletters as assigned.

Interprets contract language and reviews contracts for proper approval; Supervision of payments ensuring accordance with contract terms, established policies, procedures, laws, and regulations.

Maintains auditable fiscal records and provides necessary documentation to auditors.

Manages employee benefits programs including group medical, dental, vision, life insurance, and other benefits as assigned.

Manages Corporation risk management programs including Workers Compensation, General Liability, Directors and Officers and Student Accident insurance and other risk management programs as assigned.

Reports any work-related fatalities, in-patient hospitalizations, amputations or loss of eye injuries to OSHA.

Participates annually in updating the Safety Plan, crisis response box, emergency procedures and Illness and Injury Prevention Program.

Performs specialized clerical duties to support recruitment and employment of certificated or classified personnel including screening certificated and classified applicants for interviews, determining placement on salary schedules, preparing job descriptions and organizational charts, developing salary scales.

Participates in maintaining employment records; prepares and updates hardcopy and/or electronic personnel records, folders, and files; searches employee files and compiles information as necessary for production of regular and special reports.



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Verifies new employee references, birth certificates, military records, degrees, and other documents. Conducts initial and annual verification of core teacher's credentials as reported by the CA Commission on Teacher Credentialing;

Coordinates preparation of the School Accountability Report Card (SARB), an annual publication

Coordinates Preparation for the Authorizer's Annual Site Visit.

Transcribes or composes correspondence and forms; prepares and distributes bulletins, circulars, and notices, and distributes application forms and other materials.

Operates standard office machines, computers, and online data terminals.

Trains and directs the work of assigned staff (Safety and Custodial).

Performs related duties as assigned.

#### **Supervisory Responsibilities**

Carries out supervisory responsibilities in accordance with the school's policies and applicable laws. Responsibilities include interviewing and training employees; planning, assigning, and directing work; addressing complaints and resolving problems.

#### **Competencies**

To perform the job successfully, an individual should demonstrate the following competencies:

**Problem Solving** - Identifies and resolves problems; Gathers and analyzes information; Develops alternative solutions; Works well in group problem solving situations; Uses reason even when dealing with emotional topics.

**Technical Skills** - Pursues training and development opportunities; Strives to continuously build knowledge and skills; Shares expertise with others.

**Interpersonal Skills** - Assesses students' and staffs strengths and weaknesses; Focuses on solving conflict; Maintains confidentiality; Keeps emotions under control; Remains open to others' ideas and tries new things.

**Oral Communication** - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Responds well to questions; Participates in meetings such as Student Study Team, IEP , Parent, and other meetings.

**Written Communication** - Writes clearly and informatively; edits work for spelling and grammar; able to read and interpret written information.



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Teamwork - Balances team and individual responsibilities; Gives and welcomes feedback; Contributes to building a positive team spirit; Puts success of team above own interests; Able to build morale and group commitments to goals and objectives; Supports everyone's efforts to succeed.

Diversity - Shows respect and sensitivity for cultural differences; educates others on the value of diversity; promotes an environment free from discrimination, harassment, intimidation and bullying.

Ethics - Treats people with respect; keeps commitments; inspires the trust of others; works with integrity and ethically; upholds the school's values.

Organizational Support - Follows policies and procedures; supports school's goals and values.

Judgment - Exhibits sound and accurate judgment; supports and explains reasoning for decisions; Includes appropriate people in decision-making process; makes timely decisions.

Planning/Organizing - Uses time efficiently; plans for additional resources; sets goals and objectives; develops realistic action plans.

Professionalism - Approaches others in a tactful manner; reacts well under pressure; treats others with respect and consideration regardless of their status or position.

Safety and Security - Observes safety and security procedures; reports potentially unsafe conditions; uses equipment and materials properly.

Adaptability - Adapts to changes in the work environment; changes approach or method to best fit the situation; able to deal with frequent change, delays, or unexpected events.

Attendance/Punctuality - Is consistently at work and on time; arrives at meetings and appointments on time.

Dependability - Takes responsibility for own actions; keeps commitments.

**Qualifications** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Education and/or Experience**

Bachelor's degree (B. A.) from four-year College or university; or five years related experience and/or training; or equivalent combination of education and experience.

**Language Skills**

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of parents or employees of the school.



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**Mathematical Skills**

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

**Reasoning Ability**

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

**Computer Skills**

To perform this job successfully, an individual should have knowledge of Word Processing software and student Information system software.

**Certificates, Licenses, Registrations**

Criminal Justice Fingerprint & Background Clearance. Tuberculosis Clearance

**Other Skills and Abilities**

Performs other related duties as assigned for the purpose of ensuring the efficient and effective function of the school

**Physical Demands** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand; walk; sit; use hands to finger, handle, or feel; reach with hands and arms; stoop, kneel, crouch, or crawl; and talk and hear. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

**Work Environment** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is typical of an elementary school environment and is usually moderate.



**EDUCATION AND EXPERIENCE:**

Any combination of training, experience, and/or education equivalent to graduation from a recognized four-year college or university with a B.A. or B.S. and three years of recent, related and responsible office experience.

**LICENSES AND OTHER REQUIREMENTS:**

Possession of a valid California driver's license and availability of private transportation may be required for some positions in this job class  
First Aid/CPR certification

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:** Modern office procedures and methods.  
Knowledge of accounting principles and procedures.  
Correct English usage, grammar, spelling, punctuation, and vocabulary.

**ABILITY TO:**

Communicate effectively orally and in writing.  
Meet schedules and timelines.  
Prepare reports, correspondence, statistical analyses, and financial statements.  
Establish and maintain effective working relationships with all levels of staff, students, and the public.

Operate standard office equipment, including microcomputers and related software applications including Microsoft Office.  
Read, interpret, apply, and explain rules, regulations, policies, and procedures.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Indoor, office setting

**PHYSICAL REQUIREMENTS:**

Hearing and speaking to exchange information; seeing to read, prepare, and proofread documents; sitting for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lifting light objects.

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**Iftin Charter School Corporation**  
**CEO Job Description**

**GENERAL RESPONSIBILITIES:**

The Chief Executive Officer is hired and evaluated directly by the Board. The CEO works at the direction of the Board of Directors and oversees the fiscal, educational, and operational areas of Iftin Charter School Corporation. The CEO is responsible for ensuring that the public charter schools' academic programs and operations are successful and faithful to the terms of its charter.

**Specific Responsibilities:**

- Implement the mission, vision and educational program of the school.
- Accountable for student achievement, assessment, and data analysis.
- Recruit, select, hire, manage, evaluate and develop a team of administrators, teachers and support personnel.
- Represent the school in all public and community forums.
- Provide professional development or oversee the leading of professional development/learning communities.
- Manage the budget, finances, purchasing and fundraising.
- Implement discipline policies and supervision of students.
- Manage and ensure School Safety Plan.
- Oversee all aspects of effective facilities management.
- Facilitate the development of the LCAP and all other state and federal reports.
- The CEO in collaboration with the administrative team will review performance evaluations of certificated staff, in accordance with any applicable collective bargaining agreements or Board policies of Iftin.
- Works collaboratively with the Principal to fully implement the vision and mission of the school.
- Work with the Iftin Board and leadership team to develop, create and refine a strategic plan and vision and create an implementation plan to accomplish it, and adapt to internal and external changes as needed.
- Make student-centered decisions that ensure excellence and equitable education for all students including newcomers, refugee/immigrant, special education, and gifted and talented.
- Ensure that academics, school culture and climate, community engagement, and external partnerships are positive, effective, and tightly aligned to the corporation's vision, mission and goals.

**QUALIFICATIONS:**

**Education and Experience**

- Graduate degree in Education or related area.
- Three-five years of administrative experience, as a principal, assistant principal, coordinator or other executive leadership position.
- Experience in working with a non-profit Board desired.
- Teaching and/or Administrative Credentials (preferred).
- Experience in managing and leading high performing teams, schools, and/or non- education organizations including strategic development and operations.
- Experience working with refugee/immigrant communities (preferred).
- Experience coaching and developing staff.
- Experience working with a culturally and linguistically diverse student body.

**Knowledge of:**

- Local, state and federal laws applying to public charter schools.
- Special education needs and issues.
- English learner needs and issues.

**Skilled in:**

- Communicating clearly and effectively in both oral and written language.
- Establishing and maintaining positive, respectful relationships with a variety of people.
- Engaging families and the larger community in the life of the school.





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## School Psychologist Job Description

**Job Title:** School Psychologist  
**Reports to:** Principal

**Summary:** Provides Mental Health services, Special Education Assessments, Behavioral support, Consultation with teachers, administrators, parents to facilitate learning and promote the cognitive, social, and personal development of all students.

### Essential Duties and Responsibilities

- Perform initial, triennial, and other assessments for students
- Attend all IEP meetings as appropriate
- Provide individual and/or group counseling as needed
- Inservice meetings and workshops for teachers, administrators, and parents
- Maintain test records, conferences, recommendations, follow-up and referrals
- Communicate with parents through a variety of means
- Provide reports to staff and families

### Education and Experience

- Master's Degree in Educational Psychology
- Valid California PPS Credential/School Psychologist as required by the California Education Code

### Licenses and Other Requirements

- Possession of a valid California driver's license
- First Aid/CPR certification

### General Qualifications

- Cooperate with fellow staff members in improving and extending services
- Ability to evaluate educational programs and make recommendations for improvements
- Ability to plan, direct and coordinate work
- Ability to Interpret and apply, regulations, policies and procedures
- Communicate effectively in oral and written form

### Physical Requirement

- Reasonable accommodation may be made to enable individuals with disabilities to perform essential functions.
- Hearing and speaking to exchange information; seeing to read, prepare, and proofread documents; sitting for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lifting light objects.

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## Principal Job Description

**Job Title:** Principal

**Reports To:** Chief Executive Officer

**Summary** Directs and coordinates all activities of a TK- 8<sup>th</sup> grade elementary school by performing the following duties personally or through subordinate supervisors. The Principal builds a positive, collective school culture that promotes learning.

**Essential Duties and Responsibilities** include the following. Other duties may be assigned.

Directs the educational program to ensure conformance to state and school board standards, and all applicable Federal, State and Local laws.

Directs the development and coordination of educational programs, through meetings with staff, review of teachers' activities, and issuance of directives.

Directs and oversees the development and administration of educational programs for students with mental or physical disabilities.

Directs all reporting requirements to county, state, school board, and other agencies.

Attends school board meetings and reports to the board of directors on the progress of the school.

Confers with school leaders, teachers, students, and parents concerning educational and behavioral problems in school.

Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services.

Requisitions and allocates supplies, equipment, and instructional material as needed.

Directs preparation of class schedules, cumulative records, and attendance reports.

Walks about school building, and property, and the adjacent neighborhood, to monitor safety and security.

Plans and monitors school budget.

Plans and directs building maintenance in cooperation with SDUSD.

### **Supervisory Responsibilities**

Responsibilities include the Management of the Curriculum and Instructional Support Leader who supervises teachers, instructional aides, teacher's assistants, computer techs, and guidance aides.

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Also manages the Administrative Assistants who manage the student services, outreach coordinators and office aides; the safety supervisor who supervises all school aides and lunch and recess supervisors, and; the grounds and building caretaker(s). Carries out supervisory responsibilities in accordance with the school's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

### **Competencies**

To perform the job successfully, an individual should demonstrate the following competencies:

Delegation - Matches the responsibility to the person; Sets expectations and monitors delegated activities.

Leadership - Inspires and motivates others to perform well; Effectively influences actions and opinions of others.

Managing People - Includes staff in planning, decision-making, facilitating and process improvement; Makes self available to staff; Provides regular performance feedback; Develops subordinates' skills and encourages growth.

Quality Management - Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness.

Ethics - Treats people with respect; Keeps commitments; inspires the trust of others; Works with integrity and ethically; Upholds organizational values.

**Qualifications** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### **Education and/or Experience**

Master's degree (M. A.) or equivalent; business experience and/or training is highly desirable.

### **Certificates, Licenses, Registrations**

Fingerprint and Background check, and TB Clearance are required.

### **Language Skills**

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from Local government, School District, Parents, Students, and the General Public.



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**Mathematical Skills**

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

**Reasoning Ability**

Ability to solve practical problems and deal with a variety of variables in diverse situations. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**Computer Skills**

To perform this job successfully, an individual should have knowledge of Internet software; Spreadsheet software and Word Processing software.

**Other Skills and Abilities**

Ability to speak the Somali language.

**Physical Demands** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is regularly required to talk or hear. The employee is frequently required to stand; walk; sit; use hands to finger, handle, or feel and reach with hands and arms. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

**Work Environment** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is frequently exposed to outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions. The noise level in the work environment is usually moderate; consistent with an elementary school environment.

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## Instructional Leader Job Description

**Job Title:** Instructional Leader

**Reports To:** Principal

**Summary:** The Instructional Leader is a caring advocate for all students at Iftin Charter School, who focuses on maintaining an environment that is safe and promotes inclusiveness, character development, and academic achievement. The Instructional Leader builds a positive, collective school culture that promotes learning.

**Essential Duties and Responsibilities** include the following, including other duties as assigned.

Provides leadership and oversees the educational program and its alignment with our charter document.

Evaluates and coaches the teaching staff.

Develops annual professional development plans for the certificated staff and instructional assistants.

Provides professional development that is data driven, consistent with measurable student goals, strives to meet API/AYP targets, meets or exceeds the content standards, and enhances the cultural mission of the school.

Uses skill and insight to analyze student achievement data and lead the staff in constantly studying, evaluating, and modifying current instructional practice to improve student academic achievement.

Leads research-based teaching practice through collaboration, and coaches teachers in strategies, which lead to improvement of instruction and student performance across all classrooms and grade levels.

Builds trust, cooperation, and collaboration with staff, and builds capacity by designing, leading and evaluating effective professional development based upon needs identified through classroom observations.

Conducts observations and evaluations of instructional practice and student learning through classroom visits, routine observations, and follows-up with written and verbal feedback to all teachers, in order to support their growth as teachers.

Organizes and implements a structured discipline system creating clear expectations for student behavior and consistent follow up.

Responsible for:

- Leading the development and updating the Local Education Area (LEA) plan and Single Plan for Student Achievement (SPSA) yearly.
- Implementing the Educational Plan as outlined in our charter document.
- Purchasing curriculum for all instructional programs and within established budget guidelines.
- Supporting the Special Education Program, participating in hiring support staff and screening all students



- Developing and leading the English Learner Development (ELD) program and its implementation including ELPAC testing and all compliance. Assessing all English Learners ensuring program compliance of all instructional assessment components.
- Forming and leading the standing advisory committees including Student Study Team, Response to Intervention (RTI), Curriculum Council, Technology, and Testing and Assessment.
- Advising and/or participating on the School Site Council (SSC).
- Participates in hiring of instructional consultants within budget guidelines.
- Oversees student assessments in order to monitor student progress.

### **Supervisory Responsibilities**

Supervises all instructional staff including teachers, vertical team leaders, instructional aides, teacher's assistants, special education staff, any other instructional certificated staff, employed by the elementary school. Responsibilities include the overall direction, coordination, and evaluation of staff; participating in interviewing, hiring, and training; planning, assigning, and directing work; appraising performance; rewarding and disciplining; addressing complaints and resolving problems.

### **Competencies**

To perform the job successfully, an individual should demonstrate the following competencies:

Delegation - Matches the responsibility to the person; Sets expectations and monitors delegated activities.

Leadership - Inspires and motivates others to perform well; effectively influences actions and opinions of others.

People Management - Includes staff in planning, decision-making, facilitating and process improvement; Makes self available to staff; Provides regular performance feedback; Develops subordinates' skills and encourages growth.

Quality Management - Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness.

Ethics - Treats people with respect; Keeps commitments; Inspires the trust of others; Works with integrity and ethically; Upholds organizational values.

**Qualifications** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### **Education and/or Experience**

Master's degree (M. A.) or equivalent and ten years related experience and/or training; or equivalent combination of education and experience.



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### **Certificates, Licenses, Registrations**

Valid CA Teaching Credential, Fingerprint and Background check, and TB Clearance are required. CA Administrative Credential is highly desired.

### **Language Skills**

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from the District Oversight Committee, Board Members, Staff, Parents, Students and the General Public

### **Mathematical Skills**

Ability to add, subtract, multiply and divide. Ability to calculate percentages, and perform data analysis, including collecting, displaying/representing, exploring, and interpreting data.

### **Reasoning Ability**

Ability to solve practical problems and deal with a variety of variables in diverse situations. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

### **Computer Skills**

To perform this job successfully, an individual should have knowledge of internet software, spreadsheet software, word processing software, and email. Also, experience using Data Analysis software such as IO, NWEA, and Student Information System software such as Power School, plus a variety of other educational, financial, and administrative software tools is highly desirable.

### **Physical Demands**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is regularly required to talk and hear. The employee is frequently required to stand; walk; sit; use hands and finger to handle, feel and reach with hands and arms. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

**Work Environment** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate; consistent with an elementary school.

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## Behavior Interventionist Job Description

**Job Title:** Behavior Interventionist

**Reports To:** Instructional Leader

### **Job Purpose/Statement(s):**

- The job of “Behavior Interventionist” is done for the purpose/s of providing support, monitoring, and training using behavior management techniques, intervention strategies, coping skills, and problem solving for students with behavioral challenges.

### **Essential Job Functions:**

- Participate in Applied Behavior Analysis training in-services.
- Administers one-to-one Applied Behavior Analysis to students in a school and/or home setting.
- Confers with instructional personnel and provides input regarding student progress.
- Collects data and records anecdotal student progress notes, maintains and organizes program notebooks, and implements program modifications.
- Administers drills, reviews data with supervisor, and reports concerns.
- Assists instructional personnel and parents with behavior management of students.
- Assists instructional personnel with the development of learning materials and reinforcement strategies according to the student’s Individual Education Plan (IEP).
- Monitors students, classroom and/or playground activities.

### **Other Job Functions:**

- Participates in various activities (e.g. meetings, training, etc.) for the purpose of receiving and/or conveying information.
- Maintains confidentiality of sensitive and privileged information.
- Perform related duties as assigned.

### **Job Requirements - Qualifications**

#### **Experience Required:**

- Prior job related experience with Applied Behavior Analysis working with children with autism or other developmentally delaying disorders.





**Skills, Knowledge and/or Abilities Required:**

- Knowledge of general needs and behavior of children diagnosed with autism; principles of child development and instructional processes; basic instructional methods and techniques; motivational techniques; correct English usage, grammar, spelling, punctuation and vocabulary; safe and sanitary practices in classroom and playground activities; classroom procedures and appropriate student conduct; problems and concerns of students with special needs.
- Abilities to administer First Aid/CPR; apply assessment instructions, curriculum and relevant policies; maintain confidentiality of student records; communicate effectively both orally and in writing; establish and maintain cooperative and effective working relationships.

**Licenses, Certifications, Bonding, and/or Testing Required:**

- Possession of a valid CPR/First Aid certificate, Passing score on the High School Basic Skills Proficiency Test, Criminal Justice Fingerprint Clearance, Health Physical Examination, Tuberculosis Testing/Clearance.

**Other Licenses and Certifications:**

- BCABA (Board Certified Assistant Behavior Analyst) preferred, but not required; completion of Crisis Prevention Intervention (CPI) training within 6 months from date of hire; completion of Applied Behavior Analysis training within 6 months from date of hire.

**ICS reserves the right to refine its Job descriptions at any time in the best interests of its student population.**

## Iftin Charter School

**Subject: Procedure for Internal Resolutions**

**Policy #1000-14**

The ultimate purpose of this internal complaint procedure is to encourage the growth and development of Iftin Charter School (ICS) as a healthy community or family. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving internal conflict and disputes is therefore both consistent with the vision, mission and goals of ICS, and an essential component of the communication model that our school has adopted.

ICS realizes that successful communication is vital in effective conflict resolution and consequently strongly encourages strategies that include:

- Taking personal responsibilities for one's feelings and needs;
- Communication that mutually acknowledges the needs and concerns of one another;
- And demonstrating honesty and integrity in every interaction.

## Policies and Procedures

A copy of this policy is available in the ICS office. These policies and procedures should be reviewed and followed in the event of conflict involving ICS staff, parents/guardians and students, in order to resolve disputes within the school.

### A. INFORMAL ATTEMPTS AT RESOLUTION

It is the hope of the Governing Board that most disputes can be resolved informally by direct and healthy communication between individuals. The overall purpose of this procedure is to perpetuate a climate of personal responsibility, collegiality, mutual trust and respect, and to empower individuals to resolve their differences in a timely, efficient and equitable manner. Therefore, if reasonably possible, informal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other school administrator. Such attempts at informal resolution should be documented in writing to assist the CEO/Principal and/or Board president to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly.

If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

### B. SCHOOL LEVEL RESOLUTION

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. Anonymous complaints will not be considered except as provided in California Education Code section 49013(b) regarding pupil fee complaints. The immediate/appropriate supervisor will acknowledge receipt of the complaint in three (3) working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within ten (10) working days.

Examples:

## Iftin Charter School

- Pedagogical, academic or teacher related issues should be addressed with the Instructional leader/principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Instructional Leader.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, the complainant should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the Chief Executive Officer (CEO) of ICS in an effort to resolve the issue.

### C. CENTRAL OFFICE LEVEL RESOLUTION

At this step, the complainant should submit a written complaint giving details about the complaint and steps taken to resolve it; the following information should be included in the complaint:

- a) Name(s) of persons involved in the complaint
- b) Date of the act(s), which is the basis for the complaint
- c) Description of the action(s) or omissions, which are the basis of the complaint
- d) Names of any other individuals who might have pertinent information
- e) Description of any attempts at the informal resolution and the outcome of the school level resolution.
- f) Desired resolution
- g) The written complaint must be dated and signed And contact the CEO of ICS at:

Chief Executive Officer  
Iftin Charter School  
5465 El Cajon Blvd.  
San Diego, CA 92115  
Phone: 619-265-2411  
Fax: 619-265-2484  
Email: [Yussuf@iftincharter.net](mailto:Yussuf@iftincharter.net)

The CEO (designee) will acknowledge receipt of the written complaint in five (5) working days; and will attempt to identify a resolution that is acceptable to both parties, within fifteen (15) days of the receipt of the written complaint. The CEO (or Board president as applicable) may at any time make a determination, with the advice of legal counsel as necessary, that the facts related to the complaint or dispute legally require a different procedure than outlined herein. At all times, legal requirements shall prevail over this procedure.

If the complainant is not satisfied with the response from the CEO (designee), wishes to take it further, the complainant, in writing, should bring the matter to the attention of the ICS Board of Directors (the Board).

### D. BOARD LEVEL RESOLUTION

At this step, the complainant can file an updated written complaint with the Board through the CEO (same contact information as in Central Office Level Resolution). The complainant should update the information in the previous level. The CEO will acknowledge receipt of the written complaint in five (5) working days. The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the CEO's decision will be final. If the Board hears the complaint, the CEO will send the Board's decision to the complainant within 60 days of the ICS's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final except as provided in California Education Code section 49013(b)

## **Iftin Charter School**

regarding pupil fees.

### **E. NON RETALIATION**

No individual will be retaliated against for filing a written complaint or otherwise utilizing this policy and procedures.

tion 300.

## Suspension/Expulsion

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

### **Step 1: Informal Conference:**

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

### **Step 2: Notice to Parents**

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

### **Step 3: Determination of Length of Suspension:**

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

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

Upon request of a parent, a legal guardian, or other person holding the right to make educational decision of the suspended students of two or more schooldays or the affected student, the teacher of the pupil is required to provide the homework that the student would otherwise have been assigned. If the student turns in the homework to the teacher which the pupil or his/her guardian requested upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that the assignment not be included in the calculation of the pupil's overall grade in the class.

### **Step 5: Recommendation for Expulsion**

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



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

The student poses a threat or danger to others

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

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

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

#### Step 5: Expulsion Hearing

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

The date and the place of the hearing

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

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

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

The opportunity for the student to be represented by counsel

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

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

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



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

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

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

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

#### Appeal of Suspension/Expulsion

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

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

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

#### Rehabilitation, Interim Placement, and Readmission

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

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Board of Directors of the school. With the student and guardian or representative, the Principal and the Board of Directors will determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student’s readmission is also contingent upon the capacity of the charter school at the time the student seeks readmission.



### Special Education Discipline

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

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

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

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

While on school grounds

While going to or coming from school

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

During, going to or coming from a school sponsored activity

### Grounds for Suspension and Expulsion of Students

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

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

### Cause for Suspension and Expulsion

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

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

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





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

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

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

Committed or attempted to commit robbery or extortion.

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

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

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

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

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

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

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

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

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

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



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

Committed sexual harassment as defined in Section 212.5.

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

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

Made terrorist threat against school officials or school property.

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

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

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

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

Robbery or extortion.

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

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

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

# QUOTE CONFIRMATION



DEAR AYAAN SHIBIN,

Thank you for considering CDW•G for your computing needs. The details of your quote are below. [Click here](#) to convert your quote to an order.

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
LMZJ606	7/14/2020	SAMSUNG CHROMEBOOKS	0992408	<b>\$18,562.51</b>

<b>IMPORTANT - PLEASE READ</b>
Fees applied to item(s): 5822512

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
<a href="#">Samsung Chromebook 4 - 11.6" - Celeron N4000 - 4 GB RAM - 16 GB eMMC</a> Mfg. Part#: XE310XBA-K04US Contract: Sourcewell RFP 081419 Tech Catalog - Chromebook (081419-CDW)	70	5822512	\$219.21	\$15,344.70
<a href="#">Google Chrome Management Console License - Education</a> Mfg. Part#: CROSSWDISEDU UNSPSC: 43232804 Electronic distribution - NO MEDIA Contract: E&I CNR01402 Cloud Storage and Productivity (CNR01402)	70	3577022	\$24.98	\$1,748.60
RECYCLING FEE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
<b>RECYCLING FEE 4" TO LESS THAN 15"</b> Fee Applied to Item: 5822512	70	654809	\$4.00	\$280.00

PURCHASER BILLING INFO	SUBTOTAL	\$17,093.30
<b>Billing Address:</b> SAN DIEGO COUNTY OFFICE OF EDUCAT. ACCTS PAYABLE 6401 LINDA VISTA RD SAN DIEGO, CA 92111-7319 <b>Phone:</b> (858) 292-3624 <b>Payment Terms:</b> Net 30 Days-Govt State/Local	<b>SHIPPING</b>	\$0.00
	<b>RECYCLING FEE</b>	\$280.00
	<b>SALES TAX</b>	\$1,189.21
	<b>GRAND TOTAL</b>	<b>\$18,562.51</b>
<b>DELIVER TO</b>  <b>Shipping Address:</b> SAN DIEGO COUNTY OFFICE OF EDUCAT. Ayaan Shibin 6401 LINDA VISTA RD SAN DIEGO, CA 92111-7319 <b>Phone:</b> (858) 292-3624 <b>Shipping Method:</b> UPS Ground (1 - 2 Day)	<b>Please remit payments to:</b>  CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515	

Need Assistance? CDW•G SALES CONTACT INFORMATION		
	Tyson Lagoni   (877) 325-3388	tylag@cdwg.com

**Account Executive**

Cathy Terzoli

**Contract**

Non-Contract

**Samsung Chromebook**

**Quote #**

CTL159-200

**Site**

Iftin Charter

**July 27, 2020**

	Description	
<b>Base Unit</b>	Samsung Chromebook 3	
<b>Operating System</b>	Google Chrome	
<b>Processor</b>	Intel Celeron N4000 / 1.6 GHz ( 2.16 GHz ) / 2 MB Cache	
<b>Memory</b>	4 GB LPDDR3	
<b>Hard Drive</b>	32 GB - eMMC SSD	
<b>Webcam</b>	720p Integrated webcam	
<b>Display</b>	11.6" LED backlight 1366 x 768 / HD	
<b>Wireless</b>	Bluetooth 4.0, 802.11ac	
<b>Video Card</b>	Intel HD Graphics	
<b>Keyboard</b>	Internal Keyboard	
<b>Battery</b>	33 Wh	
<b>Adapter</b>	26 Watt	
<b>Warranty</b>	1 Year Manufacture Warranty	
	<b>Samsung Chromebook Device Discounted Price</b>	<b>\$234.84</b>
	<b>Tax (8.00%):</b>	<b>\$18.79</b>
	<b>CA Electronic Waste Recycling Fee</b>	<b>\$6.00</b>
	<b>Total Discounted Price:</b>	<b>\$259.63</b>
	<b>Quantity 70:</b>	<b>\$18,174.10</b>


	Optional Items	
<b>Chrome Management</b>	Chrome OS Management Software	<b>Quantity 70: \$1,785.00</b>
<b>Services</b>	Enroll ChromeOS device in district's Google (GAFE) Chrome Management, Deliver to site/location inside building as specified by site personnel, Basic Installation with Sign-off Documentation, Installation upgrade to include Setup, Cable Manage Cart, Testing on wireless network (spot-check), Deliver Cart into Room, Trash Removal, Asset Tagging & collection of Asset Management including site/room location and relevant system details (make/model/serial/asset#), Asset Database: electronic searchable database of all assets delivered	<b>\$17.50</b>
<b>3 Year Warranty Upgrade</b>	Samsung Protection Plus with Accidental Damage (AD) - Extended service agreement - parts and labor ( for Chromebooks for education with 1 year warranty ) - 3 years	<b>\$85.00</b>



CART TOTAL (1 ITEM(S)):\$5,749.75



Chromebook 4 11.6" (32GB Storage, 4GB RAM)

Ships by Jul. 29

Quantity  
-  +  
\$229.99 /each

\$16,099.30

Delete

### ORDER SUMMARY

SUBTOTAL	\$16,099.30
ESTIMATED TAX	\$0.00
SHIPPING	\$0.00
<b>TOTAL</b>	<b>\$16,099.30</b>

Enter Promo/Referral Code(s) Here

APPLY

PAY NOW

**\$16,099.30**  
Total Savings \$0.00

Feedback