

- All Grade Levels..... 3
 - Acceptable Use of Technology and Internet Safety 3
 - Athletic Activities: Eric Paredes Sudden Cardiac Arrest Prevention Act 3
 - Athletic Activities: Automated External Defibrillator (“AED”) 5
 - Child Abuse and Neglect Reporting 5
 - Child Find..... 5
 - Concussions and Head Injuries 6
 - Dress Code 6
 - Foster Youth Educational Placement 7
 - Free and Reduced-Price Meals 7
 - Harm or Destruction of Animals..... 7
 - Homeless Youth Education 8
 - Immunizations..... 9
 - Medication Regimen 9
 - Administration of Prescribed Medication for Pupils..... 9
 - Administration of Epilepsy Medication..... 9
 - Nondiscrimination Statement..... 10
 - Physical Examination..... 10
 - Pupil Records..... 10
 - Safe Place to Learn Act..... 11
 - Section 504 Eligibility Determination..... 11
 - Sex & HIV/AIDS Education..... 13
 - Postings and Publications 13
 - Enrollment/Disenrollment Notice..... 13
 - Board Meeting Recordings..... 14
 - School Accountability Report Card 14
 - LCAP 14
 - School Rules 14
 - School Safety Plans 14
 - School Visiting Procedures..... 14

Sexual Harassment/Title IX Policy and Complaint Procedures 14

Sexual Harassment/Title IX Policy and Complaint Procedures 15

Uniform Complaint Policy and Procedures 15

Tobacco Free Campus Policy 15

Elementary and Middle Schools 16

Entrance Health Screening 16

Oral Health Assessment 16

Confidential Medical Services 17

Health Insurance Coverage for Athletes 17

Graduation Ceremonies and Activities 17

Title 1 Notice 17

California Healthy Youth Act 17

All Grade Levels

Acceptable Use of Technology and Internet Safety

Board Policy Section 3.12

Athletic Activities: Eric Paredes Sudden Cardiac Arrest Prevention Act

The Eric Paredes Sudden Cardiac Arrest Prevention Act (the “Act”) requires a charter school that elects to conduct athletic activities to have the participating student's parent or guardian, sign and return an acknowledgment of receipt for an information sheet on sudden cardiac arrest each school year before the student participates in an athletic activity.

The Information and Acknowledgment Form is included below and in the ILCS Student Athlete Handbook and needs to be signed and returned to the school prior to participating in a sport at ILCS.

California Department of Education

Updated March 2018

Parent/Guardian and Pupil Sudden Cardiac Arrest Warning Signs and Symptoms Information and Acknowledgment Form

On July 1, 2017, Assembly Bill 1639, known as the Eric Paredes Sudden Cardiac Arrest (SCA) Prevention Act went into effect. This requires the pupil and their parent or guardian to read, sign, and return an SCA form of acknowledgement before the pupil participates in any athletic activity. Districts may use this form, a form located on the California Interscholastic Association (CIF) website, or design their own form. An SCA acknowledgment form must be signed and returned to the school site each school year.

What Is SCA?

SCA occurs suddenly and often without warning. It is triggered by an electrical malfunction in the heart that causes an irregular heartbeat. With the heart's pumping action disrupted, the heart cannot pump blood to the brain, lungs, and other organs. Seconds later, a person loses consciousness and has no pulse. Death occurs within minutes if the victim does not receive treatment.

Who Is at Risk for SCA?

Thousands of sudden cardiac arrests occur among youth each year, as it contributes to the #2 medical cause of death of youth under the age of 25 and is the #1 cause of death of student athletes during exercise. While a heart condition may have no warning signs, studies show that many young people do have warning signs or symptoms but neglect to tell an adult. This may be because they are embarrassed, they do not want to jeopardize their playing time, they mistakenly think that they are out of shape and need to train harder, or they simply ignore the symptoms, hoping the signs will go away.

Possible Warning Signs and Risk Factors

- Fainting or seizure, especially during or right after exercise
- Fainting repeatedly or with excitement or startle
- Excessive shortness of breath during exercise
- Racing or fluttering heart palpitations or irregular heartbeat
- Repeated dizziness or lightheadedness
- Chest pain or discomfort with exercise
- Excessive, unexpected fatigue during or after exercise
- Family history of sudden death or heart disease under age 50
- Use of high-caffeine supplements, energy drinks, diet pills, and drugs

Removal from Activity

A pupil who faints during or following participation in an athletic activity must be removed from play and may not return to play until they are evaluated and cleared by a physician and surgeon, nurse practitioner or physician's assistant. I have reviewed and understand the symptoms, warning signs, and risk factors associated with SCA.

Print Student/Athlete Name	Signature Student/Athlete	Date
Print Parent/Guardian Name	Signature Parent/Guardian	Date

The CDE used information from the following sources: American Heart Association, Parent Heart Watch (<https://parentheartwatch.org/>), Eric Paredes Save a Ute Foundation: Keep Their Heart in the Game (<https://epsavealife.org/>), and Sudden Cardiac Arrest Foundation (<http://www.sca-aware.org/>).

Athletic Activities: Automated External Defibrillator (“AED”)

If a charter school offers any interscholastic athletic program, the charter school must (1) ensure that there is a written emergency action plan in place, and posted as specified, that describes the location and procedures to be followed in the event of sudden cardiac arrest or other medical emergencies related to the athletic program’s activities or events, (2) acquire, commencing July 1, 2019, at least one AED for each school within the school district or the charter school to be available on campus, (3) encourage that the AED or AEDs are available for the purpose of rendering emergency care or treatment, as specified, (4) ensure that the AED or AEDs are available to athletic trainers and coaches and authorized persons at the athletic program’s on campus activities or events, and (5) ensure that the AED or AEDs are maintained and regularly tested, as specified.

Any employee of the charter school is not liable for civil damages resulting from certain uses, attempted uses, or nonuses of an AED in the rendering of emergency care or treatment as long as the charter school complies with certain requirements related to an AED, as specified in Cal. Ed. Code section 35179.4.

Child Abuse and Neglect Reporting

How to File a Complaint of Child Abuse Committed at a School Site

Parents and guardians of pupils have the right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. To file a complaint, the parent or guardian must file a formal report with an appropriate local law enforcement agency. An appropriate law enforcement agency may be one of the following:

- A Police or Sheriff’s Department (not including a school district police department or school security department)
- A County Probation Department if designated by the county to receive child abuse reports, or
- A County Welfare Department/County Child Protective Services

The complaint may be filed over the telephone, in person, or in writing. A complaint may also be filed at the same time with your school district or county office of education. School districts and county offices of education, however, do not investigate child abuse allegations.

For more information on child abuse and child abuse reporting, visit the California Department of Education web site: <http://www.cde.ca.gov/ls/ss/ap/>

Child Find

ILCS must implement an ongoing system to locate, identify and evaluate all children birth to 21 residing within its jurisdiction who have disabilities and need early intervention under Part C or special education under Part B of the Individuals with Disabilities in Education Act. ILCS must identify all children with disabilities, regardless of the severity of their disabilities, including children who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the State;
3. Suspected of having a disability even though they advance from grade to grade; or
4. Home schooled.

ILCS’ child find efforts must include:

1. Communication to Parents/Guardians. Inform parents and guardians about the availability of special education and related services and provide them with information about initiating a referral for a special education evaluation, including information about early intervention under Part C and special education under Part B.
2. Staff awareness. Ensure that staff members are knowledgeable about the characteristics of children with disabilities and in need of special education, and the referral process for all children, including infants or preschool children, suspected of having disabilities.

Concussions and Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. A school district, charter school, or private school that elects to offer an athletic program must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Dress Code

Provided in parent/student handbook and under Board Policy Section 4.11

Foster Youth Educational Placement

A minor between the ages of 6 and 18 is subject to compulsory education and, unless exempted or attending a charter school, must enroll in the school district in which the parents/guardians reside. This includes a student placed in a foster home or licensed care institution, a student living in the home of a caregiver, or a student residing in a hospital located within the boundaries of the school district. Any such student may enroll in a charter school program subject to the charter school's capacity. A student in foster care, or a student identified as homeless, may remain in his/her school of origin within the school district of residence if placement is changed to another district and the school district believes that continuing in the school of origin is in the best educational interest of the child.

Free and Reduced-Price Meals

Free or reduced-price lunches are available at school for pupils whose parents or legal guardians qualify, based on annual household income, and complete the required application form. Application forms may be obtained through the school offices or will be distributed by the school in the First-Day packets.

Harm or Destruction of Animals

- (a) Except as otherwise provided in Section 32255.6, any pupil with a moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, shall notify his or her teacher regarding this objection, upon notification by the school of his or her rights pursuant to Section 32255.4.
- (b) If the pupil chooses to refrain from participation in an education project involving the harmful or destructive use of animals, and if the teacher believes that an adequate alternative education project is possible, the teacher may work with the pupil to develop and agree upon an alternate education project for the purpose of providing the pupil an alternate avenue for obtaining the knowledge, information, or experience required by the course of study in question.
- (c) The alternative education project shall require a comparable time and effort investment by the pupil. It shall not, as a means of penalizing the pupil, be more arduous than the original education project.
- (d) The pupil shall not be discriminated against based upon his or her decision to exercise his or her rights pursuant to this chapter.
- (e) Pupils choosing an alternative educational project shall pass all examinations of the respective course of study in order to receive credit for that course of study. However, if tests require the harmful or destructive use of animals, a pupil may, similarly, seek alternative tests pursuant to this chapter.
- (f) A pupil's objection to participating in an educational project pursuant to this section shall be substantiated by a note from his or her parent or guardian.

Each teacher teaching a course that utilizes live or dead animals or animal parts shall also inform the pupils of their rights pursuant to this chapter.

Classes and activities, conducted as part of a program in agricultural education that provide instruction on the care, management, and evaluation of domestic animals are exempt from the provisions of this chapter.

Homeless Youth Education

Notification of these rights must be posted in places such as school enrollment areas, parent centers, shelters, food banks, laundromat, community agencies, and other places that parents and students may utilize.

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. Every school district must appoint a liaison to assist these students.

A homeless student is defined as a person between the ages of birth (Early Head Start and Head Start Programs) and twenty-two (special education students) who lacks a fixed, regular, and adequate nighttime residence and may temporarily:

- Live in an emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings;
- Live “doubled-up” with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction or natural disaster);
- Live in a hotel or motel;
- Live in a trailer park or campsite with their family;
- Have been abandoned at a hospital;
- Be awaiting foster placement in limited circumstances;
- Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations; or
- Be abandoned, runaway, or pushed out youth or migrant youth that qualifies as homeless because he/she is living in circumstances described above.

A homeless student has the right to attend either the school of origin (the school that the student was last enrolled or attended when last housed) or the current school of residence. If a dispute arises over school selection or enrollment, the parent/guardian has the right to dispute the school’s decision by contacting the district’s homeless liaison at and following the district’s dispute resolution policy.

The law requires the immediate enrollment of homeless students, which is defined as “attending class and participating fully in school activities”. Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records. It is the responsibility of the district homeless liaison to refer parents to all programs and services for which the student is eligible. Referrals may include, but is not limited to: free nutrition, special education services, tutoring, English Language Learners programs, Gifted and Talented Education program, preschool, before and after school services or any other program offered by the school or district. The district shall ensure that transportation is provided, at the request of the parent/guardian/unaccompanied homeless youth, to and from the school of origin, if feasible.

Unaccompanied youth; such as teen parents not living with their parent or guardian or students that have runaway or have been pushed out of their homes, have access to these same rights.

A homeless student that transfers schools after the second year of high school and is greatly deficient in credits may be able to graduate within four years with reduced state requirements. School districts are required to issue and accept partial credit for courses that have been satisfactorily completed.

Immunizations

Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age and grade. The school district shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The school may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

Beginning January 1, 2016, parents of students in any school, will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the student enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunizations records for these students to their schools. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

Medication Regimen

The parent or legal guardian of any pupil taking medication on a regular basis must inform the school nurse of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the medication on the pupil.

Administration of Prescribed Medication for Pupils

Any pupil who is required to take, during the regular schoolday, medication prescribed by a physician or surgeon, may be assisted by the school nurse or other designated school personnel or may carry and self-administer auto-injectible epinephrine or inhaled asthma medication if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken and a written statement from the parent or guardian requesting the school district assist the pupil with prescribed medication as set forth in the physician statement.

Administration of Epilepsy Medication

If a pupil with epilepsy has been prescribed an emergency antiseizure medication by his or her health care provider, the pupil's parent or guardian may request the pupil's school to have one or more of its employees receive training in the administration of an emergency antiseizure medication in the event that the pupil suffers a seizure when a nurse is not available.

Nondiscrimination Statement

ILCS is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. ILCS' academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity. Inland Leaders assures that lack of English language skills will not be a barrier to admission or participation in District programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained. For a complaint form or additional information, contact: Dr. Lisa Urrea at 909-446-1100 ext 205.

Physical Examination

A parent or guardian may file annually with the school principal a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

Pupil Records

A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm or other means, must be maintained on the history of a pupil's development and educational progress. ILCS will protect the privacy of such records. Parents/guardians have the right to 1) inspect and review the student's educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School officials with legitimate educational interests may access student records without parental consent as long as the official needs to review the records in order to fulfill his/her professional responsibility. Upon request from officials of another school district in which a student seeks or intends to enroll, the District shall disclose educational records without parental consent.

Parents' request to access their student's educational records must be submitted in a written form to and the school will have five (5) business days from the day of receipt of the request to provide access to the records. Copies of student records are available to parents for a fee of 10 cents per page.

Any challenge to school records must be submitted in writing to the Executive Director. A parent challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the student. Parents have the right to file

a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.

Safe Place to Learn Act

Beginning with the 2020-21 academic year, charter schools must post the following on their website in a prominent location and in a manner that is easily accessible to parents or guardians and pupils:

1. The school's policy on pupil suicide prevention in grades 7 to 12
2. The school's policy on pupil suicide prevention in kindergarten and grades 1 to 6, including reference to the age appropriateness of that policy.
3. The definition of discrimination and harassment based on sex as described in Section 230, including the rights set forth in Section 221.8.
4. The Title IX information posted on the school's website pursuant to Section 221.61
5. A link to the Title IX information included on the CDE's internet website
6. The school's written policy on sexual harassment, as it pertains to pupils
7. The school's policy, if it exists, on preventing and responding to hate violence
8. The school's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies
9. The school's anti-cyberbullying procedures adopted
10. A section on social media bullying that includes all of the following references:
 - A. Internet websites with free registration and ease of registration.
 - B. Internet websites offering peer-to-peer instant messaging.
 - C. Internet websites offering comment forums or sections.
 - D. Internet websites offering image or video posting platforms.
11. A link to statewide resources, including community-based organizations, compiled the CDE
12. Any additional information the school deems important for preventing bullying and harassment. (Educ. Code § 234.6(b).)

Section 504 Eligibility Determination

Section 504 of the Rehabilitation Act of 1973 protects students with disabilities from discrimination based on their disabilities. The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability.

Your child may be eligible for services under Section 504 of the Rehabilitation Act of 1973. You have the right to request a Section 504 eligibility determination meeting by contacting your School's designated Section 504 Chairperson or the District's Section 504 Coordinator. Parents of children diagnosed with or suspected of having any type of anxiety disorder, Attention Deficit Disorder, i.e. impulsive, attentive or hyperactive, or other disabilities, who, in the past, were determined to be ineligible under Section 504 or the Individuals with Disabilities Act (IDEA), are not precluded from requesting a Section 504 meeting or individualized education program (IEP) meeting to discuss current eligibility.

Parents and/or Students have the following rights and procedural safeguards under Section 504:

1. Application. Section 504 protections apply to preschool, elementary, secondary and adult school programs or activities that receive federal financial assistance and to the recipients of said federal financial assistance for the operation of such programs and activities.
2. Parents' Rights. You have a right to be informed by the District of your rights under Section 504, including notification of the applicable procedure when a parent or guardian disagrees with a decision regarding the identification, evaluation, or placement or wishes to submit a complaint alleging discrimination or harassment of a student based on his or her actual or perceived disability.
3. FAPE. If eligible under Section 504, your child has the right to a free appropriate public education designed to meet his/her individual educational needs as adequately as the needs of non-disabled students are met.
4. Free Education. If eligible under Section 504, your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. If the District refers your child for aide, benefits or services by an entity not operated by the District it may be required to incur the cost of said aide, benefit or service, including the cost of transportation. Insurers and similar third parties are not relieved of an otherwise valid obligation to provide or pay for services provided to a disabled student.
5. Academic Setting. Your child has a right to be educated with non-disabled students and have an opportunity to participate in school and school-related activities to the maximum extent appropriate. 34 C.F.R. Section 104.34
6. Comparable Facilities. If eligible under Section 504, your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students.
7. Evaluations. Your child has a right to an evaluation prior to an initial Section 504 placement and prior to any subsequent significant change in placement.
8. Evaluation Procedures. Testing and other evaluation procedures must conform to the requirements of 34 C.F.R. Section 104.35 as to validation and administration, to ensure that they assess specific areas of educational need and are administered by trained and knowledgeable personnel.
9. Placement. Placement decisions must be made by a group of persons, including persons knowledgeable about your child, drawing upon evaluation data from a variety of sources, which is documented and reviewed to consider the placement options and the legal requirements in conformity with the FAPE, least restrictive environment and comparable facilities requirements.
10. Re-evaluations. If eligible under Section 504, your child has a right to periodic re-evaluations prior to any significant change in placement.
11. Notice. You have the right to receive notice as to yours and your child's rights as they pertain to the right to examine records, the right to an impartial hearing, the right to be represented by counsel, and the right to a review procedure concerning any decisions made on behalf of your child.
12. Nonacademic Services. Your child has the right to an equal opportunity to participate in extracurricular activities such as, counseling, athletics, recreation, and special interest groups or clubs. 34 C.F.R. Section 104.39.
13. Records. You have the right to examine relevant educational records of your child.

14. Due Process Procedures. You have the right to request an impartial due process hearing with respect to the District's action regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney.
15. Periodic Review. If eligible under Section 504, your child has a right to a periodic review of his or her Section 504 plan. Such meetings generally occur one time per year. However, if you, a teacher, or the Section 504 team believes that changes may be necessary to effectuate your child's educational program, you or these persons may request a Section 504 Plan meeting. The meeting shall be held within a reasonable period of time after receiving the request.
16. Pre-disciplinary Considerations. If eligible under Section 504, you child has the right to a pre-disciplinary determination as to whether any misconduct was a manifestation of his or her disability.

Sex & HIV/AIDS Education

A parent or guardian of a pupil has the right to excuse their child from all or part of comprehensive sexual health education, HIV/AIDS prevention education, and assessments related to that education.

For more information on the content and schedule for sexual health education, as well as procedures for excusing students from participation, please contact the school site.

Anonymous, voluntary, and confidential research and evaluation tools to measure pupils' health behaviors and risks, including tests, questionnaires, and surveys containing age - appropriate questions about the pupil's attitudes concerning or practices relating to sex may be administered to any pupil in grades 7 to 12, inclusive, if the parent or guardian is notified in writing that this test, questionnaire, or survey is to be administered and the pupil's parent or guardian is given the opportunity to review the test, questionnaire, or survey and to request in writing that his or her child not participate.

Postings and Publications

Enrollment/Disenrollment Notice

Charter schools are not allowed to discourage a pupil from enrolling or seeking to enroll in the charter school because the pupil exhibits any characteristics such as students with disabilities, academically low-achieving, English learners, neglected or delinquent, homeless, socially economically disadvantaged, foster youth, or based on nationality, race, ethnicity, or sexual orientation. Charter schools are not allowed to request a pupil's records before enrollment or encourage a child who is enrolled in a charter school to disenroll or transfer to another school. A parent, guardian, or pupil (18 years or older) may file a Charter School Complaint Form to the authorizing entity if they suspect the charter school is in violation of Education Code Section 47605(e)(4).

Charter School Complaint Notice and Form <https://www.inlandleaders.com/admissions>

Board Meeting Recordings

The governing body of an entity managing two or more charter schools not located in the same county shall audio record, video record, or both, all the governing board meetings and post the recordings¹ on each charter school’s internet website. (Educ. Code § 47604.1(c)(4)(A).)

School Accountability Report Card

Posted on school website at www.inlandleaders.com/about

LCAP

Charter schools must post on the homepage of their internet website their LCAP and any updates or revisions thereto (Educ. Code § 47606.6(h).)

School Rules

Provided in parent student handbook.

School Safety Plans

Posted at inlandleaders.com

School Visiting Procedures

Provided in parent student handbook.

Sexual Harassment/Title IX Policy and Complaint Procedures

Posted on school web site at www.inlandleaders.com/about

Charter schools shall post the following in a prominent and conspicuous location on their website:

1. The name and contact information, including phone number and email address, of the Title IX coordinator
 2. The rights of a pupil and the public and the responsibilities of the charter school under Title IX, including links to information about those rights and responsibilities located on the website of the California Department of Education’s Office for Equal Opportunity and the United States Department of Education Office of Civil Rights, and the list of rights specified in Section 221.8.
 3. A description of how to file a complaint under Title IX, including all of the following:
 - 1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred, and how a complaint may be filed beyond the statute of limitations.
 - 2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including, but not limited to, Internet Web links to this
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information on the United States Department of Education Office for Civil Rights' Internet website.

- 3) An Internet Web link to the United States Department of Education Office for Civil Rights complaints form, and the contact information for the office, which shall include the phone number and email address for the office. (Educ. Code § 221.61(a).)

Sexual Harassment/Title IX Policy and Complaint Procedures

Posted on school web site.

If a charter school maintains an internet website and offers competitive athletics, the school shall post the following information on its website at the end of each school year:

1. The total enrollment of the school, classified by gender.
2. The number of pupils enrolled at the school who participate in competitive athletics, classified by gender.
3. The number of boys' and girls' teams, classified by sport and by competition level. (Educ. Code § 221.9(a).)

If the school does not maintain a website, it may submit the information to its charter operator,² which shall post the information on its internet website, disaggregated by school site. (Educ. Code § 221.9(c).)

Uniform Complaint Policy and Procedures

Posted on school web site.

Tobacco Free Campus Policy

Provided in parent/student handbook and Board Policy Section 3.13

Elementary and Middle Schools

Entrance Health Screening

California public schools must do the following:

1. Inform parents or guardians of the State of California law requiring health examinations for children entering first grade.
2. Give each parent or guardian the "Report of Health Examination for School Entry" (Form PM 171 A) to take to their doctor. When requested, provide parent or guardian with the "Waiver of Health Examination for School Entry" (PM 171 B). Although the California Department of Health Services strongly advises that children receive a health examination, parents may decline the exam for their child.
3. Inform parents or guardians that no-cost health examinations are available to eligible children through the Child Health and Disability Prevention (CHDP) program. The CHDP program assists families to meet the first grade entry health examination requirement by linking families with local CHDP providers to obtain health assessments. Local CHDP programs work collaboratively with schools to inform and empower families to access needed health care services.
4. Collect the "Report of Health Examination for School Entry" (PM 171A) or waiver (PM 171B) from the parents no later than December of the first grade year. File the PM 171A or PM 171B in the student's health record or cumulative file as required by California Code of Regulations (CCR), Title 5, Section 432 (2) (B).

Oral Health Assessment

California law requires each child to receive an assessment of his or her oral health as part of school readiness activities for kindergarten entry (or first grade if that is the child's first year in public school). An oral health assessment conducted the year prior to kindergarten, or by May of a child's kindergarten year satisfies this requirement. Children entering public school for the first time, in kindergarten or first grade, are to have a dental checkup by May 31 of the first school year. The evaluation must be completed by a licensed dental professional. Oral health evaluations that occurred within the 12 months prior to school entry also meet this requirement.

Schools are required to provide enrollment information for Medi-Cal to parents and guardians upon request (required forms available at www.cde.ca.gov/).

Parents may obtain a waiver of this requirement if they cannot find a dental office that takes their child's insurance, cannot afford to pay for it, or the parent chooses not to have their child's oral health evaluated.

Confidential Medical Services

School authorities may excuse any pupil in grades 7-12 from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian.

Health Insurance Coverage for Athletes

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses.

Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling (800) 300-1506.

Graduation Ceremonies and Activities

Students shall be permitted to wear tribal regalia or recognized objects of religious or cultural significance during graduation ceremonies as an adornment to the customary ceremonial attire, as long as the adornment does not cause a substantial disruption of, or material interference with, the graduation ceremony. (Education Code 35183.1)

Title 1 Notice

ILCS receives funds from the Federal government for Title I schools under the Every Student Succeeds Act (ESSA). As a parent of a child who attends a Title I school, you have the right to request and receive information regarding your child's education.

By law, you have the right to:

- Request information regarding the professional qualifications of your child's teacher;
- Be notified if your child has been assigned to or taught by a teacher who is considered out-of-field because the teacher does not hold certification in the subject area or grade level being taught;
- Inquire if non-teacher personnel are providing instruction to your child and, if so, their professional qualifications;
- Be provided information on your child's level of achievement and academic growth on state academic assessments.

To request information regarding the qualifications of teachers and non-teachers providing instruction to your child, please call contact our Title I coordinator, Dr. Lisa Urrea, 909-446-1100 or lurrea@inlandleaders.com. The school will notify you about your child's level of achievement and academic growth on state academic assessments and if your child is assigned to a teacher who does not hold certification in the subject area or grade level being taught.

Secondary Implementation of California Healthy Youth Act

Secondary Implementation of California Healthy Youth Act The California Healthy Youth Act (CHYA), Education Code (EC) sections 51930-51939, defines comprehensive sexual health and HIV prevention education for grades 7 - 12. The law requires that both comprehensive sexual health and HIV prevention education are taught once in middle school and once in high school. The statute has five primary purposes:

- To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy;

- To provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family;
- To promote understanding of sexuality as a normal part of human development;
- To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end;
- To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors

ILCS parents receive information regarding this Education Code through the Parent Handbook prior to the beginning of the school year. Parents will also be notified via letter from their child's school site of the timing of the lessons and their rights to opt out. Parents must submit a written request to opt out of the sexual health lessons to their child's school site per Education Code. Students are provided alternative assignments when they are opted out of these lessons. Please contact the Inland Leaders Office 909-446-1100, for further information or to set an appointment to review the curriculum materials.