

Creekside Education Center

3387 Barranca Pkwy, Irvine, CA 92606

(949) 936-7456

Office Hours

Monday - Friday 8:00 am to 4:00 pm

Irvine Adult School Handbook



Introduction

IUSD Irvine Adult School has a long history of serving community members with English language acquisition as well as providing opportunities for those who are interested in completing their high school diploma requirements. Our services and opportunities are designed to provide adults in the community with the knowledge and skills necessary to participate effectively as citizens, employees, parents/family members, and consumers of goods and services. The Irvine Adult School offers a variety of courses including English as a Second Language, Citizenship, Pronunciation, Idioms, Conversation, and High School Diploma equivalency.

Parents who are literate and proficient in English are more confident and capable in supporting and participating in educational decisions affecting their children. In our efforts to empower parents to become actively engaged in their child's educational process, the curriculum includes information dedicated to assisting our students gain a better understanding of the US schools system.

Adult Education is a public program for all adults, with funding provided by the state of California.

Irvine Adult School Mission, Vision and Schoolwide Learner Outcomes (SLO's)

Mission Statement:

Irvine Adult School (IAS) provides relevant education to a diverse community of lifelong learners, supporting individual achievement and personal enrichment. Our mission is to offer educational access and opportunity to a multicultural community through programs that promote lifelong learning and career readiness. We are dedicated to helping students reach their personal, academic, and professional goals.

Vision Statement:

We are committed to serving every student who walks through our doors—regardless of academic background or life challenges. Our vision is to deliver innovative, high-quality instruction and strong student support services that prepare learners for success in school, work, and everyday life.

Schoolwide Learner Outcomes (SLOs):

At Irvine Adult School, students will...

- Set and actively work toward achieving their personal learning goals
- Develop and demonstrate growth in essential 21st-century skills: critical thinking, communication, initiative, and technology use
- Show measurable improvement in both knowledge and practical skills
- Apply what they've learned to meaningful, real-life situations outside the classroom
- Communicate clearly, respectfully, and effectively across various settings and audiences
- Engage responsibly and actively as contributing members of the community
- Set, pursue, and accomplish personal, academic, and career-related goals

General Information

If you have questions, this handbook may provide the answers you're looking for. Additional information—including course descriptions, registration details, and placement testing—can be found on the Irvine Adult School website at cec.iusd.org.

For any questions not addressed in the handbook or on the website, feel free to contact us directly. You can call the Irvine Adult School at **(949) 936-7456** or email esmeritagonzalez@iusd.org for assistance.

Please note: For the 2025–2026 school year, all classes will be offered in person.

- ESL and Citizenship classes meet twice a week.
- Pronunciation, American Idioms, and Conversation classes meet once a week.
- Diploma Lab classes meet 3 times a week via Online-Zoom and In-person.
- All students will receive access to student textbooks and workbook practice materials, which can be used both during class and at home for additional practice if needed.

Student Supports

Irvine Adult School has a college/career specialist and a school counselor available to provide student support. Assistance includes guidance with job search strategies, including resume building and interview preparation. Students who plan to transfer to community colleges, support is offered in understanding admission requirements, navigating the application process, and meeting deadlines. Additional services include academic checks, support with matriculation into the local community college and personalized student meetings. Students are also connected to valuable resources as well as opportunities for engagement to promote their success throughout their educational journey. These services aim to empower students not only during their time at Irvine Adult School but also as they transition into college, careers, and lifelong success beyond adult education!

Policies and Notices

Eligibility:

Adult education classes at Irvine Adult School are free and open to adults 18 years of age or older.

Attendance Policy:

- All classes must meet a minimum number of students to remain open.
- Students are expected to attend regularly to maintain their enrollment status.
- Classes may be repeated until mastery of the subject is demonstrated.
- Regular attendance is essential for student success. Frequent absences can lead to falling behind, causing frustration, confusion, and even the loss of previously learned skills.
- Once enrolled, students are expected to attend class consistently and arrive on time. Students who have three unexcused absences will be dropped from the class and will need to re-enroll in order to continue if space permits.

No Smoking or Drug Use:

- Smoking or drug use is strictly prohibited on campus, including classrooms, parking areas, and vehicles.
- This policy includes tobacco products, electronic cigarettes, and vaping devices.

Assessment Requirement:

- All IAS students are required to participate in CASAS testing twice per semester.
- These assessments are mandated by state and federal guidelines to help maintain funding and ensure classes remain free for all students.

Initial Class Placement for ESL Classes:

Each student is placed into an ESL class based on their CASAS reading assessment score. However, students who score at the Advanced level in reading are required to take an additional listening test. If the student also scores at the Advanced level in listening, they will be placed in an Advanced ESL class. If the listening score is below Advanced Low, the student will be placed in an Intermediate High class to help strengthen their listening skills. This placement process ensures that students are enrolled in the class that best supports their language development needs.

Technology Use Agreement:

- To use school devices or connect to district Wi-Fi, all students must follow the IUSD Technology Use Agreement.
- This agreement can be found on the Technology Services page of the IUSD website or will appear as a prompt when logging into a classroom Chromebook.

Homework:

Completion of homework is important for the following reasons:

- It helps students develop their skills.
- It offers them a chance to review information to keep it fresh in their minds and to become more comfortable with the material.
- It helps the teachers to determine whether students need more time or instruction on given lessons or if they are ready to move on.
- All of the students in a class benefit from having classmates who are prepared for class.

Level Progression and Adjustment:

In most cases, ESL students will progress through levels with the class they are enrolled in. When the group completes a level, students are recognized for their achievement and move on to the next level together. However, if a student is progressing significantly faster or slower than their classmates we will encourage a student to enroll in a higher or lower-level conversation class that may better support the student's learning needs. Please note that final decisions regarding class placement will be made by Irvine Adult School staff to ensure each student is placed in the most appropriate learning environment.

Dress Code:

Dress is a form of personal expression that may affect a student's behavior and self-image. A dress code policy is necessary in order to protect the health and safety of the school environment and to foster students' success in a positive manner.

To create a safe and appropriate learning environment, students shall not wear any clothing, attire or accessory that by its manner of appearance, arrangement, trademark, fit or any other attribute, is unsafe, disruptive, unhealthful, obscene, profane, ethnically, racially or sexually degrading, libelous or slanderous. Students shall not wear clothing suggesting or promoting any affiliation with any street gang or other group that commits unlawful acts.

At Irvine Adult School, students may not wear any clothing apparel which:

- Is considered unsafe, dangerous, or a health hazard (this includes sharp earrings/studded jewelry/chains). · Contains offensive or obscene symbols, signs, or words degrading any gender, cultural, religious or ethnic values.
- Contains language/symbols oriented toward violence, obscenities, double meanings, sex, drugs, alcohol, or tobacco. (Examples: Cookies clothing brand, Playboy and/or Playboy Bunny symbol, RAW clothing brand)

Students are reminded to wear clothes in a manner appropriate for an educational setting.

Transportation:

- Students who drive must park in designated parking spaces.
- If you require transportation support, please speak our support staff kimnegron@iusd.org or karenpineda@iusd.org

Expectations

Behavior in Class:

Irvine Adult School students are expected to respect themselves, others, and their property. The rules and regulations expressed in this code are established to maintain a climate conducive to learning. Students who fail to comply with these rules and regulations shall be subject to disciplinary action.

All school personnel and parents have a shared responsibility to enforce school rules and regulations and take the necessary action to correct school behavior that is inappropriate or interferes with the functioning of the school.

Student Responsibilities:

Students are encouraged to freely express their individuality as long as this expression does not infringe upon the rights of others or interfere with the instructional program. Behavior is considered appropriate

when students are diligent in study, careful with school property, respectful towards their teachers, and courteous to other students, staff and volunteers. Students are required to come to class on time, prepared to work, and to stay on task for the class period. Students must comply with classroom rules as described by each teacher. They are further expected to refrain from profane, vulgar or abusive language, including racially insensitive slurs.

Evaluation of Students:

In compliance with state and federal requirements, all participants take the CASAS test at the beginning and end of each semester. This assessment measures English language proficiency, tracks progress toward course objectives, and evaluates reading and writing skills, depending on each student's initial placement level.

Evaluation of Program:

Participants may also complete a program and instructional satisfaction survey at the end of each course to provide feedback on their learning experience.

Calendar

Holidays:

The program follows the Irvine Unified School District's traditional holiday calendar. Participants will be notified of any days when classes will not be in session and when classes will resume. For a complete list of holidays and non-instructional days, please visit the IUSD calendar at:

<https://iusd.org/events/district-school-calendars>

Cancellations:

Class cancellations are rare, but if they do occur, participants will be notified in advance whenever possible via email or phone call.

Staff

Name	Phone Number	Email Address
Rebecca Roberts, Director	949-936-7405	rebeccaroberts@iusd.org
David Kette, Coordinator	949-936-7406	davidkette@iusd.org
Esmerita Gonzalez, Clerk	949-936-7456	esmeritagonzalez@iusd.org
Kim Negron, College/Career	949-936-7437	kimberlynegron@iusd.org
Karen Pineda, Counselor	949-936-7442	karenpineda@iusd.org
Laura Anand, Teacher	949-936-7488	lauraanand@iusd.org
Mike Anderson, Teacher	949-936-7542	mikeanderson@iusd.org
Mehrad Kamiabipour, Teacher	949-936-7542	mehradkamiabipour@iusd.org
Cari Loonam, Teacher	949-936-7419	cariloonam@iusd.org
Rahel Schwarz, Teacher	949-936-7472	rahelschwarz@iusd.org
June Makhani, Teacher	949-936-7543	JuneMakhani@iusd.org

**For a schedule of classes and the registration
process, please visit**

[Fall Classes 2025-2026](#)

<https://cec.iusd.org/>

Why Participate in the Adult ESL Classes?

In today's global society, becoming bilingual is more important than ever. Those who become fluent in English and familiar with other cultures will have a distinct advantage in their careers as well as in their personal lives. More importantly, a strong foundation in English will help establish a home environment to better support the education of their children.

Why English?

English is the language that students must learn in order to succeed and flourish in the United States of America.

- It is one of the most widely spoken languages in the world.
- The number of people who speak English continues to grow.
- It empowers people with opportunities for better careers.
- It is a vehicle for communication with school personnel.
- It brings the parent and child together in the quest for educational excellence in the home.

The Adult ESL Classes offer an innovative language program that features a natural, non-threatening, fun and common sense approach to learning English. Teachers use a well-developed curriculum with effective strategies. The curriculum combines multiple teaching methods to enable adult students with all learning styles while engaging them in oral language development activities as well as daily reading, listening and writing activities.

In addition, the classes provide a comfortable, risk-free learning environment with warm, caring, and knowledgeable teachers.

CASAS Reading STEPS Assessment Chart

ESL Level	CASAS Score	Date:	Date:	Date:	Date:
Max	239 & Above				
Advanced ESL	228-238				
Int High ESL	217-227				
Int Low ESL	207-216				
Beg High ESL	197-206				
Beg Low ESL	184-196				
Beg Lit ESL	0-183				

CASAS Listening Assessment Chart

ESL Level	CASAS Score	Date:	Date:	Date:	Date:
Max	239 & Above				
Advanced ESL	228-238				
Int High ESL	217-227				

Government & History Test

Date	Pass/Not Yet
CIT Interview Date	

CASAS ESL Reading and Listening Scores by EFLs

NRS Levels	Reading & Listening ESL Educational Functioning Levels	Reading STEPS Score Ranges	Listening STEPS Score Ranges
1	Beginning ESL Literacy	183 and below	181 and below
2	Low Beginning ESL	184-196	182-191
3	High Beginning ESL	197-206	192-201
4	Low Intermediate ESL	207-216	202-211
5	High Intermediate ESL	217-227	212-211
6	Advanced ESL	228-238	222-231
	Exit Advanced ESL	239 and above	232 and above

Why CASAS Testing Matters?

The CASAS (Comprehensive Adult Student Assessment Systems) test plays an important role in your learning journey at Irvine Adult School. It is required for enrollment and helps assess the reading, writing, listening, and life skills needed for success in the workplace, community, and family life.

Taking the CASAS test allows us to:

- Measure your literacy growth and language development as a result of class participation
- Establish personalized learning goals and track your progress
- Ensure our school continues to receive state and federal funding, which keeps our classes free and accessible to all students

Connecting CASAS to Careers and Life Goals

Your CASAS scores can also help you:

- Identify the skills you've mastered at your current level
- Highlight skills you want to learn at the next level
- Map out career or academic pathways using transition points and course options
- Update your personal goals and create a clearer roadmap for your future

In short, CASAS testing isn't just a requirement—it's a tool for your success. It helps you, your teachers, and the school work together toward real, measurable growth.

S.M.A.R.T. Goals

Setting goals is the first step toward successful decision-making. Using the SMART Goals method can help you set clear, realistic, and achievable goals for yourself. SMART stands for Specific, Measurable, Achievable, Relevant, and Time-bound—a framework designed to guide you in creating goals that lead to meaningful progress and success.

S Specific - Be specific with the goal you have set.

- Not-specific: I want to learn English.
- Specific: I want to increase my CASAS Reading or Listening score by 3 points this semester.

M Measurable - The goal must be measurable so you know when you have achieved the goal.

- Not-measurable: I want to save money.
- Measurable: I want to save 10% of each paycheck from now on.

A Attainable - The goal must be realistic. Is it possible?

- Not attainable: I want to know English by next month.
- Attainable: I want to be able to speak and understand enough English to help my family in case of an emergency.

R Relevant - Your goal must be appropriate for your life.

- Not relevant: I want to be a famous athlete. (Not relevant because you aren't good at sports.)
- Realistic: I want to join a local sports league in my community.

T Timely - Set a timeframe for your goal.

- Not timely: I want to learn how to use the computer.
- Timely: I want to learn how to send an email by September 15, 2025.

Courses Offered

ESL, Beginning Low:

This non-credit course is designed for students with emerging literacy skills in English, focusing on basic literacy and beginning language levels. The course aims to develop foundational listening, speaking, reading, and writing skills through a variety of activities. Students will practice communication skills used in everyday situations and build vocabulary through listening, speaking, reading, writing, and grammar exercises. Skills developed include the following: Identifying the main idea with support, recognizing high-frequency words and phrases, using sentence frames to respond to familiar topics, communicating feelings and opinions, participating in short conversations and written exchanges, carrying out short team or group projects with support, and recalling and sharing information effectively. This course provides a supportive environment to help students build confidence and competence in basic English communication.

Textbook used: Ventures 1, Cambridge

ESL, Beginning High:

This non-credit course is designed for students with basic English language skills. Students will develop their ability to communicate effectively in everyday situations while expanding their vocabulary through listening, speaking, reading, writing, and grammar activities. Key skills covered in this course include: Identifying the main topic and retelling a few key details, recognizing arguments, supporting reasons, and evidence, determining the meaning of high-frequency words and phrases, delivering short oral presentations, composing simple narratives and informational texts, constructing clear claims and concluding statements, recounting the sequence of events using linking words, adapting language to fit different tasks and audiences in both social and academic contexts, understanding frequently occurring academic and content-specific vocabulary, and producing simple and compound sentences with support. This course provides practical language skills to help students succeed in both everyday communication and academic settings.

Textbook used: Ventures 2, Cambridge

ESL, Intermediate Low:

This non-credit course is designed for students with intermediate English language skills. It focuses on developing listening, speaking, reading, and writing abilities for learners at intermediate literacy levels. Students will enhance their skills in listening comprehension, speaking, writing, reading, and grammar through targeted practice. Key skills covered include: recounting sequences of events with clear beginning, middle, and end, expanding simple and compound sentences for clearer communication, determining the central theme of a text and retelling key details, answering questions about important details to demonstrate understanding, explaining how the theme is developed using specific supporting details, summarizing texts effectively, determining the meaning of general academic and content-specific vocabulary, delivering short oral presentations with confidence, and constructing claims supported by reasons and facts, and providing clear concluding statements. This course equips students with the language skills needed for academic success and effective communication in everyday situations.

Textbook used: Ventures 3, Cambridge

ESL, Intermediate High:

This non-credit course is designed for students with intermediate English language skills. The course focuses on strengthening listening comprehension, speaking, reading, writing, and grammar through engaging academic and real-world contexts. Students will develop key language skills including: analyzing the development of themes in a variety of texts, citing details and evidence to support analysis, summarizing texts clearly and accurately, determining the meaning of figurative language, connotative meanings, and idiomatic expressions, delivering oral presentations and writing informational texts that include relevant details, examples, graphics, and multimedia, constructing well-organized claims by introducing a topic, providing logically ordered reasons and facts, and ending with a relevant conclusion. This course prepares students for more advanced communication, academic writing, and public speaking by integrating higher-level comprehension and expression skills.

Textbook used: Ventures 4, Cambridge

ESL, Advanced Low & Advance High:

This non-credit course is designed for students with a low-advanced level of English proficiency. It focuses on strengthening listening, speaking, reading, writing, and study skills for learners at advanced literacy levels. Students will continue to refine their grammar, reading comprehension, composition, and oral communication through academic and real-world tasks. Key skills developed in this course include: delivering oral presentations and composing informational texts on various topics using relevant details, examples- integrated graphics and multimedia, constructing substantive claims and distinguishing them from counterclaims, providing logically ordered and relevant reasons and evidence to support a claim and refute counterclaims, summarizing arguments clearly and objectively, recounting complex, detailed sequences in chronological order, using complex and varied transitions to improve coherence in speech and writing, conducting basic research, participating in discussions, and building on the ideas of others to deepen understanding and collaboration. This course prepares students for academic success, workplace communication, and more advanced English-language use in both personal and professional contexts. It also will prepare students to transition to secondary and post secondary education or career training.

Textbooks used: Ventures Transitions, Cambridge; Futures 4, Pearson; True Stories 4 & 5, Pearson

Beginning Conversation:

This is a non-credit course designed for beginning low to beginning high level students to develop greater skills in listening and speaking with an emphasis on communicating personal information, greetings, and other basic language commands at an introductory level. This class is designed to build oral communication skills and improve speaking fluency. Creative approaches to everyday topics spark

meaningful conversations, while interactive activities ensure students get maximum speaking practice in every class.

Textbook used: Let's Talk 1, Cambridge

Intermediate Conversation:

This non-credit course is designed for intermediate low to intermediate high level students to practice the communication skills necessary to function effectively in both familiar and unfamiliar social situations. Special emphasis is placed on vocabulary development, relevant language structures, and fluency—especially in survival situations and expressing personal needs and desires. The course features an increased focus on interactive communication activities to build confidence and practical speaking ability.

Textbook used: Let's Talk 2, Cambridge

Advanced Conversation:

This non-credit course offers opportunities to expand vocabulary, refine listening skills, and master advanced grammar concepts while reinforcing previously learned material. Special emphasis is placed on American idioms and building fluency in everyday situations. Designed to develop oral communication skills and increase speaking fluency, the course uses unique twists on topics to engage students in meaningful conversations. Interactive activities ensure maximum speaking practice and active participation in every class.

Textbook used: Let's Talk 3, Cambridge

American Idioms:

This non-credit course is designed for Intermediate High and Advanced English learners to understand and use common American English idioms in everyday conversation. The course emphasizes spoken language and covers slang and idiomatic expressions frequently used at work, school, and in various life situations. In addition to teaching popular idioms and slang, the course also explains American pronunciation patterns, including everyday contractions and common reductions.

Textbook used: Street Speak 1, Slangman

Pronunciation 1 & 2:

This course is designed for English language learners to improve their pronunciation and listening comprehension in North American English. Through systematic instruction and extensive practice, students will learn the various sounds of letter combinations (graphemes) in different word positions, as well as in word lists, sentences, and connected stories. The class focuses on essential pronunciation features such as rhythm, stress, and intonation, helping students enhance both their pronunciation and speech fluency for clearer communication.

Textbook used: Clear Speech, Cambridge

Civic Engagement: US Citizenship

This non-credit course is designed to prepare non-native English speakers for U.S. citizenship by integrating English language instruction with civics and U.S. history. It equips students with the knowledge and skills needed to successfully complete their naturalization application and pass the citizenship test and interview. In this class, you will practice common interview questions, as well as the listening, responding, and dictation skills necessary for the N-400 interview. The course also reviews topics from the 100 Civics questions to help you build the communicative English skills and knowledge of American history and government required for citizenship preparation.

Textbook used: Voices of Freedom, 4th Edition, Pearson

Diploma Pathway:

The Diploma Pathway is an independent study program designed to help students complete their high school coursework and earn an Irvine Adult School Diploma. To graduate, students must earn 195 credits across various academic subject areas as defined by the IUSD Board of Education. This program utilizes Edgenuity, an online platform that offers a comprehensive suite of digital courses. Students can access these courses from school or home, allowing for flexible learning tailored to their individual needs. Edgenuity provides tools for progress tracking, communication with teachers, and customizable options across core subjects, electives, AP courses, and career-focused classes. The platform is designed to support rigorous coursework, enabling students to accelerate their learning or recover credits as needed. With the ability to work at their own pace and on their own schedule, students can efficiently progress toward graduation. This program meets online and in-person for Diploma Lab.

Online program - Edgenuity

[ImagineLearning-Edgenuity California Course List](#)

IUSD BOARD POLICIES

Irvine Unified School District - Notice of Non-Discrimination

The Irvine Unified School District desires to provide a welcoming, safe, and supportive school environment to ensure equal access to and opportunities for all students in the district's educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. District programs and activities shall be free from unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race or ethnicity, color, ancestry, national origin, nationality, ethnic group identification, immigration status, age, religion, actual or potential parental, family, or marital status, pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery, physical or mental disability, sex, sex stereotypes, sex characteristics, sexual orientation, gender, gender identity or expression, or genetic information, 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.

The Irvine Unified School District prohibits discrimination, intimidation, bullying, or harassment of any student by any employee, student, or other person in the district. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening hostile, or offensive education environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise affects the student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, and the California Code of Regulations Title 5, Chapter 5.3 Nondiscrimination. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the District's compliance coordinators.

The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Coordinator, CCR Title V, Title IV
Executive Director,
Secondary Education
5050 Barranca Parkway,
Irvine, CA 92604
(949)936-5047
christopherkrebs@iusd.org

Coordinator, Section 504,
Title II, Title VI
Director, Student Services
5050 Barranca Parkway,
Irvine, CA 92604
(949)936-5171
Timothytatum@iusd.org

Coordinator, CTE
Coordinator, College
& Career Readiness
5050 Barranca Parkway,
Irvine, CA 92618
(949)936-5205
viridianasoberanis@iusd.org

Coordinator, Title VII, Age
Discrimination Act & Age
Discrimination in Employment Act
Director, Human Resources
5050 Barranca Parkway,
Irvine, CA 92604
(949)936-5136
SusieKemp@iusd.org

Any person may also contact the following:

San Francisco Office for Civil Rights, U.S.
Department of Education, regarding the District's compliance
with Section 504, Title II, Title VI, Title IX, and the Age
Discrimination Ave
Office for Civil Rights
U.S. Department of Education
50 Beale Street, Suite 7200 San Francisco, CA 94105
Telephone: 415-486-5555

California Human Rights Commission
25 Van Ness Avenue, Room 800
San Francisco, California 94102-6033
(415) 252-2500

Equal Employment Opportunity Commission
Concerns relating to the Age Discrimination in
Employment Act, or Title VII
Roybal Federal Building
255 East Temple St., 4th Floor
Los Angeles, CA 90012
1-800-669-4000

U.S. Department of Justice
950 Pennsylvania Ave.
NW Washington DC 20530-0001
(415)252-2500/(202)353-1555

The following IUSD policies are posted on the school and district web pages.

[IUSD Complaint procedures](#)

[IUSD Sexual Harassment Policy](#)

[IUSD Nondiscrimination Statement](#)