ednovate charter schools

EDNOVATE STAFF

GUIDE TO THRIVE



2026-2027

POSITIVE MULTIGENERATIONAL CHANGE

EDNOVATE QUICK START GUIDE

Let's create Positive Multigenerational Change, together! At Ednovate, we don't just educate, we **empower students, families, and communities** for long-term success. Whether you work in the classroom, operations, leadership, or support services, you play a vital role in achieving our mission. Below are eight action steps you can take right now and throughout the year to do your part.

☐ Know Our Mission, Vision, and Values

We are committed to **closing the college attainment gap and driving social mobility.** Every student leaves Ednovate with a purpose and a plan to make an impact.

Action: Read our mission and reflect on how your work contributes to it.

☐ Understand Our Whole Child Report Card

Success at Ednovate is more than just academics. We focus on:

- ✔ **Mastery** (Course success)
- ✔ **College readiness** (SBAC & STAR benchmarks)
- ✔ **Self-regulation** (Integrity & responsibility)
- ✔ **Purpose** (Service learning & community impact)
- ✔ **Critical thinking** (Problem-solving & inquiry)
- ✔ **Presence** (Attendance & engagement)

Action: Learn how your work supports student growth in these areas.

☐ Foster a Thriving Student & Family Experience

Student retention and satisfaction are driven by strong relationships. Thoughtful, clear, and transparent communication builds trust and ensures students and families feel welcomed, informed, and valued.

Action: Communicate intentionally and proactively, whether through direct interaction or the systems we build.

☐ Be Part of the Innovation Movement

Ednovate is **challenging outdated education models**. We embrace **new ideas, technology, and approaches** to serve students better.

Action: Ask yourself, How can we do this better? Your ideas and creativity matter.

☐ Embrace Our Team Culture

We are Better Together. Our community is built on **trust, healthy conflict, shared accountability, and collective results.**

Action: Engage in team check-ins, quarterly stepbacks, and continuous feedback conversations to support collaboration.

☐ Build a Culture of Excellence & Accountability

We hold students and each other to **high expectations**. We strive for operational and service excellence to create **high-quality experiences**. Accountability at Ednovate is **consistent, fair, and growth-oriented**.

Action: Use our Shoutouts and Reminders System to reinforce positive behaviors and growth.

☐ Own Your Growth

At Ednovate, we support your **career and leadership development**.

Action: Engage in professional learning, coaching, and leadership pathways to grow in your role.

☐ Live the Ednovate Experience

Every student, family, and teammate should feel our schools are **high quality, innovative, and more like family**.

Action: Show up with excellence, care, and commitment. The work you do changes lives.

Final Thought: You Belong Here.

Ednovate is a place where mission-driven people thrive, grow, and make an impact.
We are excited to have you on this journey!

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OUR SCHOOLS



DISCLAIMER

These personnel policies and practices are solely for the guidance of employees and are subject to change at any time at the sole discretion of Ednovate. These policies and practices are not intended to constitute part of any offer of employment or to be interpreted expressly or by implication to constitute a contract for employment or to evidence the existence of a contract for employment between Ednovate and any employee.

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WELCOME TO EDNOVATE

There is change, and there is ***multigenerational change.***

The kind of change that results from your ***uncompromising expectations.***

The kind of change that can ***transform a profession.***

The kind of change that can ***uplift families and communities.***

You can make that kind of change here at Ednovate.

People don't come here to maintain the status quo.

They come here to disrupt and to ***change trajectories.***

We seek the change that inspires ***self-worth, kindness, and tolerance.***

A kind of collective change that will have a ***positive impact for generations.***



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CEO WELCOME

Dear Ednovate Team,

Welcome to a brand new school year, and for those joining us for the first time, welcome to the Ednovate family!

This year marks an exciting moment in our journey. For more than a decade, our students have earned a 99% college acceptance rate, and this year we are opening a new Ednovate school in Tustin. As our network grows and matures, one thing has become clear: we are getting better with time. Each year, we learn more, improve more, and strengthen the community that makes this work possible.

At Ednovate, college acceptance is an important milestone, not the finish line. Our deeper mission is Positive Multigenerational Change. We want our students to graduate from college, build meaningful careers, and use their talents to create better opportunities for their families and the generations that follow.

This Guide to Thrive is part of that journey. Think of it as a roadmap for how we work together as a school community. It outlines the expectations, supports, and opportunities that help students succeed. And the truth is, when our students succeed, we succeed.

Over the past two years, we've listened closely to our parents, students, and staff. What we heard was clear. Our community wants a great college-prep education that also prepares students for long-term success, in their health, their financial stability, their careers, and their overall sense of purpose and thriving.

One tool that reflects this approach is our Whole Child Report Card. Unlike traditional report cards that focus only on grades, ours measures academic growth, purpose, self-regulation, collaboration, and more. It helps us understand the whole student, and it helps students better understand themselves. It is designed not just to measure progress, but to support it.

We also know that this moment in our country and in our communities can feel uncertain. Many families are facing real stress, from immigration concerns to political tensions and economic pressures. We want you to know that our schools are safe places of support, care, and stability for all of our students.

As we enter our 15th year, we are more focused than ever. We know who we are, what we do best, and how we're uniquely positioned to shape the future of education.

Thank you for bringing your passion, talent, and heart to this mission. I'm honored to work alongside you as we help our students find their drive to thrive.

Let's make this our most impactful year yet.

Better Together,



Oliver Sicat

CEO and Co-Founder, Ednovate

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MISSION AND VISION

THE PROBLEM WE ARE SOLVING

Latinx and Black families overwhelmingly believe in the power of a college degree, 86% of parents say it is very important for their children to earn one. Yet, only 33% of Latinx and Black high school seniors in California graduate with the coursework necessary to apply to CSU or UC schools. The gap between aspirations and opportunities remains a systemic issue that limits economic mobility and multigenerational success.

At Ednovate, we refuse to accept this reality. We know that with the right structures, support, and belief in students' potential, we can bridge this gap and change outcomes.

OUR SOLUTION AT EDNOVATE

Ednovate is proving what's possible. Our **whole child approach**, combined with a **"more like family"** culture where staff work collaboratively, nurtures students' success, preparing them for college and beyond.

The results speak for themselves: **100% of Ednovate's 2025 graduates have been accepted into a 4-year college**!

By fostering a community of purpose-driven educators and using data-driven strategies, we ensure that students don't just get into college; they **thrive** once they're there. Our model is built on:

- **Thriving staff and teams**
- **A caring and accountable culture**
- **Operational excellence**
- **Academic excellence**

Together, we will create **Positive Multigenerational Change (PMC)**. This work is challenging, but it is also transformational. The future we are building **starts with us—our belief, our dedication, and our relentless pursuit of excellence**.

OUR MISSION AND VISION

Together, we will use our college degrees and careers to create Positive Multigenerational Change (PMC) by:

- **Closing the college attainment gap** and enhancing the social mobility of our alumni.
- **Responsibly growing** to 11 schools that empower their communities to create PMC.
- **Impacting national policy and practice** by redefining America's high school report card.

OUR VALUES

- **High Quality** – We hold ourselves to the highest standards in everything we do.
- **Innovation** – We push the boundaries of what's possible in education.
- **Better Together** – We believe in the power of collaboration and shared purpose.
- **Joy** – We create a culture of celebration, passion, and fulfillment.
- **Integrity** – We act with honesty, transparency, and a commitment to doing what's right.



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Thriving Staff and Organization



TALENT LIFE CYCLE

At Ednovate, our **people are our most valuable resource**. PMC is only possible when we recruit, develop, and retain mission-driven individuals who are deeply skilled professionals and committed to our students and community.

The Ednovate Talent Life Cycle ensures that every team member experiences a **structured, supportive, and growth-oriented** journey from recruitment to career development and beyond. A strong talent strategy creates an excellent workplace culture, supports staff retention, and ensures our students receive the best possible education.

DEFINING THE EDNOVATE TALENT LIFE CYCLE

The 8 stages of our Talent Life Cycle provide a clear roadmap for every team member's journey:

Transition - We ensure smooth transitions with exit interviews, career support, and an engaged alumni network to strengthen long-term impact.

Attract - From first contact, we strive to help prospective teammates understand what makes Ednovate less like a job and more like family.

Recognize & reward - We honor the time and energy our teammates put into PMC by offering market-leading compensation and benefits.

Select & hire - Our rigorous, equity-focused selection process provides an in-depth opportunity to vet and hire mission-driven professionals, and it allows prospective team members to intimately understand what it's like working at Ednovate.



Manage - Managers have a significant influence on teammates' experience and performance, so we invest in our managers to ensure they can effectively lead and grow everyone on their team.

Onboard - The first 100 days are critical to teammates' success, so we ensure all new hires receive a warm welcome, strong professional development, and structured support to set them up on day one.

Grow & advance - To reinforce our commitment to growth, all teammates engage in three structured conversations at the beginning, middle, and end of the year. They also receive ongoing coaching and access to leadership pathways to foster career advancement.

Build - A thriving workplace is built through teamwork, collaboration, and continuous feedback, reinforced by offsite events, stepbacks, and surveys.

To measure our success, we track staff retention, engagement, and Net Promoter Score (NPS) to ensure Ednovate remains a top choice for educators and leaders.

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YOUR ROLE IN ENSURING A STRONG TALENT EXPERIENCE

At Ednovate, talent development is a shared commitment. Every educator and leader plays a role in shaping our workplace culture by staying engaged, investing in growth, and contributing to a positive, mission-driven environment. That means we are all responsible for:

- Supporting new hires and helping them integrate into our culture
- Engaging in professional growth and leadership opportunities
- Giving and receiving feedback to strengthen team collaboration
- Building a workplace where people want to stay and grow

Resources:

- *ADP*
- *ClearCo*



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TEAMWORK: A DEEP DIVE

At Ednovate, teamwork is essential to creating PMC. Our mission, to close the college attainment gap, requires **collective effort, shared accountability, and strong collaboration.** No individual can do this work alone.

When our students see us working together effectively, they see what's possible: diverse individuals coming together to create meaningful change. A healthy team culture allows us to support each other, solve problems together, and achieve better outcomes for our students and communities.



DEFINING STRONG TEAMWORK

Our teamwork model is built on 5 key principles that create a high-performing, trust-based team:

- **Vulnerability-based trust** – Team members feel safe admitting mistakes, naming the important feelings, asking for help, and learning from one another.
- **Healthy conflict** – We encourage open dialogue, challenge ideas (not people), and embrace debate to make the best decisions.
- **Commitment to decisions** – Once a decision is made, every team member fully supports it and follows through.
- **Accountability to each other** – We hold one another to high expectations and provide feedback to ensure we meet our shared goals.
- **Focus on collective results** – The success of our students and schools matters more than individual preference or ego.

These principles ensure that our teams operate with clarity, alignment, and purpose, helping us serve students most effectively and creating a strong work culture.

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YOUR ROLE IN BUILDING STRONG TEAMWORK EVERY DAY

At Ednovate, teamwork is not just a concept; it's something we actively build and sustain.
We do this through:

- **Annual teamwork offsites** – Once a year, each team participates in a 2-day offsite retreat. This event is crafted to strengthen trust, foster open communication, and reinforce our commitment to our collective goals. The agenda includes team-building exercises that enhance mutual trust and camaraderie, strategy sessions that help align the team around a vision and objectives for the upcoming year, and workshops aimed at addressing identified dysfunctions, such as fear of conflict or lack of commitment.
- **Better Together Teamwork Surveys** – Twice annually, teammates complete the Better Together Teamwork Survey and debrief their results as a team. These times are essential for maintaining the momentum gained during the annual offsite and for making necessary adjustments throughout the year.
- **Quarterly teamwork stepbacks** - At least every quarter, teams set aside time to review progress on their scoreboard and address issues. These are focused opportunities to discuss the results and learnings from projects and initiatives in order to ensure the team is collectively focused on results and ready to do great work in the quarter ahead.
- **Network supports** – To ensure the effectiveness of our team development framework, Ednovate monitors team progress, provides coaching and support to teams and team leads, and regularly updates training materials like the Teamwork Training Guidebook to ensure a culture of sustained excellence and continuous improvement.

Practical Application

A Story of Vulnerability-Based Trust in Action

Meet Ms. Jasmine, a member of the school support team at Ednovate.

Ms. Jasmine was tasked with creating a project plan for an upcoming student event. But deep down, she harbored a secret: she had never created a project plan.

As deadlines slipped and team frustration mounted, Jasmine continually assured everyone that everything was on track. Yet, she felt increasingly isolated by her struggle.

During a tense team meeting about the delays, Jasmine's resolve crumbled. She confessed, *"I've never done this before, and I'm struggling."* Instead of judgment, her colleagues responded with support and guidance. Mr. Carlos, an experienced planner, stepped forward to mentor her, sharing templates and strategies.

This moment of vulnerability transformed the team dynamic. By admitting her limitations, Jasmine not only received the help she needed, but also fostered a stronger, more connected team. Their project ultimately succeeded, and it was celebrated not just for its outcomes, but also for the profound lesson in teamwork and openness it imparted.



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TEAMWORK THE EDNOVATE WAY

The Ednovate teamwork model integrates:

- *The Five Dysfunctions of a Team* by Patrick Lencioni to strengthen trust, accountability, and collective results
- *Emotional Intelligence* by Daniel Goleman to enhance self-awareness and empathy
- Equity frameworks from the National Equity Project and Dr. Derrick Gay to build trust and inclusion in diverse teams

Together, these frameworks create a foundation for effective collaboration, strong relationships, and meaningful impact in our schools.



Resources:

- *The Ednovate Way - Teamwork Training Guidebook*
- *Workplace Conduct & Professionalism policies*

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OPERATIONAL EXCELLENCE

Operational Excellence is **the foundation that allows our schools to thrive**. When operations run smoothly, students, staff, and families can focus on what matters most: **teaching, learning, and building a strong school community**. A well-run school ensures that educators can maximize their impact in the classroom and that students have access to the resources, safety, and support they need to achieve PMC.

DEFINING OPERATIONAL EXCELLENCE

Operational Excellence at Ednovate is built on 5 core pillars that ensure efficiency, consistency, and equitable service across all campuses:

Customer service & support – Our campuses are warm and welcoming. Every staff member contributes to a culture of high-quality service for students, families, and colleagues. We ensure all students have equitable access to the services, health support, and resources they need to thrive.

Integrated technology infrastructure – We ensure all students and staff have access to the cutting-edge technology needed to best support instruction and innovation.

Equitable resource management – Responsible procurement and allocation of resources keep schools running efficiently and sustainably. Operations teams ensure schools have the right resources at the right time.

Facilities & school safety – Schools are consistently safe, clean, organized, and well-maintained to promote a learning environment that fosters belonging and respect from day one.

Data, compliance & reporting – Monthly reporting and data tracking ensure regulatory success, maximum funding for our schools, and continuous operational improvements.

These pillars create **a seamless, high-quality operational system** that allows students, staff, and families to thrive.

HOW WE ENSURE OPERATIONAL EXCELLENCE EVERY DAY

We maintain high standards of efficiency and service by:

- Tracking performance on the **Operations Excellence Dashboard**, monitoring key areas such as attendance, technology access, immunization compliance, and school safety.
- Providing **staff training on customer service and operational systems** to ensure consistency and positive interactions with students and families.
- **Coaching and supporting operations teams** to support professional development and growth aligned with Ednovate's annual goals.
- **Upholding clear systems and expectations** so that every staff member contributes to a well-run, student-centered school environment.

YOUR ROLE IN OPERATIONAL EXCELLENCE

Operational Excellence is not just logistics—it's about **creating the best possible environment for student success.**

- ✔ **Follow and uphold clear operational systems** to support students, families, and colleagues.
- ✔ **Engage in customer service training** to ensure high-quality interactions with families.
- ✔ **Collaborate with operations teams** to maintain a seamless and efficient school experience.

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UNDERSTANDING EDNOVATE AS A NONPROFIT ORGANIZATION



Ednovate is a nonprofit public charter school network committed to providing a high-quality, tuition-free education for all students, regardless of background. Unlike for-profit schools, **every dollar we receive is reinvested into our students, staff, and schools**, ensuring that financial decisions prioritize student success over profit. We operate with transparency, accountability, and strategic resource allocation.

WHAT IT MEANS TO BE A NONPROFIT

As a 501(c)(3) nonprofit charter school, Ednovate follows key financial principles:

- **Public funding** – Almost 95% of our budget comes from local, state, and federal education funds rather than tuition or private investors.
- **Mission-driven, not profit-driven** – Our success is measured by student achievement, college readiness, and community impact rather than financial gain.
- **Financial transparency** – We adhere to strict financial regulations, are subject to independent audits, and publicly report financials multiple times a year to various public entities.
- **Reinvestment in schools & staff** – Any surplus funds are redirected to school improvements, student programs, and staff development.

These principles ensure sustainability, fairness, and long-term impact for our students.

HOW WE ENSURE FINANCIAL RESPONSIBILITY

To maximize resources and maintain transparency, Ednovate follows strict financial oversight and accountability measures:

- **Independent annual audits** – External and internal audits verify compliance with nonprofit and public school funding regulations.
- **Board of directors oversight** – The Board approves budgets, ensures sustainability, and provides strategic financial guidance.
- **Authorizer audits & oversight** – Los Angeles Unified School District (LAUSD) and Orange County Board of Education (OCBOE) conduct annual financial reviews to ensure compliance.
- **Internal financial controls** – Strict purchasing policies, spending approvals, and compliance checks prevent misuse of funds.
- **Financial priorities** – Ednovate prioritizes competitive salaries, student programming, and school operations while maintaining financial sustainability and responsible budgeting.

YOUR ROLE IN FISCAL EXCELLENCE

Every team member plays a role in protecting our nonprofit mission and ensuring our funds are used responsibly. By embracing fiscal responsibility and nonprofit stewardship, we ensure Ednovate continues to deliver a high-quality education while maximizing impact for students, families, and communities.

- ✔ Follow Ednovate's fiscal policies to ensure responsible spending and financial integrity.
- ✔ Advocate for public charter schools by addressing misinformation about nonprofit funding.
- ✔ Make strategic financial decisions that prioritize student success and long-term sustainability.

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UNDERSTANDING EDNOVATE AS A PUBLIC CHARTER SCHOOL

Public charter schools were created to offer families a **high-quality alternative to traditional district schools**, increasing accountability and prioritizing student outcomes. Ednovate is proud to be part of this mission, proving that great schools can exist with the same financial constraints as district schools while delivering outstanding results.

UPHOLDING OUR CHARTER SCHOOL MISSION

Unlike district schools, our charter must be renewed every 5 years, according to the charter petition, through a vote by the LAUSD or OCBOE.

To maximize impact and maintain our charter, we:

- **Operate with financial transparency** – We undergo independent audits, oversight visits, and compliance reviews to ensure responsible use of public funds.
- **Measure student & family satisfaction** – Our student NPS, parent NPS, and retention rates guide continuous improvement.
- **Advocate for charter schools** – We educate families and stakeholders to counter misinformation about public charter schools.
- **Hold ourselves to high standards** – Our schools must demonstrate results in student achievement, retention, and engagement to remain open and thriving.
- **Emphasize flexibility & innovation** – We design unique programs like the Whole Child Report Card (WCRC), PMC Journeys, and Advisory to better serve students.

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YOUR ROLE IN CHARTER SCHOOL SUCCESS

As an Ednovate staff member, you should:



Understand and advocate for our nonprofit public charter status when addressing misconceptions



Recognize our financial constraints and ensure resources are used strategically



Uphold high expectations and accountability—it is why our students and families choose us



Embrace innovation and flexibility to continuously improve student outcomes

CHARTER SCHOOL 101

CHARTER SCHOOLS VS. TRADITIONAL PUBLIC SCHOOLS

Category	Public Charter Schools (Ednovate)	Traditional District Public Schools
Tuition	Free & open to all students	Free & open to all students
Funding	State & federal funding per student, plus limited philanthropy (5%)	State & federal funding per student plus local taxes
Governance	Operated by a nonprofit board and accountable to authorizers	Operated by school districts & elected school boards
Accountability	Held to annual high financial, academic, and operational standards; must go through a charter renewal process, typically, every 5 years	No renewal requirement; continued operation unless closed by the district
Flexibility	Greater autonomy over curriculum, staffing, and budgeting	Follows district-wide policies on curriculum, staffing, and budgeting
Admissions	Open to all students via a public lottery if demand exceeds the spots available	Zoned by residence; limited transfer options
Innovation	Schools can design unique models	Must follow district-mandated programs and policies

DEBUNKING MYTHS ABOUT CHARTER SCHOOLS

Charter schools are often misunderstood. Here are some common myths and the facts to set them straight:

- **Myth:** "Charter schools are private or for-profit schools."
- **Reality:** Since 2019, for-profit charter schools have been banned in California. All charter schools are public schools and must follow the same financial reporting and transparency laws as district schools.

- **Myth:** "Charter schools steal money from traditional public schools."
- **Reality:** Funding follows the student. When a family chooses a charter school, their child's state funding simply follows them to that school, just as it would if they moved to another district. Charter schools receive less funding per student on average and also pay an oversight fee to their authorizers.

- **Myth:** "Charter schools aren't accountable."
- **Reality:** Charter schools face more accountability than traditional public schools. Unlike district schools, a poorly performing charter school can be shut down for failing to meet academic, financial, or operational standards.

- **Myth:** "Charter schools don't serve all students."
- **Reality:** Charter schools are open to all students, regardless of income, ability, or background. We serve a comparable percentage of students with disabilities and English learners as district schools.

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Academic Excellence and College Readiness



WHOLE CHILD REPORT CARD

At Ednovate, we believe that student success goes beyond test scores and grades; it's about developing the whole child. That's why the Whole Child Report Card (WCRC) is at the center of our academic model. It is our primary tool for tracking and fostering student growth in essential areas that prepare them for college, careers, and purposeful lives.

BENEFITS OF THE WHOLE CHILD REPORT CARD

- Creates an excellent student experience by providing clear expectations and a structured path for personal and academic growth
- Equips advisors with a one-stop shop for student data, making 1:1 check-ins and parent conversations more meaningful and productive
- Gives students a roadmap to maximize their potential, helping them understand their strengths and areas for development, so they can grow holistically in ways that matter for their future
- Provides parents with an up-to-date view of their child's progress, fostering stronger connections between home and school

SIX MEASURES OF STUDENT GROWTH

Every student's WCRC reflects their progress in these 6 key areas, known as our **Annual College Readiness Indicators (ACRIs):**



Mastery – Supporting students in passing all their classes with a C- or above, including the A-G classes needed for college admission. Academic success is the foundation for future opportunities.



College Rigor – Ensuring students meet or exceed state proficiency levels, so they are prepared for college-level coursework.



Self-Regulation – Developing students' ability to stay on task and engage positively in their community with minimal need for external reminders.



Purpose – Encouraging students to explore their passions through PMC hours and an internship or community service hours each year.



Critical Thinking – Teaching students to solve real-world problems, through our PMC Journeys, preparing them for life beyond high school.



Wellness – Build self-awareness and support your personal growth by consistently completing weekly Wellness Reflections and engaging in advisory experiences.

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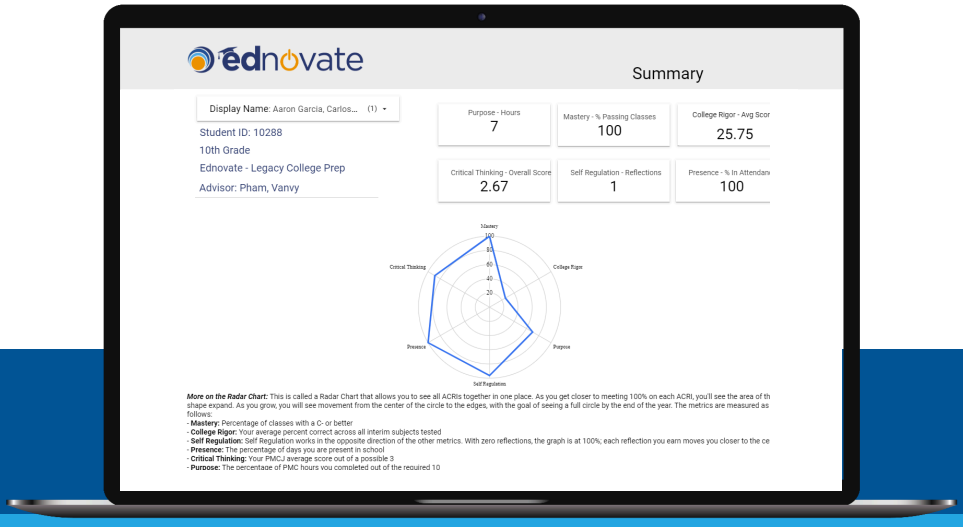
HOW WE USE THE WHOLE CHILD REPORT CARD

- **Students** can access their WCRC live at any time to monitor their progress and set goals.
- **Advisors** will use the WCRC in their 1:1 check-ins with students, providing guidance and support based on real-time data.
- **Advisors and staff** will incorporate WCRC insights into parent conferences at Report Card Pick Ups (RCPU), helping families stay engaged with their child's growth.
- **Leadership** continues to refine and improve the WCRC, using feedback to shape future updates.

Ednovate's unique **WCRC** is our commitment to helping students become not only college-ready but also capable, confident, and prepared to create a better future for themselves and their communities. It is up to all of us as educators to use this tool to guide, support, and inspire our students.

WHOLE CHILD REPORT CARD DEEP DIVE



Practical Application

A Story of the Whole Child Report Card in Action

Meet Jordan, a junior at Ednovate.

Jordan had always been a strong student, but this year was different. He noticed on his WCRC dashboard that his Presence & Engagement score had dropped below 90%. His advisor, Ms. Lopez, pulled him aside during Advisory.

"Jordan, I noticed you've been late a few times this month. Your Whole Child Report Card is tracking it, and I want to help you before it becomes a bigger issue."

Jordan sighed. He had been staying up late playing video games, which made it harder to get to school on time. He hadn't realized how much those tardies were adding up.

"I didn't think it was a big deal," he admitted.

Ms. Lopez showed him his live **WCRC dashboard**, where he saw the impact: his Presence score had fallen to 85%, and if it dropped further, he might not qualify for his school's leadership program.

Together, they made a **simple action plan:**

- Jordan set a bedtime alarm to make sure he got enough sleep.
- He moved his bus pass to his backpack at night so he wouldn't forget it in the morning.
- Ms. Lopez checked in with him weekly to celebrate his improvement.

By the next report, Jordan's attendance was back on track, and his WCRC reflected his growth. He even helped another classmate build better morning habits!

Resources:

- *Purpose of Whole Child Report Card*
- *Navigating the Whole Child Report Card*
- *Whole Child Report Card Video for Staff*

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CARING AND ACCOUNTABLE CULTURE

High expectations and deep care go hand in hand. A strong, supportive school culture is one where students feel valued, challenged, and equipped to succeed. By reinforcing positive behaviors and holding students accountable in a fair and affirming way, we ensure that every student is set up for success in both school and life. We aren't just managing student behavior; we are shaping future leaders.



CORE PRINCIPLES

Together, we are creating a culture of excellence built on 3 core principles:

- **Clear & High Expectations** – Students are held to consistent academic and behavioral standards.
- **A Safe & Supportive Environment** – Every student should feel seen, valued, and encouraged.
- **Accountability for Growth** – Mistakes are learning opportunities, not punishments.

SHOUTOUT, REMINDER, AND REFLECTION SYSTEM

To maintain this culture, we use a structured Shoutout, Reminder, and Reflection System to reinforce positive behaviors and guide students back on track when needed. **A Shoutout is used to support positive behaviors and positive behavior change.** Campuses are encouraged to give regular awards and recognition for Shoutouts, as well as a Shoutout Store where students can spend their Shoutouts on various items.

A Reminder, our version of a warning, helps students self-correct and learn from their mistakes. A Reminder must be used in all disciplinary conversations to allow for a progressive behavior system. A student can be assigned from 1 to 4 Reminders for a single rule infraction, depending on severity and context. 1 Reminder is a warning and an opportunity to adjust behavior.

4 Reminders within 1 week result in the student being issued a Reflection for the end of that week. **A Reflection is a structured session where the student will work with a supervisor to reflect on their choices** and take responsibility for their growth. Any infraction that warrants more than 4 Reminders, such as gross disrespect toward staff or other students, results in the student being sent to school leadership or the culture team.

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Shoutouts

Actions that could earn a Shoutout:

- Organizing a study group
- Resolving a conflict in a mature way
- Demonstrating passion in assignments
- Owning mistakes without being prompted
- Bringing positive energy to the classroom
- Publicly recognizing or thanking others
- Making an extra effort to improve
- Helping other students without being asked

Best practices for giving Shoutouts:

- Give them frequently and in real time.
- Be specific about what the student did well.
- Recognize student achievements publicly when appropriate.
- Never give a Shoutout just because a student asks for one—students must earn them.

Reminders

Actions that should earn a Reminder:

- Using foul language, including curse words
- Repeatedly being off task after a warning has been given
- Out of class without permission
- Inappropriate use or maintenance of Chromebook
- Throwing items
- Being tardy
- Using a cell phone in class without express permission from the teacher (2 Reminders)
- Dress code violation
- Leaving trash on the floor
- Placing gum on or underneath furniture
- Eating food in class without express permission from the teacher

Serious infractions that earn 4 Reminders:

- Using ethnic slurs, hate speech, or targeted profanity
- Cheating or plagiarizing

YOUR ROLE IN CREATING OUR CULTURE

At Ednovate, we hold students to high expectations, with care, fairness, and the belief that every moment is a chance to grow. Our approach to student behavior is grounded in self-awareness, empathy, and accountability. Here's how we do that:

1. **Check in with yourself first. Before stepping in, pause. Check in with your own emotional state**:
   - Am I calm and grounded?
   - Do I have facts, or am I reacting based on assumption or emotion?
   - Can I model empathy, curiosity, and clear thinking?
   - Bias check: Am I being fair? Am I assuming the best in this student?
2. **See the student's higher self. Approach every student as who they are becoming.**
   - Remember their strengths and past growth.
   - Imagine them as a future college graduate, a leader, and a thriving adult.
   - Lead with a belief in their potential to grow.
3. **Have a caring and accountable conversation. When you talk to a student:**
   - Name the behavior, not the student's character.
   - Use calm, clear language anchored in shared expectations.
   - Stay curious: "What was going on for you in that moment?"
   - Affirm your belief in their growth: "I know you can make a different choice next time."
4. **Work together toward behavior change. Accountability is a team effort.**
   - Help the student connect their behavior to who they want to become.
   - Co-create a path forward: "What support or strategies would help you follow through?"
   - End with belief and a plan: "Let's figure this out together. You've got this."

This process ensures that accountability fosters learning and growth rather than punishment, helping students take responsibility for their actions. Strategies like **verbal redirection, seat changes, private conversations, parent conferences, and referrals to an advisor, counselor, or dean should be accompanied by a Reminder.** Processing a Reminder helps students see patterns in their WCRC, allowing them to reflect and grow throughout their time at Ednovate.

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Practical Application

A Story of Caring and Accountability in Action

Meet Mr. Taylor & Jason.

It was the first period after lunch, and Jason walked into Mr. Taylor's 10th-grade English class clearly agitated, non-school-issued hoodie on, AirPods in, and no materials in hand. He slumped into his chair and muttered something under his breath when Mr. Taylor greeted him. A few students looked over, waiting to see how Mr. Taylor would respond.

Mr. Taylor walked over calmly. He knelt next to Jason and said quietly, *"Hey, I can tell something's off. I want to support you, and I also need you to meet our class expectations. Can we talk for a second outside?"*

In the hallway, Mr. Taylor didn't launch into consequences. Instead, he asked, *"What's going on?"* Jason hesitated, then shared that he had a lot going on at home.

Mr. Taylor listened, acknowledged the weight of what Jason was carrying, and reminded him, *"This class is a space where you're safe and where you're expected to show up for yourself and your goals. I believe in you, and I'm going to hold you to those expectations."*

He offered Jason a chance to take a 5-minute reset, then return and participate. He also issued 1 Reminder for being out of uniform, naming that accountability helps us grow, even when life is hard.

Later that week, Mr. Taylor followed up with a Shoutout: *"Jason showed up every day this week and stayed focused, even when it was tough. That's what resilience looks like."*



THE CULTURE LEARNING WALK

To ensure consistency across schools, Culture Learning Walks are conducted by the Principal Leadership Team multiple times each month. They are observing and assessing:

- ✔ Effective implementation of the Shoutouts and Reminders system
- ✔ Student engagement and on-task behavior
- ✔ Consistency in dress code adherence
- ✔ Cleanliness of classrooms and shared spaces

Findings from these walks help schools refine their approach, ensuring a joyful, effective, and accountable learning environment for every student.

Resources:

- *Caring and Accountable 4 Step Process*
- *Student & School Culture Policies*
- *Guidelines for Issuing Shoutouts and Reminders*
- *Culture Learning Walk Example*

STUDENT ASSESSMENTS



At Ednovate, assessments are more than just tests; they are about both **opportunity and accountability.** When used effectively, assessments:

- Create opportunities for teachers to tailor and adjust instruction to meet student needs
- Ensure accountability as schools verify every student is prepared for college and career success
- Empower students to track their growth and take ownership of learning

ASSESSMENTS WE USE

We use a layered assessment system to measure student growth, identify learning gaps, and guide instruction.

- **STAR Assessments** – Measure growth in reading and math, predict SBAC performance, and track student progress over the year
- **Quarterly Interim Assessments** – Assess mastery of Common Core standards across subjects, aligned with the standards mapped out in each course's pacing guide for that quarter
- **SBAC & CAST (10th-11th grade)** – Evaluate college readiness in English, Math, and Science, ensuring students are prepared for postsecondary success

HOW TO USE ASSESSMENT RESULTS TO DRIVE LEARNING

1. **Complete a Guided Analysis and use it to inform your lesson plans:**
   - Begin each unit by analyzing STAR and interim assessment results to see where students need support.
   - Embed targeted mini-lessons and reteaches to address specific skill gaps that impact grade-level standard mastery.
   - Use formative checks (exit tickets, quizzes, etc.) to confirm understanding before moving on.

2. **Differentiate instruction based on student needs:**
   - Provide extra support for students scoring in Level 1-2 on STAR and interim assessments.
   - Assign targeted reading and math practice based on Lexile and Quantile scores.
   - Offer extension opportunities for high-performing students.

3. **Ensure students own their data:**
   - Guide students in setting growth goals after each STAR assessment and help them track mastery of specific standards after interim assessments.
   - Use Advisory or class time for student data conferences to help them reflect on progress.
   - Celebrate student growth through classroom incentives and Shoutouts.

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Practical Application
A Story of Data-Driven Instruction in Action

Meet Ms. Rivera & Her Math Class.

When the Q2 interim assessment results came in, Ms. Rivera didn't just file them away. Instead, she analyzed her Algebra 1 data, noting that 62% of her students struggled with interpreting linear functions in real-world contexts.



The next morning, **Ms. Rivera displayed an anonymized data chart showing class performance across standards.** "Today, we're going to look at our class data together," she explained. "This isn't about individual scores, it's about figuring out where we need to focus next."

Students reviewed their personal data trackers, adding their latest results and setting goals. Carlos noticed he'd improved in solving equations but was still struggling with word problems. For the next two days, **Ms. Rivera restructured her lesson plans. She created small groups based on her interim assessment results,** rotating between them during independent work time. Students needing support with word problems worked directly with her, while those who had mastered the standard completed extension projects applying linear functions to local community issues.

During a check-in with her instructional coach, Ms. Rivera shared her approach. "By grouping students strategically and targeting instruction to their specific needs, I've seen dramatic improvement. On our latest exit ticket, 83% demonstrated proficiency with linear word problems—up from 38% on the interim."

Her coach noticed something else: "I'm seeing students taking ownership of their learning in a new way. They're not just completing work, they're tracking their growth and asking for specific help."

At the next all-staff meeting, Ms. Rivera presented her results. "**The key was making the data visible and actionable, both for me and for the students.** When they can see their progress and understand exactly what they need to work on, learning accelerates dramatically."

Resources:

- *Ednovate Assessment Guide*
- *Information on STAR Assessments*
- *Information on SBAC and CAST*
- *Interim Guided Analysis*

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GRADING AND EQUITY

At Ednovate, grading is about **equity, accuracy, and motivation.** Traditional grading can reinforce privilege by rewarding compliance over learning. When we implement equitable grading principles, we transform grades from a sorting mechanism to a powerful tool for growth. **Grading for equity** ensures we are measuring what students truly know rather than their behaviors or circumstances.

Grading System

Our grading system is built on 3 principles:



Accuracy
Grades reflect learning, not timing or behavior.



Bias-Resistance
Grades assess knowledge, not privilege or compliance.



Motivation
Grading encourages growth, without discouraging effort.

YOUR ROLE IN IMPLEMENTING EQUITABLE GRADING

1. Use the 50% minimum grading policy:

- A zero prevents recovery.
- 50% still holds students accountable while allowing improvement.

2. Focus on mastery of standards using summative assessments:

- Grades should reflect demonstrated mastery of academic standards through summative assessments, including the quarterly interim assessments.
- Avoid using grading categories in gradebooks to ensure prioritization of standards mastery rather than assignment types.
- Formative quizzes, drafts, and practice work serve as stepping stones toward mastery and should receive feedback only, not formal grades.

3. Allow for reassessment and grade replacement:

- Students learn at different paces, and early struggles do not predict final mastery.
- When reassessing, only the most recent performance should count toward the final grade.

4. Remove bias from grading:

- No grading for participation, effort, or homework completion.
- No extra credit—all students should complete meaningful assignments.
- Use anonymous grading when possible.

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Practical Application

A Story of Equitable Grading in Action

Meet Mr. Johnson & Amara.

Mr. Johnson's English class had moved to a **skills-based grading system**. Rather than having students revise the same essay repeatedly, he assigned four different argumentative essays throughout the quarter, each assessing the same core writing skills.

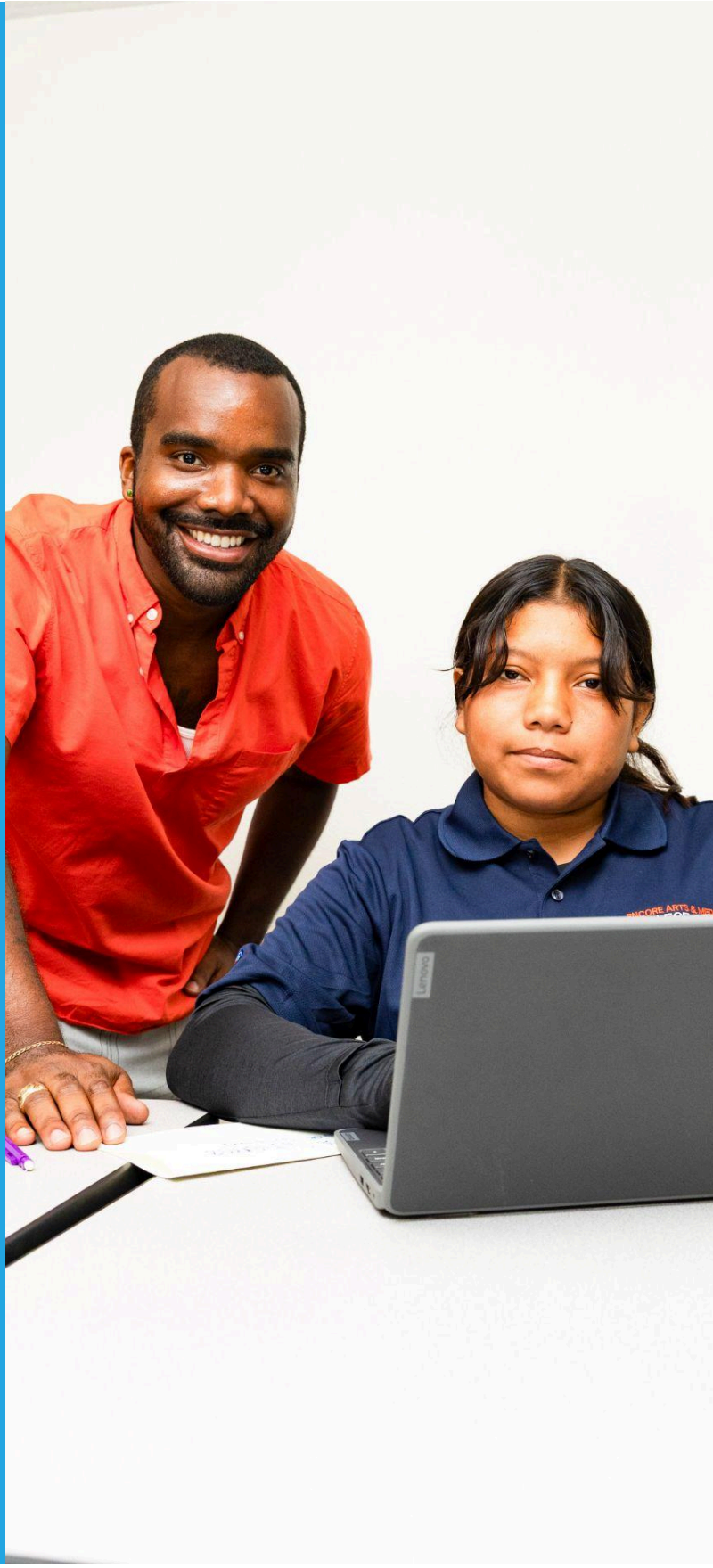
Amara's first essay earned a 62%. Her thesis was unclear, and the evidence was loosely connected. Instead of requiring revision, Mr. Johnson provided targeted feedback and moved the class to their next writing topic.

"Remember, your gradebook shows four essays, but they're all measuring the same skills," he explained. **"What matters is where you end up, not where you start."**

By her third essay, Amara's thesis was sharper and her evidence more compelling. Her fourth essay demonstrated a strong command of argumentative writing. When calculating final grades, Mr. Johnson entered one overall "Argumentative Writing" score of 87% reflecting her current mastery level, exempting her earlier attempts.

"**Why not average all four essays?" a colleague asked during planning. "Because that would punish students for their learning process,"** Mr. Johnson replied. "Amara shouldn't be penalized for where she started, only evaluated on what she can do now. This way, students focus on growing instead of chasing perfect first drafts."

During her conference, Amara reflected, "Knowing my early attempts won't hurt my grade makes me willing to take risks and actually apply your feedback. I'm focusing on improving, not just protecting my GPA."



Resources:

- *Grading for Equity PD*
- *Late Work & Makeup Work Policies*

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PMC JOURNEYS AND CAPSTONES

At Ednovate, PMC Journeys and Capstones give students hands-on exposure to **career-based learning** and encourage them to **think critically** about their role in these fields and their broader impact. Through these projects, students **can explore their passions** and **reflect on how they can create Positive Multigenerational Change.**

These experiences are designed not just to build skills but to help students see themselves in careers and spaces they may not have previously considered. Students gain the confidence to navigate professional environments and envision themselves as capable contributors. This ensures students graduate not just with knowledge, but with purpose and direction for college and beyond.

PMC Journeys (Grades 9-11)	PMC Capstone (Grade 12)
Career-based projects where students take on real-world roles to explore key themes: • **9th Grade: Know Yourself** – Identity, strengths, and values • **10th Grade: Know Your Community** – Local issues and impact • **11th Grade: Know Your Nation** – National-level challenges and solutions	A year-long project where seniors investigate a passion area, answering: *"How will I use my skills and passions to meet the world's greatest needs?"* Students choose from 1 of 4 pathways: • **Senior Thesis** – Research-based exploration of a pressing issue • **Field Work or Community Action** – Hands-on work in a chosen field • **Engineering and Design** – Developing a real-world solution • **Art** – Creative projects that communicate a message or drive change

YOUR ROLE IN PMC JOURNEYS AND CAPSTONES

1. Plan and execute PMC Journeys:

- Core teachers are required to implement 1 PMC Journey per semester using the P.U.R.P.O.S.E. framework.
- Students engage in hands-on, career-focused projects in professional roles.
- Use the Critical Thinking Rubric to assess problem-solving, application, and analysis.
- Input a 0-3 Critical Thinking Grade in the school PMCJ Scoreboard.

2. Guide seniors through capstones:

- Capstones follow quarterly benchmarks.
  - Q1: Identify a passion and develop a research question.
  - Q2: Conduct research and define the issue.
  - Q3: Develop and execute the project.
  - Q4: Present findings and reflect on growth.
- Teachers support students in research, project execution, and presentations.

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3. Assess and enhance student learning:

- Capstone students present and reflect on their learning journey.
- Use the Critical Thinking Rubric to measure how effectively students are applying critical thinking skills beyond the classroom. This rubric isn't about grading the project itself—it's about assessing how deeply students reflect on their experiences, their growth, and their connection to the world.
- Make projects meaningful by using the PMC resources, collaborating with colleagues, and connecting students to industry professionals.

PMC JOURNEYS AND CAPSTONES IN ACTION

Watch this video to see how 1 student's PMC Journey helped her discover her passion for storytelling and her career pathway in filmmaking.



Resources:

- *Critical Thinking Rubric*
- *PMC Journey Course Catalogue*
- *P.U.R.P.O.S.E Template*
- *Facilitating PMC Journeys and Capstones*
- *PMCJ Consultancy Protocol*
- *Creating a PMCJ PD*
- *How to use PMCJ Scoreboards*

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ADVISORY: THE HEART OF STUDENT SUPPORT

Advisory is like a second home for students, a structured space where they feel seen, heard, and empowered to succeed. A strong advisory fosters relationships, accountability, and personal growth, ensuring students stay on track academically and socially. This creates a positive culture where high expectations and consistent routines allow for meaningful individual attention.

As an advisor, you are the primary advocate for your students' success, the consistent connection point that helps each individual navigate their path to graduation and beyond. For all 4 years of their high school experience, you are the primary bridge between the students, families, and the school, ensuring all stakeholders remain informed and engaged.

HOW TO USE ADVISORY TIME

Morning Advisory
Purpose: Establish expectations, build culture, and ensure students are ready for the day

Time	Activity	Focus
2-3 min	Welcome & Culture Check	Greet students, check uniforms, take attendance, and ensure engagement. Set a positive tone with quick Shoutouts.
3-5 min	Announcements & Key Updates	Share important school news, upcoming deadlines, and reminders. Ensure students know what to expect for the day.
5-8 min	Quick 1:1 or Small Group Check-ins	Connect with 1-2 students or a small group based on academic or personal needs. Address concerns early.
2-3 min	Motivation & Send-off	Provide a quick reflection, challenge, or call to action for the day (e.g., "Set 1 goal for today and check in tomorrow").

Afternoon Advisory
Purpose: Establish expectations, build culture, create space for reflection and community building

Time	Activity	Focus
2-5 min	Welcome & Culture Check	Greet students, take attendance, and orient them to the focus for that day. Set a positive tone with quick Shoutouts.
5-10 min	Announcements & Goal-Setting	Share key updates and encourage students to reflect on personal or academic goals for the day.
10-20 min	Core Activity and 1:1 Check-ins	Conduct 1:1 check-ins using the WCRC. Implement an SEL lesson using Wayfinder on your designated day.

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YOUR ROLE IN IMPLEMENTING ADVISORY EFFECTIVELY

1. Build a positive and productive advisory culture:

- Conduct daily uniform and culture checks to uphold expectations.
- Reinforce behavioral norms and schoolwide values.
- Foster a strong advisory identity through team-building activities.
- Follow the weekly advisory cadence to ensure consistency.

2. Monitor student progress and provide support:

- Use the WCRC to track progress and set student goals.
- Conduct 1:1 student check-ins at least twice per quarter to monitor progress.
- Plan interventions as needed, the sooner the better, before a problem gets worse.
- Implement Wayfinder SEL curriculum weekly to support personal development.
- Refer students for additional support services when needed.

3. Strengthen relationships with students and families:

- Check in individually with students twice per quarter.
- Plan quarterly community-building activities to enhance Advisory cohesion.
- Maintain regular communication with families beyond academic concerns.
- Conduct quarterly RCPUs to discuss student progress.

4. Ensure family engagement at RCPUs:

- Aim for at least 95% family participation per quarter.
- Be proactive and solution-oriented, not just about concerns.
- Reschedule missed appointments within 1 week.

Practical Application

A Story of Advisory in Action

Meet Jasmine, a 12th grader at Ednovate.

At the start of senior year, Jasmine felt overwhelmed. Between college applications, financial aid forms, and keeping up with school-work, she wasn't sure how she'd manage everything. Her advisor, Ms. Thompson, noticed Jasmine was falling behind on deadlines.

"Let's check in during Advisory tomorrow," Ms. Thompson suggested.

The next day, during Advisory, Jasmine sat down with her advisor and a few close friends from her group.

- They reviewed her college list and made a step-by-step plan to finish her applications.
- A classmate shared a scholarship opportunity Jasmine hadn't heard about.
- Ms. Thompson connected Jasmine with the school counselor to review her FAFSA form.

By the end of the session, Jasmine had a **clear plan and felt supported**. Over the next few weeks, her advisory group checked in with her to make sure she was making progress.

In the spring, when she got her college acceptance letters, the **first place she celebrated was in her advisory.**

"If it weren't for Advisory, I don't think I would have stayed on top of everything," Jasmine reflected. *"It's more than just a class—it's a team that helps you succeed."*

Resources:

- *Advisory Baseline Expectations*
- *Navigating the Whole Child Report Card*

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Thriving Student and Family

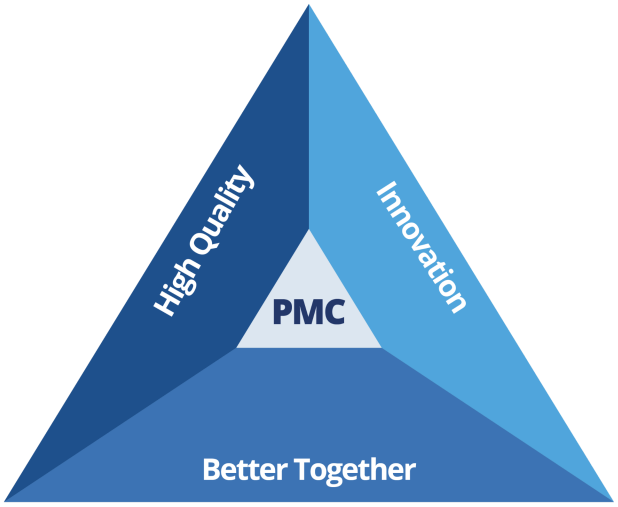


THE EDNOVATE EXPERIENCE: BRINGING OUR MISSION TO LIFE

The Ednovate Experience is more than an education: it's a promise to students, families, and staff to deliver on our mission every day. When we show up with excellence, challenge the status quo, and build together, we create a school community that feels different, feels intentional, and feels like home.

CORNERSTONES OF THE EDNOVATE EXPERIENCE

Our experience is built on 3 key brand cornerstones that guide every interaction, decision, and moment in our schools.



High Quality

- **Academic excellence:** Every class, lesson, and professional development session is intentionally designed to meet high standards and achieve student success.
- **Whole child approach:** Students grow academically, socially, and emotionally through engagement with the WCRC, participation in Advisory, and PMC programming.
- **Celebration of success:** Milestones like Decision Day, student showcases, and culture-building events celebrate students' achievements.

Innovation

- **Personalized learning:** We use technology, data, and creative strategies such as Independent Study and Ednovate Virtual Academy (EVA) to meet students where they are.
- **Revolutionizing high school measures:** Our WCRC challenges traditional grading models to highlight students' strengths and measure growth beyond test scores.
- **Continuous improvement:** We adapt and evolve through programs like Wayfinder SEL, PMC Journeys, and career-aligned projects to ensure relevance and impact.

Better Together

- **Strong relationships:** Students, families, and staff are equal partners in student success.
- **Welcoming & inclusive spaces:** Every space—from classrooms to parent Cafecitos—should feel warm, respectful, and inviting.
- **A culture of gratitude & growth:** Whether through Shoutouts, staff appreciation, or community-building events, we recognize and uplift one another.

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YOUR ROLE IN BRINGING THE EDNOVATE EXPERIENCE TO LIFE

The Ednovate Experience is not just what we believe—it's how we show up every day. We make it real by embedding these principles into every student, staff, and family interaction.



Example: Teachers plan engaging, rigorous lessons and connect learning to real-world applications through PMC Journeys and Capstones.

Connections to our principles:
High-Quality *→ Every lesson is intentionally designed for deep learning and relevance.*
Innovation *→ We rethink traditional instruction to make learning interactive and personalized.*



Example: Families experience transparent, accessible communication through Advisory updates, RCPUs, and digital platforms.

Connections to our principles:
Better Together *→ We view families as partners, not just spectators in their child's education.*
High-Quality *→ Clear, proactive communication ensures families feel informed and valued.*



Example: Schools maintain clean, organized, welcoming spaces, setting a high standard for students and staff.

Connections to our principles:
Better Together *→ A welcoming environment fosters belonging and respect.*
Innovation *→ We continuously improve school spaces to enhance the student experience.*



Example: Every student interaction, PD session, and school event reflects intentionality, respect, and excellence.

Connections to our principles:
High-Quality *→ We hold ourselves to high standards in every action.*
Better Together *→ We build a culture of support and accountability.*



Example: Decision Day, Thanksgiving Potlucks, student showcases, and graduations are thoughtfully designed milestone celebrations, reinforcing our commitment to student success.

Connections to our principles:
High-Quality *→ These events are well-planned, meaningful, and inspiring.*
Better Together *→ They bring our entire community together to celebrate student achievement.*

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THE STUDENT EXPERIENCE: BUILDING A THRIVING COMMUNITY BEYOND THE CLASSROOM

High school is more than academics. Students thrive when they feel connected, engaged, and valued. While academic excellence is central to our mission, extra-curricular opportunities, strong relationships, and a sense of belonging are just as critical.

We measure a thriving school culture through:



Student enrollment
A reflection of our ability to attract new students



Student retention
An indicator of student engagement and satisfaction over time



Student Net Promoter Score (NPS)
A measure of how likely students are to recommend Ednovate based on their experience

DEFINING A STRONG STUDENT EXPERIENCE

Ednovate fosters engagement through 4 key areas:

- **Clubs & student organizations** – Students pursue passions in STEM, leadership, and cultural & service-based clubs.
- **Athletics & sports** – Competitive & intramural sports build teamwork, discipline, & school pride.
- **Student leadership** – Student Council & advocacy groups empower students to shape their school.
- **Community & school-wide events** – Traditions like Decision Day, rallies, and spirit weeks create lasting memories.

YOUR ROLE IN ENSURING EVERY STUDENT FEELS CONNECTED

By fostering a dynamic, inclusive student experience, we ensure that Ednovate is a place where students thrive, grow, and build a future they are excited about. You can create a strong student experience by:

- **Encouraging participation** – Students can start and lead clubs, join teams, and take on leadership roles.
- **Fostering relationships** – Participating in school events promotes a positive school culture and ensures students feel seen and supported beyond the classroom.
- **Celebrating student success** – Academic, extracurricular, and personal achievements should be recognized and shared.
- **Engaging families** – Encourage parent involvement in school activities and events to strengthen the connections between parents and the school community.
- **Reaching students who feel disconnected** – Through advisory check-ins, SEL programs, and outreach, we ensure every student finds their place.

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THE PARENT EXPERIENCE: PARTNERING WITH FAMILIES FOR STUDENT SUCCESS

At Ednovate, we believe parents and families are essential partners in preparing students for college, a successful career, and PMC. A strong parent-school relationship ensures that students receive support, encouragement, and the resources they need to thrive.

We measure the strength of our parent experience through:



Parent engagement
Participation in feedback surveys, school events, workshops, and family meetings



Parent retention
Families choosing to keep their children enrolled with us year after year



Parent Net Promoter Score (NPS)
A measure of parent satisfaction based on how likely they are to recommend Ednovate to others

DEFINING A STRONG PARENT EXPERIENCE

Ednovate fosters welcoming, transparent, and collaborative relationships with families through:

- **Keeping parents informed & engaged** – RCPUs, biweekly progress updates, and digital portals give parents real-time access to their children's progress.
- **Parent leadership & voice** – Parent Ambassadors, Parent Advisory Councils (PACs), focus groups, listening sessions, and Cafecitos ensure families have a voice in decision-making.
- **Family involvement in school life** – Parents are invited to Decision Day, student showcases, cultural celebrations, and volunteer opportunities to strengthen school-community connections.
- **A warm & welcoming school environment** – Friendly front offices, bilingual communication, and respect for parents as co-educators ensure that families feel valued.

These efforts **empower parents to actively support their children's success** while strengthening their connection to the school community.

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Practical Application

A Story of Parent Leadership in Action

Meet Isabel Pulido Rentería and Iris Hatchell, proud parent leaders at Esperanza College Prep.

Originally from Mexico, Isabel arrived in the United States in 1988 and settled in East Los Angeles, where she raised her four children. Her two youngest attended an Ednovate school, an experience she credits with transforming their lives and their family's future. Isabel chose Esperanza because of its commitment to 100% college graduation, giving her the confidence that her children's dreams were within reach. Through her active involvement and the school's partnership with families, that vision became a reality: her son graduated from Esperanza in 2021 and will earn his B.A. in Bioengineering from Stanford University this year, while her daughter is now attending USC. **Isabel believes Ednovate's impact extends far beyond academics; it empowers entire families**. After participating in Ednovate's citizenship classes, Isabel proudly became a U.S. citizen. She is an active member of the Ednovate Parent Ambassadors, where she builds parent leadership, represents the network in meetings with city leaders, and advocates for Ednovate schools during key public hearings. For Isabel, Esperanza is not just a school—it is **the heart of their community**.



Iris Hatchell is a proud parent leader at USC Hybrid High. A lifelong resident of South Central Los Angeles. She grew up attending local public schools and dreamed of earning a college degree. Although her own path was cut short, her experience fueled an even stronger determination to ensure her three sons had the opportunity to achieve what she could not. With the support and partnership of USC Hybrid High, that dream is becoming a reality. Iris believes that **from the moment students step on campus in 9th grade, they are encouraged to dream big, plan their futures, and believe in their potential.** Her son has taken full advantage of the opportunities at school, competing in sports, joining the Black Student Union, and participating in leadership organizations like Black Men of Los Angeles, all made possible by the school's supportive environment. To Iris, USC Hybrid High is more than a school; it is a family that relentlessly believes in every student and helps families achieve their dreams. She proudly advocates for USC Hybrid High because they don't just get 100% of their students into college—they create hope, opportunity, and Positive Multigenerational Change in their community.

YOUR ROLE IN THE PARENT EXPERIENCE

We meet parents where they are by:

- **Proactively communicating** with families, ensuring they stay informed before concerns arise.
- **Creating accessible opportunities** for engagement, offering **in-person and virtual options** to accommodate busy schedules.
- **Personalizing outreach**, recognizing that different families engage in different ways.
- **Elevating parent voices** by gathering and acting on feedback through **surveys, meetings, and advisory councils.**

A **strong, positive parent experience is a shared responsibility** across the school community. Do your part:

- Invite families to events, leadership opportunities, and celebrations.
- Make school warm and welcoming for every parent.
- Respect parents as co-educators and value their input.

By building **trust, transparency, and meaningful relationships**, we ensure parents feel confident, engaged, and excited about their children's education at Ednovate.

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Growth and Innovation



EXPANDING OUR IMPACT THROUGH INNOVATION

At Ednovate, **innovation is essential to creating PMC.** While we have built strong systems to support student success, true transformation happens when we continuously push boundaries and reimagine what's possible. Schools must **evolve to meet the changing needs of students**, and it is our responsibility to explore new ways to personalize learning, help students find purpose, and strengthen our school communities.

Innovation at Ednovate is not just about leadership decisions—it is **a mindset** that belongs to every educator, advisor, and staff member.

Defining Innovation at Ednovate

We focus on 3 essential areas for innovation that drive student success:



Personalization
The traditional one-size-fits-all model doesn't work. We create flexible, student-centered approaches that use technology, mentorship, and project-based learning while maintaining high academic rigor.



Purpose
Success is not just about getting into college—it's about thriving in life. Students connect their learning to their passions, engage in internships and community projects, and see their role in creating a better future.



Community
Research shows that strong relationships are the foundation for academic success. Schools must be intentional in creating environments where students feel seen, valued, and supported.

How We Innovate

At Ednovate, innovation happens when we:



Encourage experimentation
Every teacher, advisor, and staff member is empowered to test new approaches, pilot programs, and adapt strategies to better serve students.



Share and refine our learning
Some ideas will work, some won't. But every attempt moves us closer to a stronger, more effective model.



Create structures that support risk-taking
Teams collaborate, reflect, and continuously improve, ensuring that innovation is sustainable, scalable, and meaningful.

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FLEXIBLE LEARNING AT EDNOVATE

Every student's journey is unique. Some students may need flexible learning options that allow them to stay on track even when they are unable to attend in-person classes, but that do not compromise academic rigor:

- **Independent Study (IS) –** A formal, self-paced learning program
- **Ednovate Virtual Academy (EVA) –** A fully online high school experience

YOUR ROLE IN INNOVATION

Innovation is not a separate initiative—it is the way we grow and improve as a school community.

✔ Challenge traditional models and think beyond "how we've always done it."
✔ Seek new ways to personalize learning, connect students to purpose, and build belonging.
✔ Experiment, reflect, and refine to continuously improve student experiences.

Practical Application

A Story of Innovation in Action

In 2017, an **Ednovate Innovation Team** came together in response to something important: *our students, families, and staff were telling us we needed to do more to support students' emotional growth, not just their academic success.*

At the time, our school culture measures were heavily focused on self-regulation, specifically, avoiding negative behaviors. But we realized that measuring the absence of bad behavior was an incomplete view of emotional intelligence. Students deserved more: **more support in building self-awareness, more skills to manage emotions, and more opportunities to grow as people, not just as students.**

Over the next few years, our Innovation Team researched best practices, reflected on student, staff, and parent feedback, and piloted early models to embed SEL more intentionally into our schools.

Fast forward to 2023–24: **Brio College Prep piloted Wayfinder,** helping students explore purpose and belonging. Meanwhile, **Hybrid High launched Sown to Grow**, giving students space each week to reflect on their emotions and set personal goals. These pilots weren't isolated experiments; they were a natural evolution of our commitment to seeing and supporting the whole student.

As a network, we supported these efforts, studied what worked, and brought our schools together to learn from one another. We saw the impact firsthand: students were not just avoiding negative behaviors; they were building real emotional skills to thrive in high school, college, and life.

In 2024–25, we proudly scaled a **network-wide SEL measurement and development tool across all Ednovate schools**. This work builds directly on the voices of our students and families, the reflections of our teams, and the spirit of innovation that started it all.



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CHANGING THE HIGH SCHOOL REPORT CARD

At Ednovate, we aren't just operating schools; we're leading a movement to redefine high school success. Traditional report cards overemphasize test scores and GPA, often missing the full potential of students. We believe that success should also be measured by **critical thinking, perseverance, purpose, and real-world contributions**. By reimagining how student achievement is recognized, we are closing the college attainment gap, improving social mobility, and shaping national conversations on education reform.

DEFINING OUR VISION FOR CHANGE

We are working to transform how student success is measured by:

- **Expanding the WCRC** – Our model tracks not just academic performance, but also purpose, self-regulation, and career readiness to ensure students are prepared for life beyond high school.
- **Building a national network of innovators** – We collaborate with leading education organizations, research groups, and policymakers to share best practices and scale impact.
- **Leveraging research & higher education partnerships** – Our partnerships with USC and other national organizations provide access to cutting-edge research that continually refines our approach.
- **Using data to drive change** – Early alumni data shows that Ednovate graduates earn higher starting incomes, report a stronger sense of purpose, and enter careers with long-term growth opportunities.

These efforts position Ednovate as a leader in education innovation, advocating for a more holistic approach to measure student success.

LEADING THE MOVEMENT

To influence national policy and practice, we:

- Publish research and share insights through white papers, books, and articles.
- Present at major education conferences to expand awareness of the WCRC.
- Work with policymakers and education leaders to shift how student success is measured.
- Foster a culture of advocacy where staff, students, and families can share their stories and experiences.

YOUR ROLE IN THE MOVEMENT

This is bigger than just Ednovate. It's a **national effort to redefine high school success.** You can be a part of the movement by:

- ✔ Advocating for our whole child approach by sharing best practices and engaging in policy discussions.
- ✔ Staying informed about education innovation and research that supports holistic student success.
- ✔ Getting involved in spreading our model through speaking engagements, articles, and collaborations.

Together, we are reshaping the future of education, ensuring that high school success is measured by more than just grades, but also by students' abilities to **thrive, lead, and create lasting impact.**

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SCALING FOR IMPACT: GROWING TO 11 SCHOOLS

Creating **PMC requires both depth and scale**. While serving our current students with excellence is our top priority, expanding to 11 schools allows us to drive policy impact, strengthen financial sustainability, and enhance the student experience. This growth is intentional—designed to position Ednovate at the size of an average California school district, giving us greater influence, operational efficiency, and long-term sustainability.

DEFINING OUR GROWTH STRATEGY

Our goal of 11 schools is rooted in 3 key strategies to build a deep, lasting impact in our communities:

- **Influence policy at scale** – By operating at the size of a traditional district, we can advocate for systemic change, proving that public education dollars can be used to deliver strong student outcomes.
- **Leverage state funding effectively** – This scale allows us to fully optimize state education funding, ensuring financial sustainability while maximizing impact.
- **Strengthen student & staff experience** – Expanding to 11 schools enables us to offer more extracurriculars, career pathways, and leadership opportunities for students, while also improving salaries, benefits, and professional development for staff.

This is not just about growth for growth's sake—it's about building a scalable model that improves education statewide.

ENSURING IMPACTFUL GROWTH

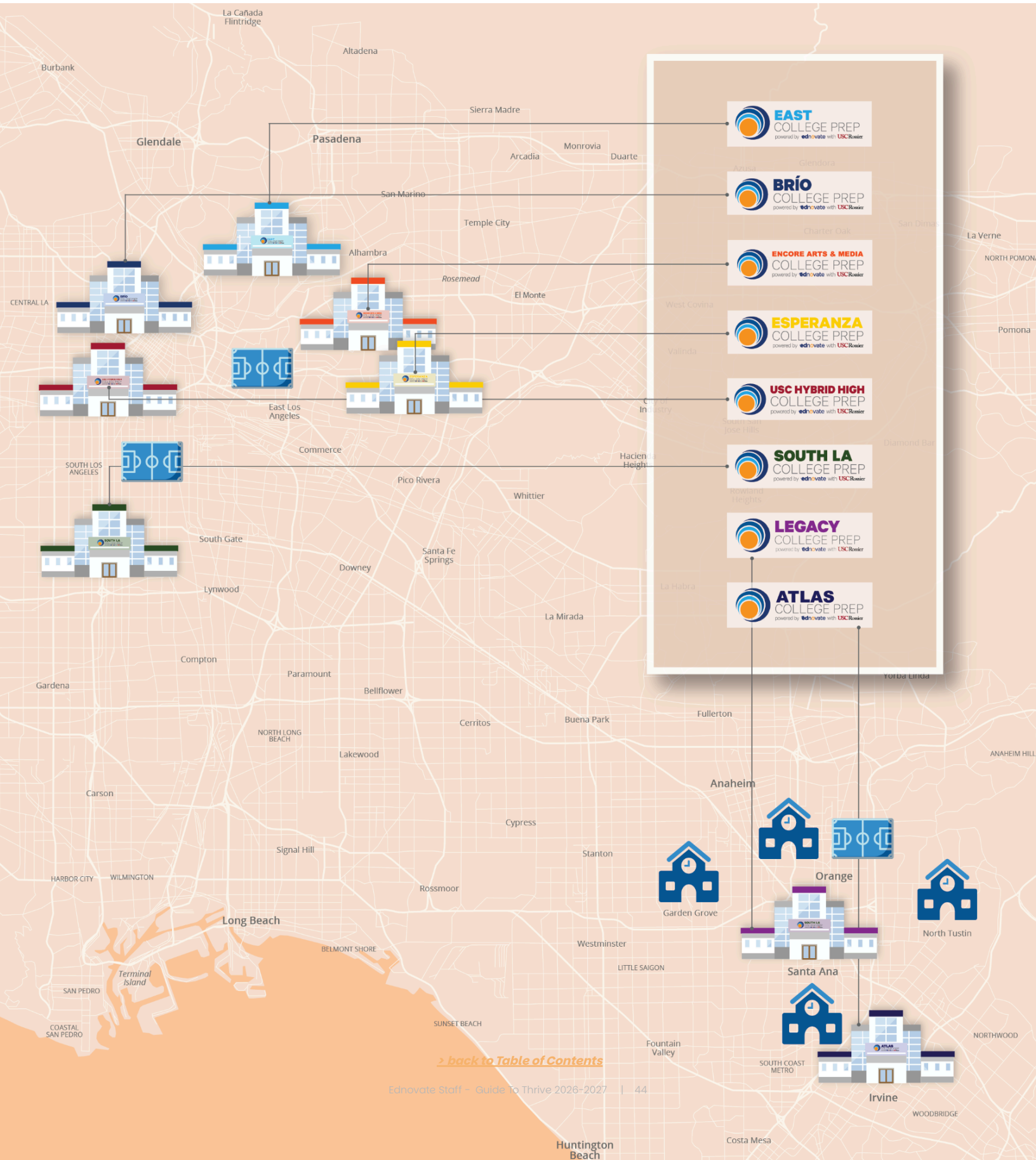
To grow intentionally and sustainably, we will:

- **Expand student programming** – More schools mean enhanced extracurriculars, AP courses, internships, and leadership opportunities across campuses.
- **Invest in staff development** – Scaling allows us to increase salaries, offer stronger benefits, and create more leadership pathways.
- **Optimize financial & operational sustainability** – A regional model allows us to streamline shared services, avoid resource dilution, reduce costs, and improve purchasing power for technology and curriculum.

If we can do this at scale, others can too, helping change public education for all students in California.



EDNOVATE 2030



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1. Employment & Workplace Policies

At-Will Employment

At Ednovate, we are a team of professionals who have come together with a common mission. As professionals, we are empowered with the autonomy to make choices that impact our employment. Managers are empowered to choose their teams, and when necessary, to make adjustments to them. Employees, too, are empowered to make the choice to work here. Employment with Ednovate is “at-will,” which means that each employee has the right to terminate their employment at any time, with or without cause and without prior notice, and so does Ednovate. In addition, Ednovate may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause, and with or without previous notice.

The at-will nature of employment at Ednovate will not be modified. In instances where an arrangement other than at-will employment is deemed to be in the best interest of a particular employee and Ednovate for a specific position, a written agreement expressly providing for employment for a fixed duration must be entered into by the employee and Ednovate, with Ednovate’s CEO signing and approving any such agreement. Offers of employment, job descriptions, compensation, career pathways, and any other document or communication, conveyed orally or in writing, should not be interpreted as a contract or a guarantee of continued, permanent, or fixed-term employment.

For all sites (not including EVA): Ednovate's Out of State Employment Policy prohibits its employees from working outside of California for more than 30 days. If you are a current employee and plan on living outside of California for more than 30 days, please contact Human Resources (HR) to ensure you are in compliance with Ednovate’s Out of State Employment Policy. Written exceptions to this policy must be reviewed and authorized by Ednovate’s Chief of Staff.

Equal Employment Opportunity

Ednovate is an equal opportunity employer and is committed to compliance with applicable federal, state and local laws and regulations. We embrace and value a diverse workforce and pledge to provide equal employment and individual opportunity to all job applicants and employees. Ednovate prohibits discrimination against any employee or applicant for employment on the basis of any protected status under state and federal law. Our continued success depends on our ability to attract, develop and retain the highest caliber of people, regardless of their actual or perceived race and/or ethnicity including religious dress and grooming practices, creed, gender, (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned), color, religion, sex, sexual orientation, marital status, national origin (including native language spoken and possession of a driver’s license issued to persons unable to prove their presence in the U.S. is authorized by federal law), ancestry, mental and physical disability (including HIV/AIDS), medical condition (cancer/genetic characteristics), age, parental status, pregnancy or perceived pregnancy, childbirth or related conditions including breastfeeding, military service, veteran status, genetic information, denial of family and medical care leave, denial of pregnancy disability leave, qualified disabled employee or applicant, reproductive health care decision-making or any other characteristic or condition protected by applicable law. Ednovate will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training. Additionally, in accordance with applicable law, Ednovate prohibits all forms of unlawful harassment of a sexual or other discriminatory nature.

All employees are responsible for complying with this policy. You can report violations of this policy in 3 different ways: Contact your supervisor or principal, contact HR, or contact Oliver Sicat, the Chief Executive Officer.

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You may also file a complaint with the Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH), who will investigate and prosecute complaints of prohibited harassment, discrimination, and retaliation in employment. The nearest office can be found by visiting the agency websites at www.dfeh.ca.gov and www.eeoc.gov.

Violations of the Equal Employment Opportunity policy will not be tolerated. Ednovate will investigate every Equal Employment Opportunity issue that is brought to our attention and will take appropriate steps, which may consist of disciplinary actions up to and including termination.

Background Checks

As a condition of employment, all applicants for employment must complete a new LiveScan fingerprint/background check prior to starting work at Ednovate. This process is explained by HR and initiated after the offer letter is signed. Failure to complete this process will delay the employee's ability to begin work.

To protect the safety of our students, certain offenses would make an applicant ineligible to work at an Ednovate school, as required by California Education Code. For all other offenses, HR will perform an individualized assessment in accordance with the Fair Chance Process and/or any other relevant local or state laws. Please note that Ednovate is notified by the Department of Justice of any subsequent arrests or convictions.

Credentialing Requirements

All Ednovate teachers are required to hold a current California Commission on Teacher Credentialing (CCTC) credential, certificate, permit, or other document equivalent to that which a teacher in other California public schools would be required to hold. It is the responsibility of each teacher to ensure that credentials and permits are renewed in a timely manner and remain current. In preparation for certification renewal, Certificated Employees must be sure that all renewal requirements (e.g., coursework, documentation, test passage, and/or professional growth plan and record) are completed and available well ahead of application.

Within 120 days of the expiration of a teacher's current credential, certificate, permit, or other document, the teacher, credential lead, and HR will meet to create a Credentialing 120-Day Action Plan, outlining specific steps that the teacher must take every month in order to ensure their credential, certificate, permit, or other document is renewed on time.

If a teacher is not able to fulfill their credential requirements by the first day of school, or at any point during the year their credential expires, they may be terminated or put on a 30-day sub permit with their compensation adjusted accordingly.

Tuberculosis Testing

All new Ednovate employees must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) completed within the last 60 days.

If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or, in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every 4 years or upon expiration.

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Immigration Compliance

Ednovate will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, Ednovate will not check the employment authorization status of current employees or applicants who were not offered positions with the school unless required to do so by law.

Ednovate shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the school shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the school shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the school without a judicial warrant, or voluntarily give consent to an agent to access, review, or obtain employee records without a subpoena or judicial warrant.

Employment Classifications

Ednovate employees serve in a variety of roles to meet the needs of our students. Definitions for different types of roles are as follows. (*Note that employees can fall into more than 1 of these categories*):

- Full-time: Regularly working 30 hours or more per week
- Part-time: Regularly working less than 30 hours per week
- 12-month: Also known as employees working on an annual schedule, these employees generally work all year except for holidays and Ednovete closure days
- 11-month: Also known as employees working on an academic schedule, these employees generally work every school day, Report Card Pick Up days, and Professional Development days
- Temporary: Working for a finite amount of time, often for a specific project or season
- Exempt: Employees who are determined by Ednovate to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Exempt employees are not entitled to additional compensation for extra hours of work.
- Non-exempt: Employees who are covered by certain wage and hour provisions of state and federal law. Non-exempt employees are entitled to overtime for hours worked beyond 8 hours in 1 workday or beyond 40 hours in 1 workweek, as well as meal and rest breaks as prescribed by law.

Changes of Employment Status

It is Ednovate's intention to ensure that employee separations are handled in a professional manner. An employee may generally be considered to have voluntarily terminated their employment with Ednovate for the below stated reasons:

- Resignation & Job Abandonment
  - Employees are requested to provide a minimum of 2 weeks' written notice of their intent to separate from the organization, in order to allow a reasonable amount of time to transfer workloads. Upon receipt of notification, HR will coordinate the offboarding process.
- Retirement
  - Employees who wish to retire are requested to notify their manager in writing at least 1 month before the planned retirement date.

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- Job Abandonment
  - An employee who does not report to work for 3 consecutive workdays without notifying their manager (“no call, no show”), or who fails to return from an approved leave of absence for a period of 3 consecutive work days after the designated return date, will be presumed to have abandoned their employment and voluntarily resigned. The employee will be terminated from payroll immediately.
- Termination
  - Pursuant to the at-will nature of employment with Ednovate, employment may be terminated at any time for any reason. Termination of employment may also be for causes, including but not limited to: misconduct, tardiness, absenteeism, and/or unsatisfactory performance.
- Death
  - A termination due to the death of an employee will be made effective as of the date of the death. Upon the receipt of death notification, HR will begin the termination process and notify all applicable parties.
- Change in Personal Status
  - It is the employee’s responsibility to notify HR regarding any changes in personal status so that the appropriate information can be kept current in the HR records. If employees have any questions or doubt whether a personal status change needs to be communicated to the company, they should consult with either their immediate supervisor or HR. Change in personal status includes, but is not limited to:
    - Change in emergency contact information
    - Legal name change
    - Change in family status (marriage, divorce, birth, adoption, child reaching age of ineligibility for insurance benefits)
    - Address, phone, or email address change
    - Changes in any federal or state tax withholding elections
    - Beneficiary change for 403b, life insurance, or long-term disability
    - Change in your United States Citizen Immigration Services (USCIS) eligible work status

Work Hours, Breaks, and Overtime

Non-exempt employees are not permitted to work overtime without the prior approval of their supervisor. Employees who fail to obtain approval prior to working hours that extend beyond a 40-hour workweek or 8-hour workday will be subject to disciplinary action. During busy periods, the supervisor may require staff to work extended hours. Hours worked beyond the employee’s typical schedule, including evening and weekend work, should be recorded on the employee’s timesheet. Overtime is considered a condition of employment and, except where an employee has worked 72 hours during the previous workweek, refusal to accept it when reasonable notice has been given is cause for discipline, up to and including termination.

- Calculating Overtime
  - All hours worked by nonexempt employees in excess of a 40-hour workweek or 8-hour workday will be compensated at an overtime rate of 1.5 times the regular hourly rate (e.g., if the regular hourly rate is $15/hour, then the overtime rate would be $22.50/hour). Compensation for hours in excess of 12 hours in 1 work day and in excess of 8 hours on the 7th consecutive workday in a workweek shall be paid at double the regular rate of pay. The work week begins at 12:00 a.m. on Wednesday morning and ends at 11:59 p.m. on Tuesday. Please note that paid time off does not apply toward work time.
  - Ednovate will make a dedicated good-faith effort to ensure that it lives up to the guidelines of the Fair Labor Standards Act and applicable State law. Employees who believe their pay has been improperly calculated should contact HR to request a formal review of the matter. Ednovate will evaluate the issues associated with the request on a timely basis and amend the situation wherever appropriate.

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- Work Hours & Breaks
  - Due to the complexity of Ednovate operations, each campus and department function establishes its own normal work week, work hours, and meal periods based upon campus needs and state/federal law. Accordingly, employees should check with their supervisor for questions about the work schedule. Generally, any changes in a normal work schedule will be announced as far in advance as practicable, but supervisors have the discretion to adjust the normal work schedule to meet campus needs (e.g., summer months, audit season, etc.) or to keep consistent work hours for non-exempt employees.
  - In compliance with California law, non-exempt and hourly employees who work more than 5 hours are entitled to an unpaid, duty-free meal break period of at least thirty minutes. The meal period must be taken before the end of the 5th hour of work. The meal break may be waived by mutual consent of Ednovate and the employee if the workday will not exceed 6 hours. Non-exempt employees are authorized and permitted to take a 10-minute rest period for each 4 hours of work or major portion thereof. Rest periods should be taken as close to the middle of the work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time and cannot be waived by the employee in order to shorten the workday or used towards additional time off.
- Recording Work Hours
  - To comply with applicable laws and to ensure that employees are paid in a timely fashion for hours worked, Ednovate requires all hourly employees and supervisors to keep accurate records of hours worked in ADP. Employees are responsible for accurately recording hours worked.
  - Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running school-related errands after logging out.
  - Falsifying a time record is a violation of Ednovate's policy and is grounds for disciplinary action, up to and including termination of employment. Staff should discuss any questions they may have concerning recording work hours with their immediate supervisor or the campus operations manager, or they should contact HR for a formal evaluation of record-keeping concerns.

Staff Absences

If a staff member is going to be absent, he or she should alert the school designated official for absence as soon as possible, so there is enough time to look for a substitute if needed. Teachers are responsible for leaving up to 3 days of complete lesson plans for a substitute.

An absent staff member is responsible for entering their time off into ADP either prior to their absence or immediately upon their return. If the employee does not enter their time, their manager or HR can automatically make this change. If there is no paid time off available, the exempt staff member will not be paid for any missed days, and the nonexempt staff member will not be paid for any missed hours. The principal or designee must approve any request for a paid full or ½ day absence, such as being absent for professional development.

Employee Compensation

We believe that the success of our organization relies first and foremost on having highly effective talent in every position. Ednovate's Career Pathways and Compensation Program exists to ensure excellence and continuous improvement among all members of the organization, including teachers, leaders, and support staff.

Key beliefs that drive our decisions regarding personnel effectiveness and compensation:

- Recruiting, retaining, and growing top talent is the number one key factor for our success. Our budget and policies should reflect that by ensuring that we are highly competitive with other desirable places to work,

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in areas like our professional development, compensation, and benefits. We believe in training and developing staff, so they have the skills to work anywhere, but treating them well enough that they choose to stay here.
- Managers who build (hire, manage, and support) their teams should determine things such as salary, leveraging our Ednovate teacher salary scale and band guidelines. Compensation should be based on the effectiveness and experience of each employee as an individual and as a team member.

We will continue to work to ensure that we offer transparent and competitive compensation packages, so our talented team members continue to feel appropriately valued for their work and contributions to our students, staff, and organization.

Base compensation may be determined by, but not limited to, a combination of experience, previous performance, contributions to the overall team, and market conditions. Please talk to your hiring manager, principal, and/or our HR director if you have questions about compensation.

Payroll Procedures

Employees are paid on the 15th and the last day of every month. If the 15th or the last day of the month falls on a weekend, employees will be paid on the Friday before.

Employees on a year-round (12-month) schedule receive 24 paychecks per year; employees on an academic (11-month) schedule receive 22 paychecks per year and are not paid in the month of July. Staff members have the option of signing up for direct deposit or receiving a live check. All hourly and non-exempt staff members must record their time in the payroll system and have it approved by their manager or the principal if their manager is the operations manager. On payday, if you do not have direct deposit, live checks will be mailed to the address listed in our ADP system, unless the employee has made prior arrangements with the HR Department for pick up at Ednovate's home office.

Staff Reimbursements & Credit Cards

You can be reimbursed for pre-authorized school-related expenses that are accompanied by an original receipt or other appropriate documentation. Principals, CEO, CFO (Chief Financial Officer), COO (Chief Operating Officer), and COS (Chief of Schools) may incur school-related expenses without pre-approval, unless above the set thresholds.

A staff member seeking to make a school-related purchase must obtain written pre-approval from the CEO, principal, COS, or COO if the amount exceeds $100. If anticipated expenses are $500 or greater, a purchase order must be created and approved before the purchase is made.

The original, itemized receipts and the expense report providing detailed information about the purchase and its intended business use must be approved by the employee or other designated approver, and shall then be forwarded to the Finance Team within 60 days of the expenditure. The employee and the CEO/President, principal, and/or supervising administrator must sign all expense reports before they will be processed. Original receipts or other appropriate documentation (e.g., email receipt) must be attached to the expense report.

- Ednovate reserves the right to refuse reimbursement for any inappropriate expenses made or spending in excess of the approved budget.
- Ednovate does not reimburse for cell phone expenses.

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Staff members who are given Ednovate credit cards should only use them for Ednovate business purchases. The cardholder agrees to comply with all applicable Ednovate policies and procedures and the cardholder agreement. Gift funds should be used for purchases such as staff appreciation and life events. Alcohol or expensive meals should not be purchased with the Gift Fund, network funds, or network credit cards without written permission from the CEO/President.

Travel Policy

Employees will be reimbursed for mileage for Official Ednovate Business (defined below) when pre-approved by their supervisor. Mileage will be reimbursed at the IRS standard rate for the distance traveled, less the distance from the employee's residence to the work site for each direction traveled. For the Support Team, the home site is considered the World Trade Center, 350 S. Figueroa, LA, CA 90071. Standard mileage rates | Internal Revenue Service

Definitions of Official Ednovate Business (eligible) vs. Volunteer/Non-Official Business (ineligible) are as follows:

OFFICIAL EDNOVATE BUSINESS	VOLUNTEER/NON-OFFICIAL BUSINESS
Is required as part of your job description/role	Is not required as part of your job description/role
Is being required by your school's principal	Is not being required by your school's principal
You are being paid for the time you are away (either hourly, by stipend, or as part of your salary)	You are not being paid for the time you are away (either hourly, by stipend, or as part of your salary)
You are representing Ednovate in an official capacity (e.g., instructor, grade level chair, school leader, network team member, athletic director, stipend sports coach, or club lead)	You are not representing Ednovate in an official capacity (e.g., attending a sports game (non-coach), volunteering with an extra-curricular event)
Pre-approval is required by your school's principal	Pre-approval is not required, as mileage is not eligible

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EXAMPLES OF OFFICIAL EDNOVATE BUSINESS	EXAMPLES OF VOLUNTEER/ NON-OFFICIAL EDNOVATE BUSINESS
• Ednovate network-wide professional development (rotating sites) • Ednovate Principals and operations meetings • Off-site campus PD (required) • Travel to required meetings or conferences • Travel among campuses when required and pre-approved by your school's principal (e.g., observing, team teaching) • Required travel for sports or clubs as the stipend coach or lead (when buses or other transportation are not provided) • Travel to off-campus staff recruitment events (if part of your role or required) • Travel among campuses by the Support Team to support existing and growing schools	• Travel when volunteering to help out with an extracurricular event, not in an official capacity, but as a volunteer • Travel to cheer for a sports or club team (not in an official coach or club sponsor role) • Travel when volunteering for any type of event (e.g., recruitment, dances, sports, clubs), unless required by the principal

The principal, CEO, or COO must pre-approve all out-of-town travel and will do so only at the recommendation of the supervisor.

Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by the supervisor and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest rate available, including the corporate, nonprofit, or government rate if offered. Employees will be reimbursed at the established per diem rate for any breakfast, lunch, or dinner that is not included as part of the related event. The per diem rate will be defined by Federal standards.

Air travel should be booked a minimum of 2 weeks in advance, using economy or coach non-refundable fares. The employee will be personally responsible for any airline change fees, unless required by unforeseen work circumstances, with prior written approval of the principal or CEO. Employees should always select the lowest cost option, within reason, without giving preference to specific airlines.

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Staff Referral Bonus

Many of our best people come from referrals by our current staff. Good people know good people. Therefore, if you refer someone who eventually gets hired for a full-time role and the individual stays for 120 days, then you will receive a $1,000 referral award (before taxes).

Referrals will be accepted for all full- and part-time roles, but not for temporary or seasonal roles, such as interns and coaches. A referred candidate must be hired by Ednovate for an eligible role and remain employed and in good standing for 120 days before a referral bonus is paid.

All full- and part-time Ednovate teammates are eligible for Ednovate's referral bonus, except principals, members of the talent team, and the Executive Leadership Team (ELT). Temporary employees are eligible if employed by Ednovate both at the time of referral and when the new hire meets the 120-day employment threshold.

To be eligible for this award, employees must follow the Referral Policy and Procedure. Thank you for sending great people our way.

2. Employee Benefits & Leave Policies

Calendar and Holidays

Calendar days are classified as follows:

- Holidays: Ednovate-observed state and federal holidays
- Ednovate Closure Days: Non-holidays when Ednovate decides to close
- Instructional days: Days when school is in session
- Non-instructional days: Days when school is not in session, such as spring break

Full-Time, Exempt, Salaried Employees:

- Regular full-time exempt employees on the annual or academic calendar are paid their standard salary for holidays and Ednovate closure days.
- Regular full-time exempt employees on the annual calendar are expected to work as normal on non-instructional days or request PTO.
- Regular full-time exempt employees on the academic calendar will be compensated their standard salary during non-instructional days that occur during the school year, but are not expected to work.

Full-Time, Non-Exempt, Hourly Employees:

- Regular full-time, non-exempt, hourly employees on the annual or academic calendar are paid their standard salary for holidays.
- Regular full-time, non-exempt, hourly employees on the annual or academic calendar are compensated for closure days based upon a calculation that averages their regular scheduled weekly hours.
- Regular full-time, non-exempt, hourly employees on the annual calendar are paid for actual hours worked on non-instructional days.
- Regular full-time, non-exempt, hourly employees on the academic calendar are paid for actual hours worked on non-instructional days, but must seek pre-approval from their principal or supervisor first.

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Part-Time and Temporary Employees:

- Holidays and closure days are unpaid time off for part-time and temporary employees.
- Part-time employees on the annual calendar and all temporary employees are paid for actual hours worked on non-instructional days.
- Part-time employees on the academic calendar are paid for actual hours worked on non-instructional days, but must seek pre-approval from their principal or supervisor first.

Paid Time Off (PTO) Policy

Full-time employees are eligible for vacation under this policy and are encouraged to use their accrued vacation throughout the year. No other employee classification (part-time, seasonal less than 30 days) is eligible for vacation, but all employees are eligible for sick leave (as described below). Vacation, illness of the employee or a family member, and other personal affairs are all included in the PTO pool of days. Staff members should consider their number of allotted annual PTO days as they plan time away from work throughout the year, remembering to take into consideration potential unplanned days off for illness and family emergencies.

Employees on an Academic Schedule:	Employees on an Annual Schedule:
Working ~207 days per year and 30+ hrs per wk	Working ~248 days per year and 30+ hrs per wk

ACADEMIC SCHEDULE ACCRUAL	ANNUAL SCHEDULE ACCRUAL
Year 1 and 2: 8 Days	Year 1 and 2: 15 Days
Year 3 to Year 9: 11 Days	Year 3 to Year 9: 20 Days
Year 10+: 14 Days	Year 10+: 25 Days

Full-time employees are eligible for paid time off to use throughout the year. Paid time off is earned in a lump sum on the first day of work and thereafter on July 1st of each school year.

Employees starting mid-year will earn a prorated number of PTO days, no less than the amount of minimum sick leave required under city and state law. It is the employee's responsibility to appropriately manage their paid time off pool so that no additional days are needed beyond the paid time off provided. If additional time off is needed, that time will be unpaid and only available if it is pre-approved by your supervisor. For salaried employees, unpaid time off will be deducted from the next paycheck following the time off.

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The employee is responsible for completing an online PTO request form to request approval from their direct manager. For full-time employees working 30 hours or more per week, PTO may be taken in an initial minimum increment of no less than 2 hours, and then as determined by the employer.

Except in times of illness or emergencies, paid time off must be approved in advance by a supervisor. It is the employee's responsibility to complete an online PTO request in ADP when the PTO is planned (i.e., for a vacation). If an employee is off due to illness or emergency, they should submit a PTO request retroactively as soon as possible.

Unused PTO

Ednovate encourages employees to take personal time away from work each year, but recognizes that sometimes not all of the accrued PTO will be used annually. Ednovate does have a maximum cap on accrual that is outlined below.

At no point will an employee's PTO balance exceed the maximum number of banked PTO days.

TYPE OF EMPLOYEE	TOTAL POSSIBLE BANKED PTO DAYS
Employees on an **Academic Schedule** (working ~205 work days per year) with 0-2 completed years of employment	22 days
Employees on an **Academic Schedule** (working ~205 work days per year) with 3-9 completed years of employment	25 days
Employees on an **Academic Schedule** (working ~205 work days per year) with 10+ completed years of employment	28 days
Employees on an **Annual Schedule** (working ~240 work days per year) with 0-2 completed years of employment	42 days
Employees on an **Annual Schedule** (working ~240 work days per year) with 3-9 completed years of employment	55 days
Employees on an **Annual Schedule** (working ~240 work days per year) with 10+ completed years of employment	69 days

Sick Time for Part-Time Employees

Part-time employees who work for 30 or more days within a year from their start date are entitled to 48 hours of sick time under city and state law. Sick time is paid at an employee's hourly wage. Unused sick time will carry over from year to year – up to a max of 10 days. Sick time may only be used for diagnosis, care, or treatment of an existing health condition, or preventative care for an employee or their covered family member. For purposes of sick time, covered family members are children, parents, spouses, registered domestic partners, grandparents, grandchildren, siblings, and individuals related by blood or affinity whose close association with the employee is equivalent to that of a family relationship.

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Floating Holidays

From time to time, Ednovate may grant employees a floating or unplanned holiday (as determined and approved by the ELT).

- Regular exempt employees will be compensated at their standard rate.
- Regular, full-time non-exempt hourly employees will be compensated at their standard rate for the floating or unplanned holiday (8 hours per day).
- Non-exempt hourly employees working less than full-time will be partially compensated for a floating or unplanned holiday at their standard hourly rate only if they have clocked-in work time during the respective pay period in which the floating or unplanned holiday occurs.

The number of compensated hours will be determined by the daily average number of hours worked over the previous 2 pay periods. If the employee has not worked in the previous 2 pay periods, the number of hours will be determined based on the previously scheduled work time that would have occurred during the floating or unplanned holiday, up to 8 hours per day.

- Floating or unpaid holiday pay is not to be considered hours worked in the computation of overtime.
- Employees will not be entitled to floating or unplanned holiday compensation if they are on unpaid leave of absence.

Reasonable Accommodations

It is the policy of Ednovate to comply with all the relevant and applicable provisions of the Federal Americans with Disabilities Act (ADA), as well as state and local laws concerning the employment of persons with disabilities. Ednovate will not discriminate against any qualified employee or job applicant because of a person's physical or mental disability with respect to any terms, privileges, or conditions of employment, including but not limited to hiring, advancement, discharge, compensation, and training. Employees who become disabled should notify HR if the conditions of the disability impair their ability to perform the essential functions of their position. Where necessary and feasible, reasonable accommodations will be made for qualified disabled employees to perform the essential functions of the job in question, as long as the accommodation does not cause Ednovate an undue hardship. Ednovate may request the applicant or employee to provide documentation showing the individual's ADA disability, functional limitations, and need for reasonable accommodation, to the extent permitted by law. This information will be kept confidential and separate from the employee's personnel file. All employees are required to comply with safety standards. Applicants who pose a direct threat to the health or safety of other individuals in the workplace, of which the threat cannot be eliminated by reasonable accommodation, will not be hired. Employees who pose a direct threat to the health or safety of other individuals in the workplace will be placed on appropriate leave until a management decision has been made in regard to the employee's immediate employment situation. Besides the Paid Time Off policy, there are several additional leave policies that may be applicable for employee absences. They are explained in the next sections.

Bereavement Leave

Ednovate intends to provide continuity of income to all full- and part-time employees who suffer the loss of a family member through death. As a result, the employee will be granted paid bereavement time for up to 5 working days per family member. If more time is needed, the employee will be expected to use paid time off, with supervisory approval.

For purposes of bereavement pay, family members include:

- Birth parents, adoptive parents, step-parents, foster parents, parents-in-law
- Spouse or domestic partner

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- Birth siblings, adoptive siblings, step siblings, foster siblings, siblings-in-law
- Birth children, adoptive children, foster children, stepchildren, children-in-law
- Grandparents and grandparents-in-law
- Grandchildren
- At the discretion of the employee's supervisor, other close family members or individuals

Employees who require bereavement leave should notify their supervisor as soon as possible. Within a reasonable period of time, the employee may be required to provide verification of need (obituary, death certificate, etc.). Any occasions of abuse of the Bereavement Policy could lead to denial of either the time off or the pay.

Jury Duty Leave

If you are ordered to report for jury duty, you will be excused from work with no change in pay or benefits for up to 5 business days. After 5 days, you will not receive pay; however, your benefits will continue. You may accept any fees paid to jurors by the court. When you have a pending jury duty assignment, please notify your manager, who will determine whether or not a request for deferral should be made.

Family Medical Leave Act (FMLA)/California Family Rights Act (CFRA)

Use of FMLA may include CFRA wherever mentioned and allowed by state or federal law. State and federal family and medical leave laws provide up to 12 workweeks of unpaid family/medical leave within a 12-month period under the following conditions.

The employee has more than 12 months of continuous service	**The employee has worked at least 1250 hours during the previous 12-month period before the need for the leave**

If you do not reside in California, please contact HR directly to discuss your specific circumstance, as CFRA is a California law, and your medical leave rights are determined by the law of the state where you reside.

Leave may be taken for one of the following reasons:

- The birth of employee's child, or placement of a child with the employee for adoption or foster care (FMLA/CFRA)
- To care for the employee's spouse, registered domestic partner, child, parent, or parent-in-law, grandparent, grandchild, sibling, or designated person who has a serious health condition (FMLA or CFRA, depending on the situation) – A "designated person" is defined as any individual related by blood whose association with the employee is equivalent to a family relationship. Employees are limited to 1 designated person per 12- month period.
- For a serious health condition that makes the employee unable to perform his or her job (FMLA/CFRA)
- For any "qualifying exigency" (as defined by federal regulation) because the employee is the spouse, son, daughter, or parent of an individual on active military duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation (FMLA only)
- An employee who is the spouse, son, daughter, parent, or next of kin of a covered service member shall be entitled to a total of 26 workweeks of leave during a 12-month period to care for the service member (FMLA only)

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Calculating the 12-month period:

> For purposes of calculating the 12-month period during which 12 weeks of leave may be taken, Ednovate uses a rolling backward 12-month period. Under most circumstances, leave under FMLA and CFRA will run concurrently in all cases where the law allows, and the eligible employee will be entitled to a total of 12 weeks of family and medical leave in the designated 12-month period. For a qualifying exigency or leave to care for a covered service member, the 12-month period begins on the first day of the leave, regardless of how the 12-month period is calculated for other leaves. Leave to care for a covered service member is for a maximum of 26 workweeks during a 12-month period.

FMLA will run concurrently with Pregnancy Disability Leave (PDL). Once the pregnant employee is no longer disabled, she may apply for leave under the California Family Rights Act for purposes of baby bonding.

Any leave taken for the birth, adoption, or foster care placement of a child does not have to be taken in 1 continuous period of time. California Family Rights Act leave taken for the birth or placement of a child will be granted in minimum amounts of 2 weeks. However, Ednovate will grant a request for a California Family Rights Act leave (for birth/placement of a child) of less than 2 weeks' duration on any 2 occasions. Any leave taken must be concluded within 1 year of the birth or placement of the child with the employee.

California Paid Family Leave Insurance Benefits (CA-PFL)

- You may take up to 4 months (17.3 weeks/693 hours for a full-time employee) of medically necessary pregnancy disability leave for pregnancy, childbirth, or a related medical condition under California State law and (if eligible and you have not exhausted your entitlement) an additional 12 workweeks for non-pregnancy disability-related family medical leave under CFRA for the purpose of baby-bonding. The first 12 workweeks of pregnancy disability run concurrently with the federal FMLA, if eligible. Any remaining FMLA leave will run concurrently with CFRA leave.
- The amount of leave will be prorated based on the number of hours worked (i.e., a part-time employee working 20 hours per week would be entitled to 346.6 hours of leave).
- Pregnancy, childbirth, or related medical conditions will be treated like any other disability, and an employee on leave will be eligible for temporary disability benefits in the same amount and degree as any other employee on leave.
- Please note that PDL and leave for baby-bonding purposes (under FMLA or CFRA) are covered under different policies and may have different eligibility requirements. Please consult with HR to discuss your specific situation and timeline.
- Any employee planning to take PDL should advise HR as early as possible. The individual should make an appointment with HR to discuss the following conditions:
    - Employees who need to take pregnancy disability must inform the school when the leave is expected to begin and how long it will likely last. Employees will be required to complete the Leave Inquiry Form and provide medical certification before going on leave. If the need for a leave or transfer is foreseeable, employees must provide notification at least 30 days before the pregnancy disability leave or transfer is to begin.

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- Employees must consult with Ednovate's HR department regarding the scheduling of any planned medical treatment in order to minimize disruption to the operations of the school. Any such scheduling is subject to the approval of the employee's health care provider. If 30 days advance notice is not possible, notice must be given as soon as practical.
- Upon the request of an employee and recommendation of the employee's health care provider, the employee's work assignment may be changed if necessary to protect the health and safety of the employee and their child.
- Requests for transfers of job duties will be reasonably accommodated if the job and security rights of others are not breached.

  - Temporary transfers due to health considerations will be granted when possible. However, the transferred employee will receive the pay that accompanies the job, as is the case with any other temporary transfer due to temporary health reasons.
  - Pregnancy disability leave usually begins when ordered by the employee's health care provider. The employee must provide Ednovate with medical certification from a health care provider. The certification indicating disability should contain:

The date on which the employee became disabled due to pregnancy	The probable duration of the period or periods of disability
A statement that, due to the disability, the employee is unable to perform one or more of the essential functions of her position without undue risk to herself, the successful completion of her pregnancy, or to other persons	Returning from pregnancy leave will be allowed only when the employee provides a release to return to work from her health care provider

- Except to the extent that other paid leave is substituted for pregnancy-related disability leave, PDL is unpaid. The substitution of PTO pay for pregnancy disability leave does not extend the total duration of the leave to which the employee is entitled and which is supported by medical certification.
- Duration of the leave will be determined by the advice of the employee's health care provider, but employees disabled by pregnancy may take up to 4 months (17.3 weeks/693 hours). Part-time employees are entitled to leave on a pro rata basis. The 4 months of leave include any period of time for actual disability caused by the employee's pregnancy, childbirth, or related medical condition. This includes leave for severe morning sickness and for prenatal care.
- Leave does not need to be taken in 1 continuous period of time and may be taken intermittently, as needed. Leave may be taken in increments of 1 hour.
- Unless Ednovate and the employee have already agreed upon the employee's return to work date, an employee who has taken a PDL or transfer must notify the HR contact at least 30 days prior to their anticipated return to work or, as applicable, before transfer back to their former position. An employee who timely returns to work at the expiration of PDL will be reinstated to their former position, or a comparable position, whenever possible and consistent with applicable law. An employee returning from PDL has no greater right to reinstatement than if the employee had been continuously employed.
- Ednovate will maintain its portion of group health insurance coverage that the employee was provided before the leave commenced on the same terms as if the employee had continued to work up to the maximum leave allotment allowed under the Pregnancy Disability Leave law (693 hours) and for the first 12 weeks of CFRA "Baby-Bonding Leave". Ednovate may recover premiums it paid to maintain health coverage if the employee does not return to work following PDL. Employees are still responsible to pay

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for their own portion of the group health benefits premium. See HR to review the amount that employee will need to reimburse the school while on PDL.

- Employees on PDL will accrue leave benefits, such as PTO, only when employer-paid leave is being substituted for unpaid leave and only if the employee would otherwise be entitled to such accrual. No leave benefits shall accrue when the employee is in unpaid status.
- CFRA/Baby Bonding leave is covered by the California Family Rights Act (CFRA). If the employee has not exhausted the full 12 weeks of FMLA entitlement, a portion of the Baby Bonding Leave may be protected under FMLA as well. The employee must complete a request for Baby Bonding Leave. See HR for the proper form to use to request this leave. Prior to commencing Baby Bonding Leave, the employee will be required to submit a certification to HR from their health care provider showing that the employee is no longer disabled by pregnancy or childbirth.

Lactation Accommodation Policy

An employee who would like to request an accommodation to express milk should contact Ednovate's HR to submit a request for a lactation accommodation. A response will be provided no later than 5 business days unless the employee needs a lactation accommodation immediately.

In order to accommodate lactating employees, Ednovate will provide a reasonable amount of break time and an appropriate space for lactation purposes that is private (not a toilet stall), close to the employee's work area, shielded from view, free from intrusion, with electricity, and reasonable access to a sink with running water and a refrigerator. The lactation space will be clean, contain a place to sit, and a surface to place a breast pump and personal items.

Discrimination, retaliation, and harassment of lactating employees in any form is prohibited and will not be tolerated at Ednovate. If an employee believes that they have been retaliated against for making a lactation accommodation request and/or utilizing an accommodation for lactation, please immediately submit a report to HR.

Reproductive Loss Leave

Ednovate offers all employees who have worked at Ednovate for at least 30 days up to 5 days of unpaid time for a reproductive loss event, which includes a miscarriage, failed surrogacy, stillbirth, unsuccessful assisted reproduction (i.e., artificial insemination/embryo transfer), or failed adoption. A reproductive loss leave may be taken at any time within the 3-month period following the reproductive loss event, and the 5 days do not need to be taken consecutively.

In the case of multiple reproductive loss events in a 12-month period, the total amount of leave for this purpose is limited to 20 days within that 12-month period. This leave is unpaid, but Ednovate employees are welcome to use their PTO leave.

Leave for Employee's Own Health Condition

Please contact HR as soon as you realize the need for family medical leave.

If the leave is based on the expected birth, placement for adoption or foster care, or for planned medical treatment for a serious health condition of the employee or a family member, the employee must notify their manager and HR at least 30 days before leave is to begin. The employee must consult with their supervisor regarding the scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of their school.

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If the employee cannot provide 30 days' notice, their manager and HR must be informed as soon as is practical. Ednovate requires the employee to provide medical certification within 15 days of any request for family medical leave under state and federal law. The school may require recertification from the health care provider if additional leave is required. If the employee does not provide medical certification in a timely manner to substantiate the need for FMLA, Ednovate may delay approval of the leave, or continuation thereof, until certification is received. If certification is never received, the leave may not be considered FMLA and therefore not subject to the protections afforded by FMLA/CFRA.

Ednovate will require certification by the employee's health care provider that the employee is fit to return to their job. Failure to provide certification by the health care provider of the employee's fitness to return to work will result in the denial of reinstatement for the employee until the certificate is obtained.

Leave to Care for a Family Member

If the leave is needed to care for a sick child, spouse, registered domestic partner, parent, grandparent, grandchild, or sibling, the employee must provide a certification from the health care provider stating:

- Date of commencement of the serious health condition
- Probable duration of the condition
- Estimated amount of time for care by the health care provider
- Confirmation that the serious health condition warrants the participation of the employee

If the leave is needed to care for a sick child, spouse, registered domestic partner, parent, grandparent, grandchild, or sibling, the employee must provide a certification from the health care provider stating:

- Date of commencement of the serious health condition
- Probable duration of the condition
- Inability of the employee to work at all or perform any one or more of the essential functions of their position because of the serious health condition

Leave Related to Military Service

A leave taken due to a "qualifying exigency" related to military service must be supported by a certification of its necessity. A leave taken due to the need to care for a service member should be supported by a certification from the service member's health care provider.

Reinstatement and Time Accrual for Leave

Under most circumstances, upon return from family medical leave, an employee will be reinstated to their original job or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions. However, an employee has no greater right to reinstatement than if they had been continuously employed rather than on leave. In addition, an employee has no greater right to reinstatement than if they had not been continuously employed rather than on leave. An employee's use of FMLA or CFRA leave will not result in the loss of any employment benefit that the employee earned before using FMLA or CFRA.

Employees on Family and Medical Leave Act/California Family Rights Act leave will not continue to accrue PTO leave during unpaid FMLA/CFRA.

Outside employment is not allowed while on FMLA/CFRA or PDL leave.

If you have any questions regarding FMLA/CFRA, please contact HR.

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Personal Leave of Absence

In the event of a personal emergency that does not fall under (or is not covered by) the campus's Bereavement Leave or FMLA/CFRA policies discussed above, you may request a personal leave of absence. A personal leave is an authorized, extended period away from work without pay and should be requested in writing from your supervisor prior to the commencement of the leave. Approval is at the discretion and judgment of the supervisor.

While on an approved, unpaid personal leave of absence, you are required to make the same contributions as active employees in order to continue your benefit coverage.

Per the job abandonment policy, if you fail to return to work after your unpaid personal leave, your employment will be terminated automatically. Personal leave may not exceed 60 days in any fiscal year.

Uniformed Services Employment & Reemployment Rights Act (USERRA)

The Uniformed Services Employment and Reemployment Rights Act (USERRA) applies to past and present members of the uniformed services, which includes the Army, Navy, Air Force, Marines, Coast Guard, Army Reserve, Naval Reserve, Marine Reserve, Air Force Reserve or Coast Guard Reserve, Army National Guard or Air National Guard, commissioned Corps of the Public Health Service when engaged in active duty for training, inactive duty training, and any other category of persons designated by the U.S. President in time of war or emergency. In order to qualify for this leave of absence under USERRA, an individual must be absent from work because of service in the uniformed services. The leave is unpaid except for up to 2 weeks of annual training. Additionally, employees will have the option to continue benefits for up to 24 months for themselves and their dependents, in accordance with the terms and conditions of any plan at the employee's expense.

Under this Act, Ednovate may not deny an employee for initial employment, reemployment, retention in employment, promotion, or any benefit of employment because of status. Upon taking a leave for service, employees have the right to be reemployed if they meet certain criteria including: they provide Ednovate advance notice of their service, they have 5 years or less of cumulative service in the uniformed services while employed by Ednovate, they return to work or apply for reemployment in a timely manner, and they have not been separated from military service with a disqualifying discharge or dishonorable conditions. If eligible to be reemployed, employees will be restored to the same job, if available, or to a job of equivalent status.

Staff members who need to take a leave of absence under USERRA must notify their supervisor and HR as soon as possible. An application form and request for any written orders will be asked of you.

Family Military Leave

During the time federal or state deployment orders are in effect for a close family member of an employee, employees may be entitled to up to 30 days of unpaid family military leave. To be eligible, employees must have worked at least 12 months for Ednovate and have worked at least 1,250 hours in the 12 months preceding the commencement of the leave. "Family military leave" means leave requested by an employee who is the spouse or parent of a person called to military service lasting longer than 30 days with the state or the United States pursuant to the orders of the governor or the President.

Before an employee can take family military leave, the employee must exhaust all accrued paid time off and any other leave that may be granted to the employee. Ednovate requires certification from the proper military authorities to verify an employee's eligibility.

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Employees must give at least 14 days' notice of the intended date upon which the family military leave will commence if leave consists of 5 or more consecutive work days. Employees taking less than 5 days' leave must give the notice to their supervisor as soon as possible.

An employee who takes family military leave, upon the expiration of the leave, is entitled to be restored to the position held when leave commenced or to an equivalent position.

Taking such leave will not result in the loss of any employee benefit accrued before the date on which the leave commenced. During such leave, you will be allowed to continue benefits in accordance with the terms and conditions of any plan at the employee's expense.

Victims' Economic Security & Safety Act Leave

Ednovate will provide up to 12 weeks of unpaid leave to employees who are victims of domestic or sexual violence. Valid reasons for requesting such leave include:

- To seek medical attention for, or recover from, physical or psychological injuries caused by domestic or sexual violence
- To obtain services from a victim services organization
- To obtain psychological or other counseling
- To participate in safety planning, to temporarily or permanently relocate, or to take other actions to ensure the safety of the employee from future domestic or sexual violence, or to ensure economic security
- To seek legal assistance or remedies to ensure the health and safety of the employee, including preparing for or participating in any civil or criminal legal proceeding related to or derived from domestic or sexual violence
- To help a family or household member who is a victim of domestic or sexual violence

Employees are entitled to 12 workweeks of leave during any 12-month period and are entitled to take leave upon at least 48 hours' notice (where practicable). However, neither the Act nor this Policy is intended to confer a right to leave beyond the 12 weeks of FMLA leave. An employee also may elect to substitute PTO or family or medical leave for leave under this Act. Certification from the employee that leave is for a qualifying reason may be a requirement.

An employee who takes such leave will (i) be restored to the same or an equivalent position with equivalent benefits, pay, and other terms and conditions of employment; and (ii) retain all benefits accrued prior to the date leave commences (including life insurance, health insurance, paid time off, and pensions). However, the employee will not be entitled to accrue seniority or additional employment benefits during the leave. The employee is also entitled to continued health insurance during any period of leave on the same terms and conditions as if the employee remained continuously employed.

If an employee fails to return from leave, Ednovate can recover the premium the employer paid for health insurance, provided the reasons the employee has not returned do not include the continuation, recurrence, or onset of domestic or sexual violence or other circumstances beyond the control of the employee. Certification of such reasons may be required.

Income Replacement While on Leave

State Disability Insurance:

- Ednovate employees are eligible for the State Disability Insurance program. Employees on medical leave, including for pregnancy-related disability, may apply for unemployment insurance at their local Unemployment Insurance Office of the State Employment Development Department or at http://edd.ca.gov/. Eligibility to receive State Disability Insurance is determined by the State of California, not by Ednovate.

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- Employees are also directed to consult the California Employment Development Department's website to apply for Paid Family Leave benefits and for additional information regarding benefit eligibility, certification, and notice requirements.

CA Paid Family Leave:

- You may obtain up to 8 weeks of Paid Family Leave insurance wage replacement benefits:
  - (i) to bond with a newborn, within 12 months of birth;
  - (ii) to bond with a newly-adopted child or the placement of a foster child, within 12 months of adoption or placement; or
  - (iii) to care for a child, spouse, parent, or domestic partner with a serious health condition, provided that they meet the eligibility requirements established by the state (CA-PFL).
- For purposes of this policy, a "child" means a biological, adopted, or foster care son or daughter, stepson or stepdaughter, legal ward, son or daughter of a domestic partner, or a son or daughter of an employee standing in loco parentis to that child.
- This program is funded exclusively by employee contributions, as established by state law. Employee contributions are paid through payroll tax withholdings. CA-PFL provides a wage replacement benefit; it does not grant an employee with a job-protected right to a leave of absence. Any period during which an eligible employee is receiving CA-PFL benefits will be counted against the employee's available leave under any Company Policy that provides leave, to the extent that an employee qualifies for leave under such Policy.
- Employees are also directed to consult the California Employment Development Department's website to apply for PFL benefits and for additional information regarding benefit eligibility, certification, and notice requirements.

Ednovate Paid Parental Leave:

- While Ednovate is home during many hours of the day, we share our staff members with another home — one that may be in the process of growing. The intent of Paid Parental Leave is to provide staff members with financial protection in the event of childbirth or adoption.
- Ednovate will pay staff members an additional optional wage benefit to supplement the wage replacement benefit received through California Paid Family Leave (CA-PFL) for the following purposes: (i) to bond with a newborn child within 12 months of birth; or (ii) to bond with a newly-adopted child or the placement of a foster child, within 12 months of adoption or placement. Eligible staff members will receive 100% of their wages, less applicable deductions, for up to the 8 full weeks they receive wage replacement benefits through CA-PFL, if that leave is taken consecutively. At no point should a staff member receive an amount greater than 100% of their gross weekly wages. If a staff member's semi-monthly wage fluctuates, their normal gross semi-monthly wage shall be calculated based on an average of the semi-monthly earnings during the 6 semi-monthly pay periods immediately preceding the start of the CA-PFL leave period.
- All staff members requesting Ednovate's additional wage replacement benefit must provide written authorization on the original CA-PFL claim form or provide a separate written authorization, permitting the EDD to disclose the staff benefit information to Ednovate. Staff members must also provide Ednovate with a copy of their Notice of Computation within 48 hours of receipt. As with CA-PFL, staff members may not be eligible for this benefit if they are receiving state disability insurance or workers' compensation benefits.
- Ednovate's additional wage benefit to supplement California Paid Family Leave benefits is optional for employees. This benefit does not limit any employee's right to take advantage of the state's benefits for new parents, and Ednovate employees are encouraged to utilize all of the benefits available to them for baby bonding purposes. In rare cases where consecutive weeks of leave do not make sense for either the family or school, Ednovate will work with the manager and expectant parent to work out the details of the leave plan. Please contact HR directly with any questions.

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Wellness Benefits (Health Insurance)

Participation in the Ednovate wellness benefit plans is voluntary. Regular, full-time employees and their families are eligible for coverage on the first day of the month following 30 days of employment. The group insurance plans provide medical, dental, vision, life, short-term disability, long-term disability insurance, and flexible spending accounts. Most of our wellness benefits are up for annual renewal with the insurance companies. Open enrollment occurs annually in the Fall.

Open enrollment is the designated period each year when employees have the opportunity to make changes to benefits without needing a qualifying life event.

However, in the event of certain qualifying life events, employees may update their benefits at any time in ADP. You can view what constitutes a qualifying life event here. Please note: certain life events have time windows, such as reporting the life event within 30 days after a child is born or 60 days after turning 26.

If you have a qualifying life event that is not listed on ADP, please reach out to the HR Department, hr@ednovate.org, for help.

Workers' Compensation Insurance Benefits

If you are injured while working, you must report your injury immediately to your operations manager, who will complete the appropriate forms. All on-the-job injuries should be treated at a Concentra Urgent Care Center, not by your personal physician, regardless of your medical benefits. Your school's operations manager or the Ednovate HR department can help you locate the appropriate facility. If you have filled out a Physician Designation Form with the name of your personal physician, you may receive treatment from them for your injury.

Health & Benefit Plans

An employee taking family medical leave will be allowed to continue participating in any health and welfare benefit plans in which they were enrolled before the first day of the leave for a maximum of 12 workweeks (26 workweeks if the leave is to care for a covered service member) at the same level and under the same conditions of coverage as if the employee had continued in employment for the duration of such leave. Ednovate will continue to make the same premium contribution as if the employee had continued working. The continued participation in health benefits begins on the date leave first begins under FMLA/CFRA.

The employee must continue to make all contribution payments to the school as agreed upon. In some instances, Ednovate may recover from an employee premium paid to maintain health coverage if the employee fails to return to work following FMLA leave.

Employees on FMLA who are not eligible for continued paid coverage may continue their group health insurance coverage through Ednovate in conjunction with the federal COBRA guidelines by making monthly payments to the school for the amount of the applicable premium. Employees should contact HR for further information.

Unemployment Insurance

Ednovate pays the cost of unemployment insurance. Should you become unemployed, you may apply for unemployment insurance at your local Unemployment Insurance Office of the State Employment Development Department or at www.edd.ca.gov. Eligibility to receive unemployment compensation is determined by the State of California, not by Ednovate.

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Retirement Benefits

Ednovate offers a 403(b) Tax Sheltered Account Plan to all benefits-eligible employees. Employees have the ability to participate in this plan by making voluntary salary reduction contributions to the plan on a pre-tax or post-tax basis. For more information about the plan, please consult with Ednovate's HR Department.

Regular salaried employees who work full-time (over 30 hours per week) and who are ineligible for participation in CALSTRS will receive a matching contribution of up to 3% of compensation, based on the period in which deferrals are made only.

The employee matching contribution will be made per paycheck only. No employer "makeup" contribution for the year will be allowed. The employer's contributions will start as soon as the employee's contribution starts. If an employee contributes nothing, then the employer will not contribute either. In addition, other employer contributions might be made at the discretion of the school's Board of Directors. This contribution will be credited to the employee's 403(b) plan. Employees who are eligible for Ednovate's employer contribution have no waiting period before becoming eligible. Employees who choose to defer to this plan and already defer to another Employer's 403(b), 401(k), SAR-SEP, or SIMPLE IRA plan must indicate this on the SRA form.

For employees who maintain a retirement plan for their own business, their contributions to that plan must be combined with their deferrals to their 403(b) to determine compliance with the 415 limit applicable to their 403(b) account. USC Hybrid High credentialed employees have a separate retirement benefits program. Please see Ednovate's HR Department for additional information.

3. Workplace Conduct & Professionalism

A general rule of thumb in our organization is to minimize double standards. Our students learn far more from what we do than what we say. Therefore, we minimize any double standards and hold ourselves accountable to the standards we set for our students.

This means that: We start on time, we are present in discussions (low tech, high engagement), we are in appropriate attire, we are prepared for work every day, and we use appropriate language at proper times.

Dress Code & Professional Attire

Following our rule of thumb of avoiding any double standards with our students, teachers and staff should present a professional appearance. When parents or students are present, all staff should wear appropriate attire, such as a collared shirt or blouse, pressed pants, denim or skirts, and dress shoes or sneakers (not sandals). Hats should not be worn indoors at any time. The dress code is the same for summer school, Report Card Pick Ups, Back to School nights, and similar events.

On days when students are not present, the dress code is casual, but not sloppy. For example, staff should not wear torn clothing or sweatpants. Guests for tours, as well as staff from partnership agencies, should be advised to dress appropriately when inside school facilities.

Staff Meetings & Professional Responsiveness

Staff Meetings: The principal may schedule all staff meetings, and each department, advisory level, and/or grade level may also schedule meetings. All staff meetings should be assumed to be mandatory unless otherwise stated.

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Professional Responsiveness (Emails & Phone Calls): We want to provide the best possible customer service we can. Good customer service starts with how we communicate. Therefore, please follow the guidelines for communication to all stakeholders below. Email signatures should contain the following statement: "Emails and phone calls returned within 2 business days." Email communication should be concise and clear, including:

- Identifying tasks and the person/people responsible for their completion
- Giving reasonable deadlines or explaining reasons for a requested quick turnaround
- Closing loops when tasks are completed
- "Reply All" should be used any time others need to be informed of the contents of an email
- Ednovate email trees should be used only when necessary and only for work-related items
- All emails and their contents should be treated confidentially

Staff must return all phone calls within 2 business days of receiving them. Replies may let the party know that you may get back to them with further information at a specific later time.

Classroom phones or cell phones should never be answered during class time, and ringers should be off. Outgoing phone calls should not be placed during class unless they are emergencies or requests to the office for immediate assistance.

Employee Standards of Conduct

Employees are expected and required to meet acceptable performance standards and otherwise to conduct themselves in an appropriate manner during the course of their employment.

The standards discussed below are published for your information as a general guide regarding appropriate conduct. The list is not meant to be all-inclusive, and various other circumstances may arise requiring employee discipline and/or immediate termination of employment. Due to the at-will nature of employment with Ednovate, both the employer and the employee retain the right to terminate the relationship at any time. For this reason, the standards described below are not intended to form any contract between Ednovate and its employees as to the procedures to be followed concerning any violation of the standards outlined below.

Employee misconduct may result in the following consequences. However, no consequence is a prerequisite for subsequent consequences. This outline of potential employee discipline is also not meant to be an all-inclusive list, and there may be other consequences deemed appropriate by a supervisor in a particular situation.

- Oral reprimand
- Written reprimand to be placed in an employee's personnel file
- 1 or more days of suspension with or without pay
- Termination of employment

Employees should be aware that violation of any of the following employee standards of conduct may result in disciplinary action, up to and including immediate termination of employment:

- Insubordination and/or being in disregard of, or inattentive to, working directions and instructions received from supervisors, or refusal to comply with the same
- Willful violation of Ednovate or government rules and regulations
- Dishonesty of any kind in relations with Ednovate, such as theft or pilferage of Ednovate property, the property of other employees, or property of others entrusted to Ednovate, as well as any action constituting a criminal offense, whether committed on duty or off duty (Note: Employees also will be subject to prosecution to the fullest extent of the law)
- Unsatisfactory work performance or otherwise failing to perform work up to the standards expected of Ednovate employees

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- Excessive or unexcused absenteeism or tardiness, including violation of any rule pertaining to attendance
- Misrepresentation of facts or falsification of records, including but not limited to, personnel records, reasons for requesting a leave of absence or time off, and information provided in connection with the obtaining of employee benefits or misuse of such benefits
- Failure to return to work upon expiration of authorized leave, unless a valid excuse is given or leave is extended
- Failure or refusal to perform work as required or directed by a supervisor
- Engaging in any acts of violence, fighting, threats of violence, or otherwise engaging in disorderly conduct, horseplay, intimidating conduct, or otherwise interfering with another employee's work activities
- Bringing illegal drugs or any controlled substances onto Ednovate's premises; consuming/using illegal drugs or any controlled substances on Ednovate's premises; entering Ednovate's premises under the influence of illegal drugs; or consuming alcohol or using illegal drugs or any controlled substances while on the job
- Sexual, verbal, physical, or visual forms of harassment directed at any person associated with Ednovate, or discriminatory treatment of any person associated with Ednovate, where such discrimination or harassment is a violation of school policy — This prohibition also covers any form of sexual harassment, including unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature
- Using profane or abusive language at any time on school premises or during working hours
- Distributing non-classroom-related written or printed matter of any description in any work area at any time without prior authorization from the employee's supervisor
- The use of school time, materials, facilities, or equipment for purposes not related to Ednovate business
- Engaging in any commercial activity, including outside employment, which conflicts with or gives the appearance of conflicting with the interests of Ednovate, without first having obtained the written consent to such activity from the employee's supervisor
- Knowingly permitting unauthorized persons to be in campus facilities or on campus property
- Carrying firearms or any other dangerous weapons on School premises at any time
- Sleeping or malingering on the job
- Failure to observe working schedules, including required rest and meal breaks
- Engaging in criminal conduct, whether or not related to job performance
- Violation of any safety, health, security, or school rule
- Working overtime without authorization or refusing to work assigned overtime
- Failure to maintain appropriate boundaries and interactions with students

Workplace Safety

Violent acts or threats of violence made by an employee against another person's life, health, well-being, family or property, are entirely unacceptable and cause for immediate termination of employment. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect Ednovate or which occur on Ednovate property, will not be tolerated. Acts or threats of violence include conduct that is sufficiently severe, offensive, or intimidating to alter the employment conditions at Ednovate or to create a hostile, abusive, or intimidating work environment for one or several employees. This policy applies to any threats made on campus property, at campus events, or under other circumstances that may adversely affect Ednovate. Such acts or threats of violence, whether made directly or indirectly, by words, gestures, or symbols, infringe upon Ednovate's ability to provide a safe workplace for our staff.

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Possession of personal weapons, including mace, knives, or firearms, by any Ednovate employee or volunteer at any time on campus premises, or at Ednovate events, is strictly prohibited. Should an employee or volunteer report to work with such a weapon, or should they be found to be in possession of such a weapon while at work or on Ednovate business, such individual will be sent home and the appropriate disciplinary action initiated, up to and including immediate termination of employment.

Anti-Harassment & Non-Discrimination Policy

Harassment on the basis of an employee's actual or perceived race and/or ethnicity including religious dress and grooming practices, creed, gender, gender identity, gender expression, color, religion, sex (pregnancy or gender), sexual orientation, marital status, national origin, ancestry, mental and physical disability (including HIV/AIDS), medical condition (cancer/genetic characteristics), age (40 and above), parental status, pregnancy or perceived pregnancy, childbirth or related conditions including breastfeeding, military service, veteran status, genetic information, denial of family and medical care leave, denial of pregnancy disability leave, qualified disabled employee or applicant, or any other characteristic or condition protected by applicable law is prohibited, and all such conduct violates Ednovate policy.

Supervisors and employees are expected to maintain work environments free of intimidation and harassment and to respond quickly and appropriately to any complaints of harassment. Each employee is expected to adhere to the Ednovate policy and to bring any incidents of harassment to the attention of management. Our policy is to exercise reasonable care to prevent any harassment and, if such misconduct occurs, to investigate and take prompt remedial action, no matter whom it involves.

In accordance with California law, all employees at Ednovate must receive sexual harassment training. Specifically, 1 hour of harassment training for nonsupervisory employees and 2 hours for supervisors. Training will take place within 6 months of hire or promotion and every 2 years thereafter. Seasonal and temporary employees or employees hired to work less than 6 months will be trained within 30 calendar days after hire or within 100 hours worked, whichever is earlier.

What is harassment? Harassment includes any unwanted physical, verbal, or visual conduct that is offensive or objectionable to the recipient, including, but not limited to: derogatory or suggestive comments, slurs or gestures, and offensive posters, cartoons, pictures, or drawings.

Unwelcome conduct of the nature described above, whether physical, verbal, or visual, constitutes harassment when:

Submission to such conduct is either an explicit or implicit term or condition of employment	Submission to or rejection of the conduct by an individual is used as a basis for any employment decisions affecting the individual	The conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment

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Sexual Harassment Policy

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

A partial list of sexual harassment examples include:

Visual	Visual/Non-Verbal	Physical
Unwanted repeated sexual innuendos, sexual epithets, obscene or sexually suggestive comments about a person's body or dress, unwelcome flirtations, unwanted sexual advances or propositions, threats	Derogatory or sexually explicit posters, cartoons, photographs, magazines, drawings, or other printed items; suggestive or obscene letters, notes, or invitations; emails, screensavers, or other electronic communication; graphic commentaries; leering or obscene gestures	Unwanted physical contact, including inappropriate touching, impeding or blocking movements, interference with an individual's normal work movement, or assault

Abusive Conduct & Workplace Bullying

Workplace bullying includes any conduct of an employer or employee in the workplace, with malice, that a reasonable person would find hostile, threatening, intimidating, humiliating, and unrelated to an employer's legitimate business interests. Malice is defined as conduct which is "intended by the perpetrator to cause injury to the victim or despicable conduct which is carried on by the perpetrator with a willful and conscious disregard of the rights or safety of others." (California Civil Code Section 3294(c)(1)). This includes:

- Use of derogatory remarks, insults, and/or epithets.
- Verbal or physical conduct that sabotages or undermines a person's work performance that is threatening, humiliating, or intimidating.

Reporting Harassment

Please promptly bring to management's attention any incidents that you believe amount to harassment against you or anyone else. You can report harassment in any of the following ways:

- Report harassment to your supervisor. Supervisors and/or managers must refer all complaints involving harassment, discrimination, retaliation, or other prohibited conduct to HR, so we can resolve the complaint.
- If you do not believe your supervisor has properly addressed your complaint or concerns, or if you do not wish to discuss your complaint with your supervisor, you should utilize the second method of reporting harassment directly to HR (#2).
- You may contact the HR department directly at HR@ednovate.org. If no one is available to answer your call immediately, please leave your name and a telephone number where you can be reached, and they will get in touch with you as soon as possible. This method of reporting harassment allows you to avoid using the ordinary chain of command and to bypass anyone whom you believe has caused or is responsible for the harassment.

Upon receiving your complaint, HR will conduct a prompt and thorough investigation of your allegations. We request that you cooperate with our investigation. Confidentiality cannot be promised, although we understand the privacy and sensitivity associated with these issues and will make a reasonable attempt to keep the matter as confidential as possible. The investigation will be documented and tracked for reasonable progress, and the investigation will be closed in a timely manner.

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If we find that our policy has been violated, regardless of who the harasser may be — an employee or a supervisor — we will take appropriate corrective and remedial action, up to and including termination of employment. We will also take appropriate action to deter future misconduct.

Ednovate also strictly prohibits retaliating against anyone because they filed a complaint of harassment. If you have made a complaint of harassment and believe that you have been retaliated against for making the complaint, please let HR know about this as soon as possible. You may choose to use any of the above methods for making a complaint about retaliation. We will act promptly to assure compliance with our policy prohibiting retaliation. Claims of retaliation are treated by Ednovate as seriously as harassment itself.

As with any employee-related investigations, we need open, honest, and truthful information to ensure that we make the right decisions. If, after a thorough review is conducted, the complaint is considered false or contrived and believed to be motivated by malice or spite, Ednovate will take the appropriate steps that may include disciplinary actions, up to and including termination of the complainant's employment.

Our Anti-Harassment Policy is not intended to create any contractual liability or change your at-will employment status. If you have any questions about this Anti-Harassment Policy, please contact HR.

Title IX Policy

Ednovate, Inc. does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX of the Education Amendments of 1972, including in admission and employment. Ednovate considers sex discrimination to be a major offense which can result in discipline of students and employees, including and up to expulsion of students and/or termination of employees. Ednovate, Inc. has designated the following individual as its Title IX Coordinator to receive reports of sex discrimination and to coordinate the investigation and resolution of complaints of sex discrimination: Director of Mental Health & Wellness, 533 Glendale Blvd. LA, CA, 213-454-0599.

To report information about conduct that may constitute sex discrimination under Title IX or make a complaint of sex discrimination under Title IX, please contact the Title IX Coordinator. Inquiries about the application of Title IX may be referred to the Title IX Coordinator or to the Office for Civil Rights at the U.S. Department of Education, or both. Ednovate's Title IX Sex-Based Nondiscrimination Policy and Grievance Procedures are available on the school's website.

As required under the Title IX regulations, all Ednovate employees are required to be trained annually on the topics covered below in these training materials. All employees must read this Title IX Training and sign the handbook confirming that they have read and understand this policy. If you have any questions about your obligations or the school's obligations under Title IX, please do not hesitate to contact the Title IX Coordinator (identified above) or your supervisor.

Does Ednovate have an obligation to address sex discrimination? Yes. When Ednovate has knowledge of conduct that reasonably may constitute "sex discrimination" (as defined below) in its education program or activity, Ednovate must respond promptly and effectively to address it.

What is my role and the role of others at Ednovate in Title IX Compliance? All Ednovate employees are required to inform the Title IX Coordinator right away when they have knowledge of conduct that reasonably may constitute "sex discrimination" (as defined below).

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Certain Ednovate employees also have other roles in ensuring the school complies with Title IX. For example, Ednovate's Title IX Coordinator is responsible for monitoring its education program or activity for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX, and taking steps reasonably calculated to address such barriers. Ednovate has also adopted a Title IX Sex-Based Nondiscrimination Policy and Grievance Procedures that provides a grievance process for the prompt and equitable resolution of complaints alleging any action that would be prohibited by Title IX. A copy of the policy is available on Ednovate's website.

What is sex discrimination as defined under Title IX? The scope of conduct that constitutes sex discrimination under Title IX is defined in the federal regulations. Under those regulations, "sex discrimination" includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, as well as "sex-based harassment" (as defined below).

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including:

- Quid pro quo harassment, defined as an employee, agent, or other person authorized by Ednovate to provide an aid, benefit, or service under Ednovate's education program or activity, explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct
- Hostile environment harassment, defined as unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from Ednovate's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
    - The degree to which the conduct affected the complainant's ability to access Ednovate's education program or activity
    - The type, frequency, and duration of the conduct
    - The parties' ages, roles within Ednovate's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct
    - The location of the conduct and the context in which the conduct occurred
    - Any other sex-based harassment in Ednovate's education program or activity
    - Specific offenses, including sexual assault, dating violence, domestic violence, or stalking, as those terms are defined in 34 C.F.R. § 106.2.

The scope of Title IX includes conduct that occurs at an Ednovate school site or a school-sponsored activity, or conduct that is otherwise subject to the school's disciplinary authority.

What are the applicable notice and information requirements? As noted above, all employees are required to notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. If any individual (e.g., a student, volunteer, parent/guardian of a student, etc.) reports conduct to you that reasonably may constitute sex discrimination, immediately inform the Title IX Coordinator.

The following are hypothetical examples of conduct that, if they occurred, may reasonably constitute sex discrimination under Title IX and should be reported to the Title IX Coordinator:

- Unequal facilities for boys' and girls' sports in a school
- Bullying based on sexual orientation or gender identity in a school
- Sexual assault at a school-sponsored event off-campus
- A supervisor requesting unwelcome sexual conduct in exchange for a promotion or pay raise
- A school that does not provide access to lactation space for a parenting student

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In addition, when a student or their parent/guardian informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Title IX Coordinator has already been notified, the employee must promptly provide the student or their parent/guardian with the Title IX Coordinator's contact information and inform them that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to Ednovate's education program or activity.

Employees can report information to the Title IX Coordinator in person, by mail, by telephone, by electronic mail, or by any other means that result in the Title IX Coordinator receiving the information.

Drug, Alcohol, & Tobacco Policy

It is our intent and obligation to provide a drug, alcohol, and tobacco-free, healthful, safe, and secure work environment. Employees are expected and required to report to work on time and to be in appropriate mental and physical condition for work.

To this end, the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance on campus premises or while conducting Ednovate business off campus premises is absolutely prohibited. Violations of this policy will result in disciplinary action, up to and including termination, and may have legal consequences.

Employees must, as a condition of employment, abide by the terms of the above policy and report any conviction under a criminal drug or alcohol statute for violations occurring on or off campus while conducting Ednovate business. A report of a conviction must be made within 5 days after the conviction.

Non-Solicitation & Non-Distribution Policy

Because distractions on the job lead to unsafe working conditions, poor work performance, and inefficiency, Ednovate has established the following rules.

Distribution of Written Material:

- During periods of an employee's workday when they are engaged in or required to be performing work tasks, the employee may not engage in solicitation of other employees or distribution of literature for any purpose unrelated to Ednovate business.
- During periods in another employee's workday when they are engaged in or required to be performing their work tasks, an employee may not solicit the other employee or distribute literature to the other employee for any purpose unrelated to Ednovate business.
- Distribution of literature of any kind unrelated to Ednovate business may not be made in public areas of the school, classrooms, or other working areas at any time.
- Persons not employed by Ednovate are not permitted to solicit or distribute literature on campus premises at any time.

4. Technology & Equipment Policies

Privacy Practices

- Our philosophy is to safeguard personal employee information held in Ednovate's possession to ensure confidentiality of the information. Ednovate is committed to keeping employee and dependent private information protected. The organization understands the importance of this and will only collect personal information that is required to pursue its business operations and to comply with government reporting and disclosure requirements.

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- Sensitive, confidential, private information includes but is not limited to: medical information and individually identifiable information, such as name, address, personal telephone numbers and email addresses, social security number, date of birth, and personal health information (PHI).
- Personal information is considered confidential and, as such, will be shared only as required with individuals who need to have access to such information.
- Employees participating in Ednovate's benefit plans should be aware that personal information will be shared with plan providers as required for record-keeping needs or in handling claims.
- Prospective employers, financial institutions, and residential property managers routinely contact employers requesting information on current or former employees' work history and salary. All requests for this type of information should be directed to HR.
- Due caution will be taken in releasing any potential private employee information without written authorization signed by the employee.

Working Guidelines for AI at Ednovate

Driving these initial guidelines are the values of safety, integrity, and trust.

- Safety & Privacy: No uploading of private student or staff information (unique identifiers, i.e., addresses, phone numbers, emails, etc).
- Equity: Equitable access to Ednovate-sponsored tools for students and staff.
- Integrity: Cite use of AI when using it to generate or modify materials. Describe how AI was used to learn deeper or enhance work.
- Clarity: Be clear about expectations of AI use in assignments or tasks, understanding that it is hard to monitor use.
- AI Accountability: *(Human in the loop)* Ultimately, humans are still accountable for things created in AI. You must check for errors, biases, etc.
- AI Flexibility: Understand that we are all learning, that tools & uses are changing quickly, and that policies will evolve over time.

Technology Acceptable Use Policy

For purposes of this policy, "technology resources" consist of all electronic devices, hardware, software, office equipment and means of electronic communication including, but not limited to, the following: computers and workstations; laptop computers; computer hardware such as disk drives; printers; modems; fax machines; copiers; computer software applications and associated files and data; internet access; email systems; student information systems; telephones; and voicemail and voicemail systems. These technology resources are connected by our internal computer network and are used to facilitate the teaching and learning process and to carry out the business of Ednovate.

The purpose of the Information Technology Acceptable Use Policy (ITAUP) is to set forth appropriate guidelines and responsibilities regarding the use of Ednovate technology resources.

Ednovate provides the technology and support required to create a superior teaching and learning environment. Used by a skilled hand for its intended purpose, technology can dramatically improve the efficacy of the user community. The users at Ednovate are expected to incorporate technology-enabled best practices into their daily routines, so access to these resources is generally open. With this freedom comes great responsibility. Such open access is a privilege and requires individual users to act responsibly. Users must respect the rights of other users, respect the integrity of the systems and related resources, and observe all relevant laws and internal policies. This policy codifies what is considered appropriate usage of technology resources at Ednovate. Any questions or concerns related to this policy should be referred to the Senior Manager of Technology.

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Internet, Email And "E-Presence":
Ednovate provides authorized employees access to the internet and email. This policy does not prohibit limited use of a personal or social nature of Ednovate's internet and email resources on the employee's non- work time, provided such use does not violate any of Ednovate's guidelines and practices or detract from the employee's performance of their job duties.

Employees should conduct themselves professionally on the internet. Misuse of the internet, including use of inappropriate adult, gambling, or other non-business related web sites during work hours or while using Ednovate property, may result in employment action up to and including termination. Furthermore, email and other technology resources are not to be used in any way that may be disruptive or offensive to others, or may violate any Ednovate policy.

Blogs, Web Pages, and Social Networking Sites:
While Ednovate encourages the use of and participation in social media websites, Ednovate staff should not use blogs, web pages, or social networking sites to present information about themselves, colleagues, or students that may undermine the reputation of Ednovate or open anyone associated with Ednovate to criticism.

Employees should also consider carefully the impact on Ednovate of information presented on a personal blog, website, or social networking site. Blogging or use of a website or social networking site which impairs an employee's ability to command respect among students, parents, and colleagues or otherwise interferes with the mission of Ednovate may result in disciplinary action, up to and including dismissal.

Laptop Computers:
Ednovate provides laptops for the use of selected employees. Employees may take laptops off the school premises. Laptops are the property of Ednovate. Employees must return their laptops to Ednovate immediately upon separation from employment or upon request from a school administrator or designated representative.

The laptops are to be used by Ednovate employees for the performance of their job duties and related activities. Employees may, however, use Ednovate's laptops for the following incidental personal uses so long as such use does not interfere with employee duties, is not done for pecuniary gain, and does not violate any school policies or the law:

- To prepare and store incidental personal data (such as personal calendars,
- personal address lists, and similar incidental personal data) in a reasonable manner.
- To access the internet.
- If a laptop sustains physical damage or is stolen, the employee should notify his or her manager and the Senior Manager of Technology immediately. If the laptop is damaged or lost due to an employee's willful misconduct and/or negligence and the school's insurance or warranty does not cover the replacement or repair cost of the computer, it is the responsibility of the employee to assume the expense of replacing or repairing the computer. In addition, if the laptop is stolen, the employee should obtain an official police report documenting the theft or loss, and provide a copy of the police report to their manager and the Senior Manager of Technology.

To ensure computer and data security, Ednovate employees are responsible for the following:

- Never leaving a laptop unattended at any time in an unsecured location
- Keeping food and drinks away from all computing devices and work areas
- Never leaving a laptop in extreme temperatures or severe weather (Note: the temperature in the trunk of your car can easily spike over 100 degrees in the summer months!)
- Securing the computer's login process by requiring that a unique password be entered to gain access

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- Backing up any critical data to ensure that loss of a laptop does not equal the loss of all important data (Please reach out to the Senior Manager of Technology for more information about how best to back up data.)

Password Management

All computer passwords, including laptop passwords, must be made available to the CEO/principal upon request. Employees may use different passwords that are unknown to Ednovate but will need to disclose their password to authorized users. Employees must not share passwords and must not access coworkers' systems without express authorization.

Social Media Policy

Ednovate has adopted the following policy with regard to employees' behavior on social networking sites: If you wish to use networking protocols or set up a social media site as a part of the educational process, please inform your school administrator and technology staff of the site and your social media handle, which will enable your school administrator to monitor the site/handle. Alternatively, you can also inform your school administrator of your desire to use social media as part of the educational process, and they can assist you with identifying a platform for you to use that is a restricted, school-endorsed networking platform. Such sites will be the property of Ednovate, who will have unrestricted access to and control of such sites.

Ednovate recognizes that employees may also have personal accounts not related to their work at Ednovate on Facebook, LinkedIn, Twitter, and other social media, as well as web-based email accounts such as Gmail, Hotmail, Yahoo Mail, and the like. Access to any of these personal accounts is not permitted during working hours.

Employees that elect to log onto or access social media from Ednovate's electronic assets of technology, computers, or internet access not during work hours shall have no expectation of privacy as to any information that they input or review while in contact with social media, including passwords, codes, or other information that is reviewed or that enables access to the social media.

Due to security risks, employees must be cautious when installing the external applications that work with the social networking site. At a minimum, it is recommended that all employees on their personal accounts should have all privacy settings set to "Only Friends". The settings "Friends of Friends" and "Networks and Friends" open your content to a large group of unknown people, including students.

To the extent employees are posting comments to social media outside the scope of their employment responsibilities, including an online forum, such as a blog, employees may not include any Ednovate confidential or student information and may not make any statements that would give the impression that the views they have expressed are the opinions of Ednovate. Employees may not post to any online forums using any official Ednovate email address or provide any Ednovate telephone number or extension. Employees may not utilize any of Ednovate's drawings, trademarks, copyrights, or other images or photographs of Ednovate or typically associated with Ednovate in conjunction with such activities. Employees may not discuss students nor post images that include student names or unique identifiers.

Employees should also weigh whether a particular posting puts their effectiveness as an Ednovate employee at risk. Ednovate encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site, as most information is available to the general public even after it is removed from the site.

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Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Teachers are not to initiate “friendships” with students or parents. Employees must delete any students already on their “friends” list immediately.

Privacy Practices

Ednovate places a high value on privacy and recognizes its critical importance in an academic setting. There are, nonetheless, circumstances in which, following carefully prescribed processes, Ednovate may determine that certain broad concerns outweigh the value of a user’s expectation of privacy and warrant access to files and data without the consent of the user. Such circumstances include, but are not limited to, the following:

- When necessary to identify or diagnose systems or security vulnerabilities and problems, or otherwise preserve the integrity of the technology resources
- When required by federal, state, or local law
- When there are reasonable grounds to believe that a violation of law or a significant breach of Ednovate policy may have taken place, and access, inspection, or monitoring may produce evidence related to the misconduct
- When such access to technology resources is required to carry out essential business functions of Ednovate

Note, however, that it is a violation of this policy for any employee, including system administrators, to access electronic mail and computer systems files to satisfy curiosity about the affairs of others. Employees found to have engaged in such activities will be subject to disciplinary action.

When considering this part of the policy, it is important to understand that users do not own ANY data or files created or maintained on Ednovate’s technology resources. Ednovate owns all files and data, including but not limited to electronic documents, spreadsheets, databases, emails, text messages from Ednovate mobile phones, Internet history, and Instant Messenger logs.

Ednovate, therefore, within the previously stated parameters, has the right to inspect any and all data and files stored in private areas of the network or on individual computers or storage media.

Ednovate will make a good faith effort to keep the systems and data available; however, Ednovate employees acknowledge that Ednovate makes no warranty of any kind, either express or implied, regarding the accuracy, quality, or validity of any of the data or services made available. For example, and without limitation, Ednovate does not warrant that the Ednovate network will be error-free or free of computer viruses. To keep the Ednovate Network viable and user-friendly, all employees need to work cooperatively and responsibly.

Violation of Technology Policies

Access to Ednovate’s Technology Resources is a privilege and must be treated as such by all users. Employees may be disciplined and/or terminated for violations of this policy. Violations include, but are not limited to, the following:

- Using a computer account that you are not authorized to use
- Seeking to gain or gaining unauthorized access to information resources
- Stealing, using, or disclosing someone else’s code or password without authorization
- Providing one’s password to others, including students
- Attempting to circumvent data protection schemes or uncover security loopholes
- Using Ednovate technology resources for or in support of illegal, obscene, or inappropriate purposes
- Sending or posting discriminatory, harassing, offensive, or threatening messages or images

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- Using technology resources for the transaction of any non-Ednovate-related business and/or any commercial purposes
- Using technology resources for any product advertisement and/or any political lobbying
- Knowingly performing an act that will interfere with the normal operation of Ednovate technology
- Providing access to unauthorized individuals, including but not limited to persons who are not employed by or attending Ednovate as well as students who have lost their computer privileges
- Violating terms of applicable software licensing agreements or copyright laws
- Creating or distributing copies of software licensed by Ednovate - Ednovate has licensed the use of certain commercial software application programs for business purposes (e.g., student information systems, MS Office, etc.). Third parties retain the ownership and distribution rights to such software. No user may create, use, or distribute copies of such software without the express written consent of Ednovate's Director of Technology.
- Violating institutional or third-party copyrights. Copyrighted materials (e.g., images, text, and programs) should not be uploaded using technology resources without the prior written permission of the copyright holder. Users assume all responsibility regarding the determination of whether the materials are in the Public Domain.

Users, when requested, are expected to cooperate with principals, management, the Manager of Technology, the Director of Human Resources, and/or technology coordinators in any investigation of system abuse. Users are also encouraged to report suspected abuse, especially any damage to their files. Failure to cooperate may be grounds for cancellation of access privileges or other disciplinary actions, up to and including termination.

The appropriate supervisor will be notified immediately in writing if persuasive evidence of misuse of technology resources exists and if that evidence points to the computing activities of an individual.

The user's access will be revoked by the Manager of Technology if the user is determined to have violated this policy. The User has the right to appeal the revocation in writing to the campus principal or supervisor within thirty (30) days. The supervisor's decision shall be final and there shall be no obligation to afford subsequent opportunity for access to the technology resources.

The supervisor may also pursue appropriate measures with human resources or outside officials as required.

Equipment And Facility Responsibility

Staff will be responsible for the cost of lost, stolen or broken items issued to them if the loss is due to the staff member's willful misconduct or negligence: keys, textbooks and teacher guides, laptops and any other equipment that may be assigned to them or their classroom. Staff is responsible for the protection of all furniture in their classroom and should not leave their rooms unattended when students are present except in an emergency. Staff should lock doors and make sure all windows are closed and locked when exiting a room. Storage closets should never be left open. Staff should lock the door of any unoccupied room and not let a student into an unoccupied room. Staff may be charged for anything damaged or missing because of their willful misconduct or negligence in security matters.

During non-working hours, all facilities are equipped with an alarm system. The alarm company is automatically called when the alarm is activated, and police will be sent if the alarm company is not notified that the alarm was activated in error. Staff needing to enter the building during non-school hours should set and disarm the security alarm system appropriately. The campus is billed for false alarms and can revoke any staff member's security access code if that person causes false alarms.

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Maintenance Requests

Employees should submit non-emergency requests via their school maintenance request process. For emergency maintenance requests, call the main office. Please contact the principal if maintenance has not responded within two business days.

Keys And Building Access

For the security of each campus, all faculty/staff members are expected to exercise great care in handling their keys and/or alarm codes. Please sign the key policy acknowledgment at your respective campus, which is required at the time of key issuance.

Security Of Personal Items

It is recommended to all staff that personal valuables should be secured while at work. This includes supplies, materials, and personal work items. Ednovate is not responsible for any personal property lost, stolen, or damaged.

5. Student & School Culture Policies

Caring & Accountable School Culture Framework

Ednovate's caring and accountable culture for learning has been designed to create the conditions in which rigorous learning can occur and will help to prepare students for continued success in school and your career. We want to create the best (joyful and effective) personalized college preparation experience that will help prepare students to make a Positive Multigenerational Change.

General Guidelines When Administering Shoutouts and Reminders:

- Take time to set expectations for culture, no matter where it is (classroom, hallways, field trips). If it takes 10 minutes at the beginning of class to make sure everyone is in dress code, so be it.
- Be at least 99% sure that a rule has been broken before assigning a consequence. Staff should never assume a student is responsible without proof.
- Provide consequences in a caring way. We work to uphold student dignity and ensure they know they are cared for, even when providing consequences. Do not shame a student; always engage in conversation with students, so they understand why they are being held accountable.
- Sarcasm, while it may be well-intended, usually affects student confidence, results in hurt feelings, and at worst, escalates situations. Avoid sarcasm as much as possible with our students and especially when holding students accountable.
- Do not let misbehaviors go without consequence. The consequence is as much a message to the rest of the class as it is to the student being given a consequence. This works for both Shoutouts and Reminders.
- The intention of the Caring and Accountable Culture is not to punish students or show who has more power, but to improve student behaviors. Don't engage in power struggles with students or escalate situations. For example, if a student disagrees with a Reminder, provide an opportunity, perhaps later in the class/day, to engage in a conversation with the student about what happened and work together to outline steps to improve this behavior.
- If you are certain about a consequence, be calm and state it in a caring way.
- It is important that we consistently do what we say, as it allows students to better internalize our expectations. For instance, if a student is told to move their seat, do not let them talk their way out of it or forget about it.

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- Discipline should involve physical contact with a student only if the student is in danger of hurting themselves, others, or campus property.
- An incident involving a student should only be discussed with the student in question or the parent of that student. Also, staff should only discuss discipline or other incidents with which they are directly involved, and any other incidents should be referred to the administration.

Our Caring and Accountable Culture is not intended to address the entire spectrum of student behaviors; instead, it outlines a range of appropriate responses for certain behaviors. School officials retain the discretion to address student behaviors that are not specifically included in this discipline policy. This code applies to actions of students during school hours, before and after school, while on school property, during school-sponsored events, while traveling in school vehicles funded by Ednovate, while participating on any team or group representing the school or attending such an activity, while traveling to and from school or school-sponsored activities, and while using the school network or any computer or IT devices.

Staff members shall consider all mitigating circumstances prior to disciplinary action and ensure due process for each student, while consistently following the policies outlined below. Mitigating circumstances include, but are not limited to the following factors: A student's behavior plan, age, health, maturity, academic placement, discipline record, including previous similar incidents, attitude, and willingness to change, the seriousness of the offense, the cooperation of parents/guardians, and their willingness to enroll students in a student assistance program.

Classroom & Hallway Expectations

We are proud of our students, staff, and schools. They do great work, and because of this, we get many visitors who want to see how we are changing how students learn. We want our students to be the ambassadors of our work. Additionally, we want to create systems that allow for learning to continue at high levels. Therefore, we have created the systems below:

Room and Campus Appearance:
Staff members are expected to keep rooms clean and neat. Current student work should be displayed. Staff members who share rooms should take special care to leave everything in order and erase whiteboards, etc. Staff members are asked to help keep hallways, bathrooms, and other common areas clean.

Staff should not tape up, block, or cover up windows in such a way as to prevent outsiders from being able to see into a classroom. Teachers and students must be visible through the doorway or door window of any classroom. Classroom doors should remain unlocked all day, except when rooms are unoccupied. Campus rules, dress code, and classroom rules (if applicable) must be posted in each classroom.

Postings in Hallways:
Information, flyers, announcements, etc. must be current and may not be posted anywhere in the hallways except designated bulletin boards and teachers' doors.

Students in Hallways:
We want our students to maximize the time they are successful doing work. They cannot do this when they are outside of the classroom. Therefore, students will be given 1 Reminder if they are in the hallways during class time without appropriate permission for any reason. Help students plan to use their breaks and out of class time wisely.

Unknown Persons in Hallways:
All staff are expected to approach any unknown person seen in the hallways without a visitor's pass. If the person is uncooperative, refuses to be escorted to get a visitor badge, or is unwilling to leave the premises, a lockdown should be called immediately, and 911 should be notified of a trespasser. Never attempt to force any individual to leave the building if they are uncooperative. If uncomfortable approaching an individual,

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calling a lockdown, or if additional assistance is needed, contact the office for security assistance, letting them know your location and that an "unknown visitor" is present. An operations assistant should request support from any security, maintenance, or office personnel available.

Policy for Dress Code Enforcement

Our uniform policy, outlined in our student handbook, supports our safe culture of high expectations. Therefore, all teachers are generally responsible for the dress code (and other culture items) at all times. Advisors and classroom teachers are accountable for a dress code check each day including: shoes, pants, skirts, and shirts.

Guest & Visitor Policies

Guests are welcome on Ednovate campuses. They must always obtain a visitor's pass from the main office and must be authorized by a staff member. Guests should be greeted politely in the hallways or when knocking on the door of a classroom. In order to protect student safety and instructional time, visitors who are disruptive to the learning environment may be asked to leave.

Greeting Guests:
All classroom teachers are expected to have a classroom greeter assigned for each class period to greet guests when there is a knock on the door. All students should be taught how to properly greet. S.M.I.L.E. may help students successfully greet our guests:

S	Smile.
M	Make eye contact.
I	Introduce. Shake hands, state your name, the teacher's name, and what you're doing.
L	Listen. Ask their names and a few questions to start a conversation.
E	Enter the classroom. Ask if they would like to come in.

Unless a sign is on the door requesting to please not disturb, all guests who knock should get a greeter. Guests who enter without a knock do not need a greeter.

Anti-Bullying Policy

Ednovate believes that all students have a right to a safe and healthy school environment. Ednovate will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; social isolation or manipulation; and cyberbullying.

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To prevent cyberbullying, Ednovate also provides age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other internet services. Such instruction shall include,but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Ednovate's anti-bullying policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

Any student who engages in bullying may be subject to our Caring and Accountable Behavior Policy. Students are expected to immediately report incidents of bullying to the principal or a staff member. Students can rely on staff to promptly investigate each complaint of bullying in a thorough manner.

Any member of the school community who believes they have been subject to bullying may also file a formal complaint per the Uniform Complaint Policy or can contact the Director of Mental Health & Wellness, 355 Glendale Blvd, LA, CA 90026, krezny@ednovate.org, 213-454-0599 for more information. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process. (California Code, Education Code - EDC § 32283.5)

Consequences for Student Behavior

Unacceptable Behavior	Range	Disciplinary Consequences
2-1 Non-Ednovate electronic device	Min	Reminder
	Max	3 day suspension
2-2 Failure to serve Reflection	Min	Serving missed reflection
	Max	3 day suspension
2-3 Gambling	Min	Reflection
	Max	3 day suspension
2-4 Improper use of technology	Min	Reminder
	Max	3 day suspension
2-5 Leaving class without permission	Min	Reflection
	Max	3 day suspension
2-6 (multiple of 6 reflections)	Min	Parent conference
	Max	Parent conference or other alternative, but no suspension

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3-1 Forgery/cheating/academic dishonesty	Min	Reminder, parent phone call
	Max	3 day suspension
3-2 Possession or use of tobacco or related items (such as lighters or matches)	Min	Reflection and the item confiscated
	Max	3 day suspension
3-3 Cutting a school day	Min	Reflection
	Max	3 day suspension
4-2 Disrespectful behavior to a staff member, student, or visitor, including verbal disrespect written disrespect and disrespect on the internet	Min	Reminder
	Max	5 day suspension
4-3 Committing an obscene act or engaging in habitual profanity or vulgarity	Min	1 day suspension
	Max	5 day suspension
6-1 Arson	Min	1 day suspension
	Max	Referral for expulsion
6-2 Assault/battery to staff or students	Min	5 day suspension
	Max	Referral for expulsion
6-3 Possession, use, sale of alcohol or illegal drugs or drug paraphernalia	Min	1 day suspension
	Max	Referral for expulsion
6-4 Fighting	Min	1 day suspension
	Max	Referral for expulsion
6-5 Gang-related activity	Min	1 day suspension
	Max	Referral for expulsion
6-6 Theft	Min	1 day suspension
	Max	Referral for expulsion
6-7 Robbery or extortion	Min	1 day suspension
	Max	Referral for expulsion

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6-8 Threats/harassment/hazing of staff or students, including sexual harassment and harassment on the internet, including threats on the internet	Min	1 day suspension
	Max	Referral for expulsion
6-9 Vandalism or damage of school or community property	Min	1 day suspension
	Max	Referral for expulsion
6-10 Possession and/or use of weapons/dangerous objects, including, but not limited to, firearms, needles, or knives of any kind	Min	1 day suspension
	Max	Referral for expulsion
6-11 Repeated violations of the SCC, including repeated disruptions to the learning process after earning more than 36 Reflections in any one school year and/or violation of the SCC after receiving the maximum number of suspension days	Min	1 day suspension
	Max	Referral for expulsion hearing

**Very rarely should students receive the maximum consequence for 1 instance of misbehavior, as it limits their ability to learn from the experience.*

Alternatives to Suspension

While at times suspensions are necessary, we want to be clear that our campuses will consider and/or attempt multiple alternatives to suspension to address student behavior before initiating a formal suspension, except when suspensions are required by Ed Code. These include, but are not limited to the following:

- Coordinated Behavior Plan
- Alternative programming
- Behavior monitoring
- Community service
- Counseling
- Parent suspension in school
- Restitution

Expulsion Policy & Procedures

When the principal determines that a student has committed an offense(s) that warrants an expulsion recommendation, the principal will complete the appropriate misconduct report and provide a copy to the Ednovate Discipline Review Panel. The panel will consist of at least 3 objective and unbiased members. Panel members may include any combination of: Ednovate network staff members, Ednovate board members, and teachers or administrators from other Ednovate schools.

A parent/guardian of the student will be notified of the hearing and strongly encouraged to attend as described below. Reasonable accommodations and/or language support will be provided as needed.

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While an expulsion case is being processed by the Discipline Review Panel, the principal, in writing, may extend the suspension to up to 10 consecutive school days. The hearing will be held within 30 calendar days following the principal's recommendation.

After the expulsion hearing, the Discipline Review Panel will then make a written report within 2 school days to the CEO, the student, and a parent or guardian of the student, summarizing the grounds for expulsion and the evidence presented at the hearing.

The report will make a recommendation as to whether to expel the student and if so, for what period of time. Students can be expelled for a time that is not to exceed one year if they have met the requirements for reinstatement. If the panel recommends against expulsion, then the student will be immediately reinstated and permitted to return to an instructional program. If the panel recommends the pupil for expulsion, the matter will then be decided by the CEO who may or may not accept the recommendations to expel and/or any other recommendations the panel may make.

The parent and student will have the right to appeal the recommendation of the CEO to the Ednovate governing board within 30 calendar days of notification of the recommendation. The appeal should be in writing and sent along with any additional evidence to the governing board. Ednovate's governing board will vote on the recommendation, and the Board Chair will deliver the final decision within 30 calendar days of the request for appeal. The governing board's final decision shall be delivered by the most expedient means of communication identified by the parent/guardian or student at the hearing (telephone, email, etc.) and shall also be delivered, in writing, by certified mail. Expulsion causes the student to be terminated from enrollment at the Ednovate school for the entire term of the expulsion.

Expulsion Steps:

1. Principal recommends the student for expulsion with a copy of the misconduct report provided to the CEO and the Discipline Review Panel.
2. Principal contacts (minimum 3 attempts) parent to schedule expulsion hearing, documents that contact in the student information system and notifies parent of the expulsion hearing via certified mail.
3. The principal schedules an expulsion hearing.
4. The Discipline Review Panel conducts the expulsion hearing. Representatives of the principal may present evidence or witnesses.
    a. Parents are strongly urged to attend. Parents and student are afforded due process by being allowed to refute charges and present evidence. Parents may bring legal counsel.
5. Discipline Review Panel sends a written hearing report and recommendation to the CEO within 2 business days of the hearing and notifies parents of the recommendation.
6. Parents or students may appeal the hearing officer's recommendation in writing to Ednovate's governing board within 30 calendar days of being notified of the hearing officer's recommendation.
7. If the parent/guardian appeals to the governing board, Ednovate's governing board makes the final decision within 30 calendar days of the request for appeal, and notifies the parent/guardian of the decision.

Political Action

Political action by students is not to be sponsored or promoted by Ednovate or its staff (charter school legislation possibly excepted). Students who are at least 16 years old may be provided with voter registration (or pre-registration) forms and may be encouraged to vote as long as any advocacy by an Ednovate staff member is non-partisan.

Policy on Sexual Education

In compliance with the California Healthy Youth Act, all Ednovate schools will provide students with integrated, comprehensive, accurate, and unbiased, comprehensive sexual health and HIV prevention education at least once in high school. For more information on Ednovate's compliance with the content and instructional requirements of the California Healthy Youth Act, please consult Ednovate's Academic Team.

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Field Trips

A field trip is defined as any student trip that has been arranged by a staff person and transportation or supervision is being provided by the school. PE classes, sports practices, and games are not considered field trips. Field trips that cause students to miss class are strongly discouraged and will only be approved in rare circumstances.

For all field trips:

- Field trips must be approved by the principal prior to the trip, and documents related to the field trip must be kept on file for at least 1 week after the trip.
- Transportation or other payments will not be made by the school until the trip is approved.
- Schools must provide at least 1 chaperone for every 20 students and 1 chaperone of each gender for overnight trips unless a waiver is signed by the principal. Principals should use their judgment in determining if more chaperones are needed depending on the risk level of the activities taking place on the field trip.
- Schools should use the Ednovate field trip permission slip form. Students must turn in permission slips in order to participate in the field trip. Field trip chaperones should provide the front office with a list of attendees before the trip, and chaperones should bring the permission slips with them on the field trip. The permission slips themselves should be turned into the office after the field trip with a list of students who actually attended.
- Cell phones can be used by students on field trips only with the permission of a chaperone.

Social Events

A social event is defined as a student gathering chaperoned by staff for social interaction. This does not include classroom parties. Social events that cause students to miss class will not be approved. For all social events:

- A social event must be approved by the principal at least 1 week before the event.
- Payments will not be made by the school until the social event is approved.
- Chaperone rules must be followed.
- All social events should be put in the master calendar.

For all social events and classroom parties, the sponsoring staff member should take care to serve nutritious food and beverage choices. Homemade food can only be served to a student with a signed Potluck Permission Slip. The Dean of Operations (DOO) or Assistant Principal of Student Services (APSS) should put all on-campus events that they are sponsoring in their campus master calendar.

Assemblies & Student Performances

Students are expected to behave properly at any assembly or performance. This includes:

- Being respectful to all presenters
- Cleaning up the areas around them before they leave
- Entering and leaving in a respectful manner

For performances, social event approval must be obtained by the principal at least 1 week before the performance. All assemblies and performances should be put in the master calendar.

Fundraiser

A fundraiser is defined as sales of any item or service by a campus. For all fundraisers:

- Fundraiser approval must be obtained by the DOO and principal at least 1 week before fundraising begins. If the event is also a social event or field trip, those approvals must also be on file.
- Payments will not be made by the campus until the fundraiser is approved.

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- All money must be turned in to and receipted by the office.
- The sale of the most nutritious options is always encouraged.
- The sale of homemade goods is not permitted.
- Solicitation of board members, businesses, or foundations without written permission from the principal or board president is not permitted.

Fee/Cash Collections

No staff member is permitted to accept cash and/or checks with the exception of the Operations Manager or Operations Assistant (this title is Office Clerk or Family Engagement Coordinator at some campuses), whoever is in charge of the front office at the time of receipt. All events for which money is collected must be approved by the campus principal. The Operations Manager or Operations Assistant (this title is Office Clerk or Family Engagement Coordinator at some campuses) will supervise the collection of all fees and will be responsible for managing receipts. Staff and students are not permitted to collect fees; rather, all financial transactions should be coordinated with the Operations Manager.

Teachers and staff are not permitted to conduct personal sales or fundraising (such as energy drinks, Avon, bath/beauty products, etc). Cash and/or checks should not be stored or locked in staff offices or desks, but rather should be locked in the lock box in the main office.

Conflict of Interest with Vendors & Accepting Gifts

Ednovate solicits and accepts gifts that are consistent with its mission and that support its core programs, as well as special projects. Donations and other forms of support will generally be accepted from individuals, partnerships, corporations, foundations, government agencies, or other entities, although Ednovate will not engage in any of the following gift-receiving practices:

- Accepting gifts that violate municipal, state, or federal laws or the FPPC
- Accepting gifts that would result in Ednovate losing its status as an IRC§501(c)(3) not-for-profit organization
- Accepting gifts that require Ednovate to provide special consideration or treatment to any client, donor, entity, etc.
- Accepting gifts that require Ednovate to deviate from its normal hiring, promotion, or contracting procedures
- Accepting personal gifts in any cash amount, including gift certificates, coupons, entertainment tickets, or the like
- Accepting gifts from organizations whose core activities may be in direct conflict with the mission of Ednovate or that may limit our ability to provide our services

Certain types of gifts must be reviewed prior to acceptance due to the special liabilities they may pose for Ednovate. Decisions on the restrictive nature of a gift, and its acceptance or refusal, shall be made by the CEO, in consultation with the Board of Directors if necessary. Examples of gifts which will be subject to review include but are not limited to: non-standard contributions, gifts of real property, gifts of personal property, gifts of life insurance, and gifts of securities.

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Live Animals in the Classroom, Service Animals, and School-Sponsored Activities Involving Animals Policy

Animals, insects, and/or reptiles are not permitted on any Ednovate, Inc. ("Ednovate") school and/or facility, unless the owner, sponsor, or responsible party has followed the guidelines set forth herein and received written authorization.

Animal Dissections:

Students at the charter school may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Live Animals In The Classroom:

1. The principal must establish procedures for approving requests from teachers for the use of live animals prior to their display in the classroom.
2. Animals whose bite may be poisonous or may cause severe physiological reactions are not permitted in schools.
3. Animals should be kept in an appropriate cage or enclosure that provides maximum containment of the animals, clean and sanitary conditions, shelter and protection from the weather, and appropriate temperatures and assures safety for the students. Questions regarding enclosures to be used in schools for specific kinds of animals should be directed to the Principal.
4. Warning signs such as "Keep Hands Away from Cage" should be posted conspicuously on cages housing animals that may bite. Students and visitors should be cautioned about inserting fingers in an occupied animal cage.
5. All animals should be supplied with suitable and sufficient food and water as often as the feeding habits of such animals require. Students should feed and handle animals under the supervision of the teacher.
6. Live animals should never be experimentally medicated or drugged in any manner for any scientific experiment. Every reasonable precaution shall be taken to ensure that animals are not teased, abused, mistreated, annoyed, tormented, or in any manner made to suffer by any person or by any means.
7. Students should thoroughly wash their hands before and after they finish touching or handling an animal in the classroom to ensure proper hygiene. Students should not eat or drink while touching or handling the animals.
8. All sick animals shall be isolated from healthy animals in such a manner that the illness or disease will not be transmitted to other animals. Students should not be allowed to touch or handle sick animals.

Service Animals - Americans With Disabilities Act:

Guide dogs/service animals are permitted in Ednovate schools, facilities, and/or sponsored activities for persons with disabilities. Service animals whose behavior poses a direct threat to the health or safety of others or is disruptive to the campus community may be excluded at the time of the threat/disruption, regardless of training or certification.

A service animal is any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including but not limited to guiding individuals with impaired vision, alerting individuals with impaired hearing, providing minimal rescue or protection work, pulling a wheelchair, or fetching dropped items. The service the animal is providing must be directly related to the functional limitation of the person's disability. Service animals are working animals, not pets.

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Therapy or companion animals, including pets, are not service animals, are not covered under the Americans with Disabilities Act, and therefore are not permitted on Ednovate schools, facilities, and/or sponsored activities unless otherwise authorized within this policy.

1. Employee Requests for Service Animal and Reasonable Accommodation
   a. An employee who requests a service animal as an accommodation is required to obtain authorization from the Human Resources Department at Ednovate at hr@ednovate.org.
   b. Service animals for reasonable accommodation will be permitted based upon documentation supporting the need for the assistance of the service animal. Authorization for reasonable accommodation to return to work with the assistance of a service animal is required to be approved by Human Resources prior to returning to work with the service animal. If authorization is not received by the Human Resources Department, the service animal will not be allowed on any Ednovate property or facility.
   c. All questions regarding service animals on a school site should be directed to Ednovate's Human Resources Department.
2. Requirements of Service Animals and Their Partners/Handlers
   a. Training: A service animal must be specifically trained to perform a service function.
   b. Identification: The service animal should wear a harness, cape, identification tag, or other gear that readily identifies its working status.
   c. Control: The partner/handler must be in full control of the service animal at all times. The care and supervision of a service animal is solely the responsibility of its partner/handler.
   d. Leash: The service animal must be on a leash at all times.
   e. License and Tags: All service animals should have an owner identification tag.
   f. Clean up Rule: The partner/handler must always carry equipment sufficient to clean up the animal's waste, immediately remove the waste, and be responsible for the proper disposal of the animal's waste.
3. Conditions for Keeping a Service Animal
   a. The partner/handler of a service animal may be asked to remove any animal that is unruly or disruptive (e.g., barking, running around, and causing disruption) from Ednovate's property, facilities, and/or sponsored activities. Mitigation may include muzzling a barking animal, obtaining a refresher training course for both the animal and the handler, or other appropriate measures.

SPECIAL EVENTS WITH ANIMALS

1. Events involving live animal(s), insects(s), or reptile(s) are allowed on Ednovate property, facilities, and special events so long as there is an engagement agreement vetted by legal counsel in place and guidelines set herein are met and approved prior to the event. Approval must be obtained from the Principal. The Principal should contact the Network Operations Department to see if the necessary insurance requirements are required at least 30 days prior to the event.
2. Parent Notification/Consent: Parents should be notified and consent obtained for the students to participate in the planned event if it is an Ednovate-sponsored event. The parent notification must disclose the date, time, type of animal, and nature of interaction with the students. Parent consent must be obtained prior to the event. Within the consent, the parent must disclose any known allergies or risks posed to the student (e.g. allergies, asthma, or fear of dogs).
3. Emergency Services Plan: The Principal should notify the school nurse of the event involving animals in case of an emergency. In the event of an emergency, contact 911 for immediate treatment and Animal Control for immediate removal of the animal, insect, or reptile.
4. Animal Owner/Trainer: The contact name, business name, address, and telephone number of the owner or organization providing the animal(s), insect(s), or reptile(s) must be provided to the Principal and/if needed for insurance requirements to the Operations Department.
5. Control: The owner or organization providing the animal(s), insect(s), or reptile(s) must be in full control at all times. The owner or organization must provide care, supervision, and will be solely responsible for handling the animal(s), insect(s), or reptile(s).

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6. Health: The animal(s), insect(s), or reptile(s) must be in good health with current vaccinations and immunizations common and appropriate to that species. Certificate of Vaccination, USDA Certificate of Licensed Class Exhibitor, USDA Inspection Report, Permit from the Department of Fish and Game, and/or Public Health License must be provided to the Network Operations Department.
7. Clean up rule: The owner must always carry equipment sufficient to clean up the animal's waste, immediately remove the waste, and be responsible for the proper disposal of the animal's waste.
8. Insurance: The owner or organization, at its sole cost and expense, shall provide and keep in force during the live animal event, insurance coverage. Adequate proof of said insurance must be provided to the Network Operations Department prior to the event taking place. The policy should name Ednovate and the specific school as additional insureds. Insurance limits required may vary depending on the type of contact and species of animal(s), insect(s), and reptile(s). Please contact the Operations Department at least 30 days prior to your event for assistance in processing this insurance request.
9. Employee dogs are never allowed on campus when students are present. *(pending approval of proper protocols and procedures)*

6. Student Safety & Well-Being Policies (Operational Excellence)

Student Privacy & Record Policy (FERPA Compliance)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents and/or legal guardians certain rights with respect to their student's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents/legal guardians or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents/legal guardians or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth their view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school

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- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities within a juvenile justice system, pursuant to specific state law.

Schools may disclose, without consent, “directory information” such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Ednovate notifies parents and eligible students annually of their rights under FERPA.

Mandated Reporter Policy

All Ednovate employees are mandated reporters of suspected abuse and/or neglect.

To ensure the safety and well-being of our students, all employees are required to participate in a network-approved mandated reporter training annually, within the first 6 weeks of hire, or within timelines specified in Ed. Code, § 44691, whichever is sooner. Mandated reporters are required to report suspected child maltreatment immediately when they have “reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed - physically, sexually, or through neglect - and that a caregiver either committed the harm or should have taken steps to prevent the child from harm.”

Once you become aware that a student may be the victim of child abuse, neglect, or sexual abuse, you must:

- Immediately notify an administrator of the situation
- Immediately call the mandated reporter hotline at (800) 540-4000 (Los Angeles County) or (800) 207-4464 (Orange County), and within 36 hours, complete an incident report.
- While these steps are taking place, the principal or designee will alert the campus counselor. The counselor will assist you and the student in understanding the ramifications of the call. The counselor will debrief the student and, when appropriate, will contact the parent(s)/guardian(s). No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.
- When calling the hotline, you must have the following information (or as much as is known): the name, birthdate, and address of the alleged victim; the name, address, age or birth date, and relationship of the alleged perpetrator; what type of injury or harm was allegedly done to the victim; and a description of the incident (time/date, place in which it occurred, and indication of intention to harm). The staff member should also have the names and ages of other children in the household, information as to whether or not English is fluently spoken by the parents, and the work phone number of the alleged perpetrator. If a report is taken (the intake worker will inform you of this over the phone), the report must be confirmed in writing to the local investigation unit within 36 hours of the hotline call. Forms and addresses are available at each campus.

Physical abuse is defined as occurring when a parent or person responsible for the child’s welfare “inflicts or allows to be inflicted upon such child physical injury, by other than accidental means”. Common injuries include bruises, human bite marks, bone fractures, and burns. Physical abuse also occurs when the caregiver or parent “creates a substantial risk of physical injury” by shaking, throwing, choking, smothering, or pushing the child into fixed objects. Acts of torture are defined as “deliberately or systematically inflicting cruel or unusual punishment which results in physical or mental suffering.” When reporting physical abuse, it is important to document any injuries, as a report may not be taken unless evidence of harm exists.

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Sexual abuse is defined as occurring when a person responsible for the child's welfare commits sexual penetration, sexual exploitation, sexual molestation, or when a young child contracts a sexually transmitted disease. A child's disclosure of sexual abuse must be handled sensitively. When a student attempts to disclose sexual abuse, observe the child closely and listen attentively while maintaining a calm demeanor. The mandated reporter must pay very careful attention to the disclosure of sexual abuse, but should not encourage the student to disclose information in addition to what is being given voluntarily. Take very careful notes, writing the student's words verbatim as much as possible. Refer the student immediately to the campus counselor and inform the principal or designee.

Neglect occurs when a person responsible for the child "deprives or fails to provide the child with adequate food, clothing, shelter, or medical treatment," or when an adult "provides inadequate supervision of a child (particularly small children)".

If you have any questions regarding this policy or mandated reporting procedures, consult with the school social worker. By law, failure to abide by these requirements could result in immediate termination.

Safe Student Interactions Policy

A parent sending their student to our school is one of the most trusting things they can do. We do not take this act of trust lightly. Therefore, follow the guidelines below so that we can continue to earn our parents' trust and faith in our work. Whenever "staff" is referenced in this policy, it includes volunteers, coaches, and any other adult interacting with our students. No staff member, or other adult, should be alone with any student, regardless of age or gender, behind a closed door or in any other isolated situation. When a situation arises that calls for a staff member to be alone with a student, it is the staff member's responsibility to move to an open location or to seat themselves and the student where they are completely visible to a passerby.

- Employing Students:
  - Staff may not employ any current students in their home or business in a paid or unpaid capacity.
- Home Visits:
  - Overnight stays by students in staff homes are strictly prohibited.
- Transportation of Students:
  - Faculty and staff members are not allowed to transport students in their personal vehicles unless parental permission is given. Students are expected to arrange for their own transportation, unless provided for by the school campus via an authorized transportation vendor or rental car agency. In circumstances where a student is in physical danger, staff should consult the principal, CEO, or the police prior to transporting a student in a personal vehicle.
- Physical Contact with Students:
  - While the use of appropriate touching is part of daily life and is important for student development, teachers and other staff members must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that they not be touched, then that request must be honored without question.

Acceptable & Unacceptable Behaviors

Some activities may seem innocent from a staff member's point of view but could be perceived as flirtation or sexual insinuation from the perspective of students or parents. There is no single reasonable person standard. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, sexual misconduct, or "grooming." Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction. Staff members must

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understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the teacher or staff member to discipline up to and including termination. Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Unacceptable Behaviors:
These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior intended to be addressed by this policy.

- Giving gifts of a personal and intimate nature (including photographs) to a student, or items such as money, food, outings, electronics, etc., without the written pre-approval of the principal or school leader—it is recommended that any such gifts be filtered through the principal along with the rationale therefore
- Kissing of ANY kind
- Massage [Note: Prohibited in athletics unless provided by a massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 Plan.]
- Full frontal or rear hugs and lengthy embraces
- Sitting students on one's lap
- Touching buttocks, thighs, chest, or genital area
- Wrestling with students or other staff members, except in the context of a formal wrestling program
- Tickling
- Piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Furnishing alcohol, tobacco products, or drugs, or failing to report knowledge of such
- "Dating" or "going out with" a student
- Remarks about physical attributes or physiological development of anyone—this includes comments such as "Looking fine!" or "Check out that [body part]"
- Taking or requesting photographs or videos of students for personal use or posting online
- Either partially or fully undressing in front of a student or asking a student to undress with the intent to view/expose private body parts
- Leaving campus alone with a student for lunch
- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments
- Sexual jokes or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- Becoming too involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without the express, advance written permission of the Chief of Schools and the student's parent or legal guardian
- Being alone in a room with a student at school with the door closed and/or windows blocked from view

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- Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity, which must include another educator, parent, or designated school volunteer
- Staff mirroring the immature behavior of minors
- Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities—communication via private social media accounts is not acceptable

THIS POLICY DOES NOT PREVENT:
• touching a student for the purpose of guiding them along a physical path;
• helping them up after a fall; or
• engaging in a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as is necessary to defend oneself, another person, or the child, or to protect property is legally permitted. Excessive force is prohibited.

Acceptable Behaviors:

- Pats on the shoulder or back
- Handshakes
- "High-fives" and hand slapping
- Touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
- Assisting with the toileting of disabled children in view of another staff member
- Touch required under an IEP or 504 Plan
- Reasonable restraint of a violent person to protect self, others, or property
- Obtaining formal written pre-approval from the principal to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity, whether on or off-campus
- Emails, text messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)
- Keeping the door wide open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
- Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
- Involving your direct supervisor in discussions about boundary situations that have the potential to become more severe (including but not limited to grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)

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- Making detailed notes about an incident that in your best judgment could evolve into a more serious situation later
- Recognizing the responsibility to stop unacceptable behaviors of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact
- Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career

Reporting Unacceptable Behaviors

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, or vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of "grooming behavior," they must report the suspicion to their supervisor, principal, or HR promptly. "Grooming behavior" is an attempt to build an emotional and/or physical connection with a minor to gain their trust for the purpose of sexual abuse. "Suspicion" means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe that a violation of the boundaries policy occurred. Prompt reporting of "unacceptable behaviors" observed in adult interactions with minors is essential to protect students, staff, any witnesses, and the school as a whole. When observant staff members call attention to a boundary violation(s), the likelihood of harm is greatly reduced.

Mandatory Reporting of Child Abuse/Sexual Abuse Reporting

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse (or you reasonably suspect it), California Penal Code Section 11166 requires YOU to immediately report this information or suspicion directly to your county child protective agency (CPS) or local police/sheriff. The report shall be made by phone immediately, and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse.

You do not need permission to report. No supervisor or administrator can impede or inhibit a report or sanction you for making the report. Your report is confidential, and you are protected from liability as long as you do not discuss the matter with anyone other than law enforcement, CPS, and your school's designated responsible administrative person. Failure to meet your reporting obligation can result in a monetary fine and/or jail.

Internal reporting to the principal occurs after the phone-in report is made to the police/sheriff or CPS.

Internal Investigations

HR will promptly communicate with the investigating enforcement agency to determine whether an investigation will be conducted by that agency.

The administrator will confirm with law enforcement as to whether the initiation of an internal school investigation would interfere with any criminal investigation.

Only law enforcement has the authority to grant clearance to investigate the matter administratively.

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Upon receiving information from the mandated reporter, the designated responsible administrator must take immediate action to stop the alleged inappropriate conduct by removing the employee (or volunteer/vendor/guest) from the classroom or worksite when there is a potential risk to student or school safety. HR shall consult with legal counsel as appropriate, prior to, during, and after conducting any investigation. Staff members who have violated this policy will be subject to appropriate disciplinary action, up to and including termination and where appropriate, will be reported to authorities for potential legal action.

Staff should not be online friends (or the equivalent) with students in social networking sites such as Facebook, Instagram, Snapchat, etc., until the students have graduated from high school. Staff should also have profiles (or the equivalent) that are kept private from current students to the extent possible. The single exception is if a staff member has a work-related social media account that only displays work-related posts. This account must be approved by the school principal.

Incident Reports

Staff are expected to file an incident report with the Dean of Operations each time an incident occurs. Incidents include, but are not limited to: injuries to students, staff, or guests, or theft of school-owned property.

Nutrition Standards

At Ednovate, we prepare our students to thrive in college, their careers, and beyond, and that includes practicing healthy habits. As a network, schools provide at least 2 meals free of charge (breakfast and lunch) each school day for all students requesting a meal, regardless of eligibility per Ed. Code § 49501.5. Schools can promote students' nutrition by encouraging healthy food at school events, putting on healthy fundraisers as an alternative to bake sales or chocolate bar sales, and providing nutritious snacks in vending machines rather than junk food. Staff members can also model healthy habits with their own food choices.

Physical Education & Activity Guidelines

The primary goal for the promotion of physical activity is to increase students' knowledge and skills to enable them to adopt a physically active and healthful lifestyle. All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education, extracurricular programs, after-school programs, and other activities.

Ednovate's schools shall implement a quality physical education program that is aligned with the California Physical Education Content Standards and/or current legislation, keeps all students involved in purposeful activity for a majority of the class period, and provides facilities to implement the curriculum for the number of students served.

Mental Health Services Availability Policy

Ednovate recognizes that unidentified and unaddressed mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and violence. Access to mental health services is critical to improving the physical and emotional safety of students and addressing barriers to learning.

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The following is a list of mental health resources available to students at Ednovate, both on and off campus:

MENTAL HEALTH RESOURCES AVAILABLE ON CAMPUS	MENTAL HEALTH RESOURCES AVAILABLE IN THE COMMUNITY
• **School-based counseling services:** Every student can access a Counselor during school hours by coming into the counseling office and making an appointment. • Ednovate social workers and counselors are available to support students by providing individual sessions, group sessions, or parent consultations for a range of reasons, including, but not limited to, whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. • **Special education services:** If you believe your child may have a disability, you are encouraged to contact the office staff at your child's school to request an evaluation.	• National Suicide Prevention Line 1-800-273-8255 The Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals. 988 has now been designated as a 3-digit dialing code to route callers to the National Suicide Prevention & Mental Health Crisis Lifeline. • USC Telehealth (866) 740-6502 USC Telehealth provides clients with "face-to- face" online counseling and psychotherapy services. Services are provided in English and Spanish, and offered as weekly 50-minute appointments over 12 weeks or more. • National Human Trafficking Hotline 1-888-373-7888 If you or someone you know is a victim of human trafficking, call now. • NAMI (National Alliance on Mental Illness) Warmline 1-800-950-NAMI (6264), 877-910-WARM, or 714-991-6412 9 a.m.-3 a.m., Monday-Friday 10 a.m. -3 a.m., Saturday & Sunday Live Chat available Warmline Network Services is an Orange County telephone-based, non-crisis support for anyone struggling with mental health and substance abuse issues. Please note that all counseling services are voluntary.

Student Referrals

When staff believe that a student needs counseling for any reason, such as a drastic change in behavior, academic/disciplinary concerns, anti-social behavior, high levels of anxiety/stress, dealing with a loss, or possible pregnancy, they should complete a referral form for social work. The staff member should not attempt to evaluate to what extent the student is in crisis. This is the responsibility of the social worker.

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Once the referral is made, the referring staff member should not speak to anyone else about it. The social worker will determine whom to inform. The social worker will meet with the student, assess their needs, and determine the type and duration of treatment. The social worker will follow up with an administrator about crisis situations and behaviors.

Suicide Prevention Policy

Ednovate recognizes youth suicide is preventable, and school staff can play an important role in preventing self-harm and also in supporting students, peers, and families of students currently engaging in self-harm. In response, Ednovate has developed policies and procedures to prevent, assess the risk of, intervene in, and respond to youth suicidal behavior. To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, each school has a liaison to serve as the suicide prevention points of contact for the school.

Please see Ednovate Suicide Prevention Policy for full information.

Distribution of Medicines

It is the policy of Ednovate that students not be in possession of any medication, with the exception of asthma inhalers and/or EpiPens, during the regular school day or on campus premises. Staff, with the exception of front office staff, are also not permitted under any circumstances to administer any medication to a student (prescription, over-the-counter, or otherwise) except to use an EpiPen. Students who require medications during the school day must adhere to the medicine distribution policy established in the student handbook. Students must have clearly labeled medications and a Medication Administration Form completed by their provider and parent. Medications are administered in the main office, and teachers are asked to cooperate in ensuring that students are in compliance with their medicines by allowing them access to the main office at designated times.

If a student requires medication during school hours, the supervision of the medications will be done by the front office team. At no time should a student be allowed to have medication in their possession, with the exception of asthma inhalers and/or EpiPens. Students who are permitted to carry Epi-Pens and asthma inhalers must have a completed Permission to Self-Carry Form accompanying their medication at all times. In order to supervise any student's self-administration of prescribed medication (including asthma inhalers and/or EpiPens), there must be a completed Medication Administration Form on file for prescription or over-the-counter medications (form available in the main office). Students are responsible for coming to the main office to take their medications at the appropriate time with the permission of their instructor.

Furthermore, a log will be kept on file that indicates the following: name of student, name of medication, date, time, and who supervised the medication administration. All medications, with the exception of asthma inhalers and/or EpiPens, must be placed in a locked box in the main office. If you have any questions, contact the office.

Immunization Requirements

In order to enroll at an Ednovate school, students must have up-to-date immunizations as required by California law. Please see the California Department of Public Health's Parent Guide for required immunizations for school entry. Students are prohibited from attending school unless immunization requirements are met for age and grade. As of July 1, 2019, medical exemptions must include the specific nature of the child's physical condition or medical circumstance for which a California licensed physician does not recommend immunization. The doctor must be a Medical Doctor (M.D.) or a Doctor of Osteopathic Medicine (D.O.). No other medical professionals may sign the exemption.

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If a student goes to a home-based private school or is part of an independent study program where they don't attend regular classes, they're not required to get immunizations. However, parents still need to give the school their child's immunization records. If a student is a part of Ednovate Virtual Academy and they decide to participate in on-campus events, sports, or other activities, they are required to meet the immunization requirements as required by California law.

Health Screenings

Ednovate shall provide health screening of its students, including but not limited to screening for vision and hearing, to the same extent as would be required if the students were attending a non-charter public school. Families have the right to excuse their child from examinations by submitting a written request to the Network Nurse, Alexandra Houston, at ahouston@ednovate.org. Thereupon, the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, he shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Human Trafficking Prevention

In compliance with the Human Trafficking Prevention Education and Training Youth Act, Ednovate provides all students with comprehensive prevention education regarding human trafficking prevention, including information on prevalence, nature, and strategies to reduce the risk of human trafficking, healthy boundaries, and how to safely seek assistance. Ednovate schools may collaborate with outside consultants, including law enforcement, to train staff and/or aid in facilitating education regarding human trafficking prevention.
For more information on Ednovate's Human Trafficking Prevention curriculum, please reach out to Ednovate's Academic Team.

Outside of Ednovate, here is a human trafficking prevention resource: *Family Assistance Center Program: Anti-Human Trafficking 24-Hour Hotline*, which can be reached at (909) 333-7476. For more information, visit their website.

Fire Safety & Evacuation Procedures

All campus facilities are completely equipped with a fire detection system, including fire extinguishers and sprinkler systems (where appropriate). Fire extinguishers are located on every floor, in kitchens and boiler rooms, and are inspected and serviced on a regular maintenance schedule per City Code. Emergency exit routes are posted in various locations around the building and in classrooms as required.

Emergency Preparedness & Crisis Response

Please refer to your School Safety Plan for information on crisis intervention steps, special procedures, and emergency contacts. It is the responsibility of all faculty and staff members to completely understand and adhere to the established procedures as set forth in this manual and the school safety plan. Each staff member is required to participate in the annual safety training for emergency procedures.

Bloodborne Pathogen Exposure Prevention

All staff will participate in Bloodborne Pathogen Exposure Prevention training as part of the broader emergency response program. Exposure control is training about how to protect yourself against potential biohazardous materials, such as blood or vomit. Notify the Dean of Operations in the event of encountering biohazardous material.

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First Aid, CPR, & AED Training

First Aid and CPR training is recommended for all staff members. Ednovate facilitates certification training in proper CPR and AED usage and procedures as required for designated crisis team members on each campus.

7. Immigration Related Policies, Guidance, and Resources

Policies for Collecting and Retaining Student Information

- Ednovate maintains policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training regarding those policies and procedures.
- If Ednovate possesses information that could indicate immigration status, citizenship status, or national origin information, Ednovate shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin information, Ednovate shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling in or attending school.
- Ednovate shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status.
- Ednovate personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.
- Where any law contemplates submission of national origin-related information to satisfy the requirements of a special program, Ednovate personnel shall solicit that documentation or information separately from the school enrollment process.
- Where permitted by law, Ednovate shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that is available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status. Local educational agencies shall note the method of age verification but are not required to maintain a copy of the document used to show age.
- Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, Ednovate's procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

Policies for Inquiries About Social Security Numbers or Cards

- Ednovate shall not solicit or collect entire Social Security numbers or cards.
- Ednovate shall solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs.
- When collecting the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, Ednovate shall explain the limited purpose for which this information is collected and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.
- Ednovate shall treat all students equitably in the receipt of all school services, including, but not limited to, the gathering of student and family information for the free and reduced lunch program, transportation, and educational instruction.

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Policies and Procedures Regarding Information Sharing

- Ednovate shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status without first attempting to notify the parent or guardian in compliance with the Family Educational Rights and Privacy Act (FERPA).
- Ednovate personnel shall take the following action steps upon receiving an information request related to a student's or family's immigration or citizenship status:
- Notify your Principal about the information request. The Principal may notify Ednovate's General Counsel if it has any questions or concerns.
- Provide students and families with appropriate notice and a description of the officer or employee's request.
- Document any verbal or written request for information by an officer or employee of an agency for immigration enforcement purposes.
- Unless prohibited, provide students and parents/guardians with any documents provided by the officer or employee seeking the information.
- Except for investigations of suspected child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Ednovate shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.
- Ednovate shall make every effort to receive written parental or guardian consent for release of student information, unless the information is for directory information only.
- Ednovate should make a photocopy of the request and immediately consult legal counsel and/or a designated representative of the agency. No information regarding students, their families, teachers, or employees shall be disclosed, to the extent practicable, to an officer or employee of an agency conducting immigration enforcement without a judicial subpoena, judicial warrant, or court order, and any disclosure must be in accordance with requirements set forth in Section 99.31(a)(9)(ii) of Title 34 of the Code of Federal Regulations. If faced with an administrative subpoena, consult Ednovate's General Counsel to determine how or whether to respond, as there is no separate requirement in federal or state law to provide information to the Department of Homeland Security (DHS), ICE, or any other agency within DHS, without a court order, judicial warrant, or judicial subpoena.
- Ednovate's request for written parental, guardian, or eligible student consent for release of student information must include the following information: (1) the signature and date of the parent, guardian, or eligible student providing consent; (2) a description of the records to be disclosed; (3) the reason for release of information; (4) the parties or class of parties receiving the information; and (5) if requested by the parents, guardians or eligible student, a copy of the records to be released. Ednovate shall permanently keep the consent notice with the record file.
- The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian, or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, Ednovate shall not release the information.
- If the request seeks information regarding an employee or teacher of the local educational agency, the same procedures as above should be followed, except that human resources personnel (a designated person) should be consulted first.
- For any requests for information, the local educational agency is under no obligation to produce the records or information immediately. Rather, the local educational agency should note any designated date for production of records, if one is indicated in the request, and convey that to a designated person at the agency. The agency should designate a contact person to whom such requests for information should be directed.
- The local educational agency should obtain the contact information of the person to whom a response to the request for information should be directed and forward such contact information to the person the agency has designated to receive such requests.

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Policies for Annual Information Notice to Parents and Guardians

General Information Policy

Ednovate must provide an annual notice to parents and guardians of the school's general information policies that includes:

- Assurances that Ednovate will not release information to third parties for immigration enforcement purposes, except as required by law or court order.
- A description of the types of student records maintained by Ednovate.
- A list of the circumstances or conditions under which Ednovate might release student information to outside people or entities.
- A statement that, unless Ednovate is providing directory information or information permitted to be disclosed without parental consent under FERPA and the California Education Code, Ednovate shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student's personally identifiable information.
- Even for those exceptions that permit the release of education records without parental consent, the agency is required to notify the student and their family unless an exception exists. The agency's policy should explain these exceptions that do not require prior notification.

Directory Information Policy

If Ednovate decides to release directory information, Ednovate shall provide an annual notice to parents and guardians, and eligible students in attendance, of Ednovate's directory information policy that includes:

- The categories of information that Ednovate has classified as public directory information that may be disclosed without parental consent and which should only include the information specifically identified in Education Code section 49061, subdivision (c).
- A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where Ednovate receives consent as required under state law).
- The recipients of the directory information.
- A description of the parent's, guardian's, or eligible student's abilities to refuse release of the student's directory information, and how to refuse release.
- The deadline by which the parent, guardian, or eligible student must notify the school in writing that they do not want the information designated as directory information.

Policies for Monitoring and Receiving Visitors onto Campus

No outsider—which would include immigration enforcement officers—shall enter or remain on the school grounds of any Ednovate campus during school hours without having registered with the appropriate designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide, to the extent practicable, the following information to the principal or designee:

- ✓ Name, address, occupation;
- ✓ Age, if less than 21;
- ✓ Purpose in entering school grounds;
- ✓ Proof of identity; and
- ✓ Any other information as required by law.

Ednovate shall adopt measures for responding to outsiders that avoid classroom interruptions and preserve the peaceful conduct of the school's activities, consistent with local circumstances and practices.

Ednovate shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

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Ednovate will report entry by immigration enforcement officers to any on-site school police, security officers, or other appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

Policies for Responding to On-Campus Immigration Enforcement

Ednovate personnel shall notify the Principal of any request by any officer seeking access to the school site or any student to conduct immigration enforcement, or any requests for review of school documents (including for the service of lawful subpoenas, petitions, complaints, warrants, etc.).

In addition to notifying the Principal, Ednovate personnel shall take the following action steps in response to an officer present on the school campus specifically for immigration enforcement purposes:

1. Advise the officer that before proceeding with their request, school personnel must first receive notification and direction from Ednovate's General Counsel.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer for their reason for being on school grounds and document it.
4. Ask the officer to produce any documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
6. Consult with both Ednovate's Principal and Ednovate's General Counsel to determine if you should comply with the officer's orders.
7. If the officer has:
    a. ***An ICE (Immigrations and Customs Enforcement) administrative warrant (see Appendix A)***, Ednovate personnel shall inform the officer that they cannot consent to any request without first consulting with Ednovate's General Counsel.
    b. ***A federal judicial warrant (search-and-seizure warrant or arrest warrant; see Appendix B & C)***, prompt compliance with such a warrant is usually legally required. If feasible, consult with Ednovate's General Counsel before providing the agent access to the person or materials specified in the warrant.
    c. ***A subpoena for production of documents or other evidence (see Appendix D & E)***, immediate compliance is not required. Therefore, Ednovate's personnel shall inform Ednovate's General Counsel or other designated official of the subpoena and await further instructions on how to proceed.
8. While Ednovate personnel should not consent to an officer seeking access for immigration enforcement purposes, except as described above, they should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, Ednovate personnel shall document their actions while on campus and, if feasible, accompany them at all times.
9. After the encounter with the officer, Ednovate personnel shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
    ✓ List or copy of the officer's credentials and contact information;
    ✓ Identity of all school personnel who communicated with the officer;
    ✓ Details of the officer's request;
    ✓ Whether the officer presented a warrant or subpoena to accompany their request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
    ✓ Ednovate's personnel's response to the officer's request;
    ✓ Any further action taken by the agent; and
    ✓ Photo or copy of any documents presented by the agent.
10. Ednovate personnel shall provide a copy of those notes and associated documents collected from the officer to the Principal and General Counsel.

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11. In turn, Ednovate's General Counsel shall submit a timely report to the governing board regarding the officer's requests and actions and response(s).
12. Ednovate's General Counsel will then email the ***Bureau of Children's Justice*** in the ***California Department of Justice***, at ***BCJ@doj.ca.gov***, regarding any attempt by an officer or employee of an agency to access a school site or a student for immigration enforcement purposes.

Policies for Parental Notification of Immigration Enforcement Actions

Ednovate personnel must receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

Ednovate personnel shall immediately notify the student's parents or guardians if an officer or employee of an agency requests or gains access to a student for immigration enforcement purposes.

Policies for Responding to the Detention or Deportation of a Student's Family Member

Ednovate shall encourage families and students to have and know their emergency phone numbers and to know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Ednovate shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available.

✓ Ednovate shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained.
✓ Ednovate shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Ednovate shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Ednovate shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student. Ednovate shall only contact a child protective services agency if Ednovate personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

Policies for Responding to Hate Crimes and Bullying

Adopting and Publicizing Anti-Bullying and Anti-Harassment Policy

Ednovate shall adopt and publicize policies that prohibit discrimination, harassment, intimidation, and bullying on the basis of a student's actual or perceived nationality, ethnicity, or immigration status. Those policies must be translated into the student's primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English.

This policy applies to conduct occurring:

- On school grounds
- During school-sponsored activities
- While traveling to or from school
- During lunch periods on or off campus
- Through electronic communication or cyber activities, "cyberbullying", that substantially disrupts the school environment

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Ednovate shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs.

✓ This information shall include information related to the "Know Your Educational Rights" guide established by the Attorney General **(see Appendix F**).
✓ Ednovate shall inform students who are victims of hate crimes of their right to report such crimes.

Processing Complaints of Harassment and Bullying
Ednovate shall adopt a process for receiving complaints of and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics:

- genetic information
- color
- ancestry
- disability
- gender
- gender identity
- gender expression
- nationality
- race or ethnicity
- religion
- sexual orientation
- association with a person or group with one or more of the aforementioned characteristics
- immigration status

The complaint process must include, but is not limited to, the following steps:

- A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so;
- A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the local educational agency; and
- An appeal process afforded to the complainant should they disagree with the resolution of a complaint.

Ednovate shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.

Ednovate shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying.

Complaints alleging discrimination, harassment, intimidation, or bullying based on protected characteristics shall be processed pursuant to Ednovate's Uniform Complaint Procedures (UCP).

Hate Crime Response
If conduct constitutes a hate crime under applicable law:

- Ednovate shall inform the student victim of their right to report the crime to law enforcement.
- School administration shall determine whether law enforcement notification is appropriate.
- Support services, including counseling or wellness services, shall be offered to impacted students.

Training Students, Teachers, and Staff on Anti-Bullying and Anti-Harassment Policy
Ednovate shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs.

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Ednovate shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training should, at minimum, provide agency personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community.
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims.
- Identify the signs of bullying or harassing behavior.
- Take immediate corrective action when bullying is observed.
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

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Appendix A
ICE (Immigration and Customs Enforcement) "Arrest Warrant" (Form I-200) and "Removal Warrant" (Form I-205)

U.S. DEPARTMENT OF HOMELAND SECURITY **Warrant for Arrest of Alien**

File No. _____

Date: _____

To: Any immigration officer authorized pursuant to sections 236 and 287 of the Immigration and Nationality Act and part 287 of title 8, Code of Federal Regulations, to serve warrants of arrest for immigration violations

I have determined that there is probable cause to believe that _____ is removable from the United States. This determination is based upon:

☐ the execution of a charging document to initiate removal proceedings against the subject;

☐ the pendency of ongoing removal proceedings against the subject;

☐ the failure to establish admissibility subsequent to deferred inspection;

☐ biometric confirmation of the subject's identity and a records check of federal databases that affirmatively indicate, by themselves or in addition to other reliable information, that the subject either lacks immigration status or notwithstanding such status is removable under U.S. immigration law; and/or

☐ statements made voluntarily by the subject to an immigration officer and/or other reliable evidence that affirmatively indicate the subject either lacks immigration status or notwithstanding such status is removable under U.S. immigration law.

YOU ARE COMMANDED to arrest and take into custody for removal proceedings under the Immigration and Nationality Act, the above-named alien.

SAMPLE

_____
(Signature of Authorized Immigration Officer)

_____
(Printed Name and Title of Authorized Immigration Officer)

Certificate of Service

I hereby certify that the Warrant for Arrest of Alien was served by me at _____ (Location)

on _____ (Name of Alien) on _____ (Date of Service), and the contents of this notice were read to him or her in the _____ (Language) language.

_____ Name and Signature of Officer

_____ Name or Number of Interpreter (if applicable)

Form I-200 (Rev. 09/16)

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Appendix B
Federal Search and Seizure Warrant (Form AO 93)

AO 93 (Rev. 11/13) Search and Seizure Warrant

UNITED STATES DISTRICT COURT

for the

In the Matter of the Search of
(Briefly describe the property to be searched or identify the person by name and address)

Case No.

SEARCH AND SEIZURE WARRANT

To: Any authorized law enforcement officer

An application by a federal law enforcement officer or an attorney for the government requests the search of the following person or property located in the _____ District of _____
(identify the person or describe the property to be searched and give its location):

I find that the affidavit(s), or any recorded testimony, establish probable cause to search and seize the person or property described above, and that such search will reveal *(identify the person or describe the property to be seized)*:

YOU ARE COMMANDED to execute this warrant on or before _____ *(not to exceed 14 days)*
❒ in the daytime 6:00 a.m. to 10:00 p.m. ❒ at any time in the day or night because good cause has been established.

Unless delayed notice is authorized below, you must give a copy of the warrant and a receipt for the property taken to the person from whom, or from whose premises, the property was taken, or leave the copy and receipt at the place where the property was taken.

The officer executing this warrant, or an officer present during the execution of the warrant, must prepare an inventory as required by law and promptly return this warrant and inventory to _____.
(United States Magistrate Judge)

❒ Pursuant to 18 U.S.C. § 3103a(b), I find that immediate notification may have an adverse result listed in 18 U.S.C. § 2705 (except for delay of trial), and authorize the officer executing this warrant to delay notice to the person who, or whose property, will be searched or seized *(check the appropriate box)*
❒ for ____ days *(not to exceed 30)* ❒ until, the facts justifying, the later specific date of _____.

Date and time issued: _____ _____
Judge's signature

City and state: _____ _____
Printed name and title

SAMPLE

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Appendix C
Federal Arrest Warrant (Form AO 442)

AO 442 (Rev. 11/11) Arrest Warrant

UNITED STATES DISTRICT COURT

for the

United States of America
v.) Case No.
)
)
)
)
)

_____
Defendant

ARREST WARRANT

To: Any authorized law enforcement officer

YOU ARE COMMANDED to arrest and bring before a United States magistrate judge without unnecessary delay

(name of person to be arrested) _____,

who is accused of an offense or violation based on the following document filed with the court:

❒ Indictment ❒ Superseding Indictment ❒ Information ❒ Superseding Information ❒ Complaint

❒ Probation Violation Petition ❒ Supervised Release Violation Petition ❒ Violation Notice ❒ Order of the Court

This offense is briefly described as follows:

SAMPLE

Date: _____

_____
Issuing officer's signature

City and state: _____

_____
Printed name and title

Return

This warrant was received on *(date)* _____, and the person was arrested on *(date)* _____
at *(city and state)* _____.

Date: _____

_____
Arresting officer's signature

_____
Printed name and title

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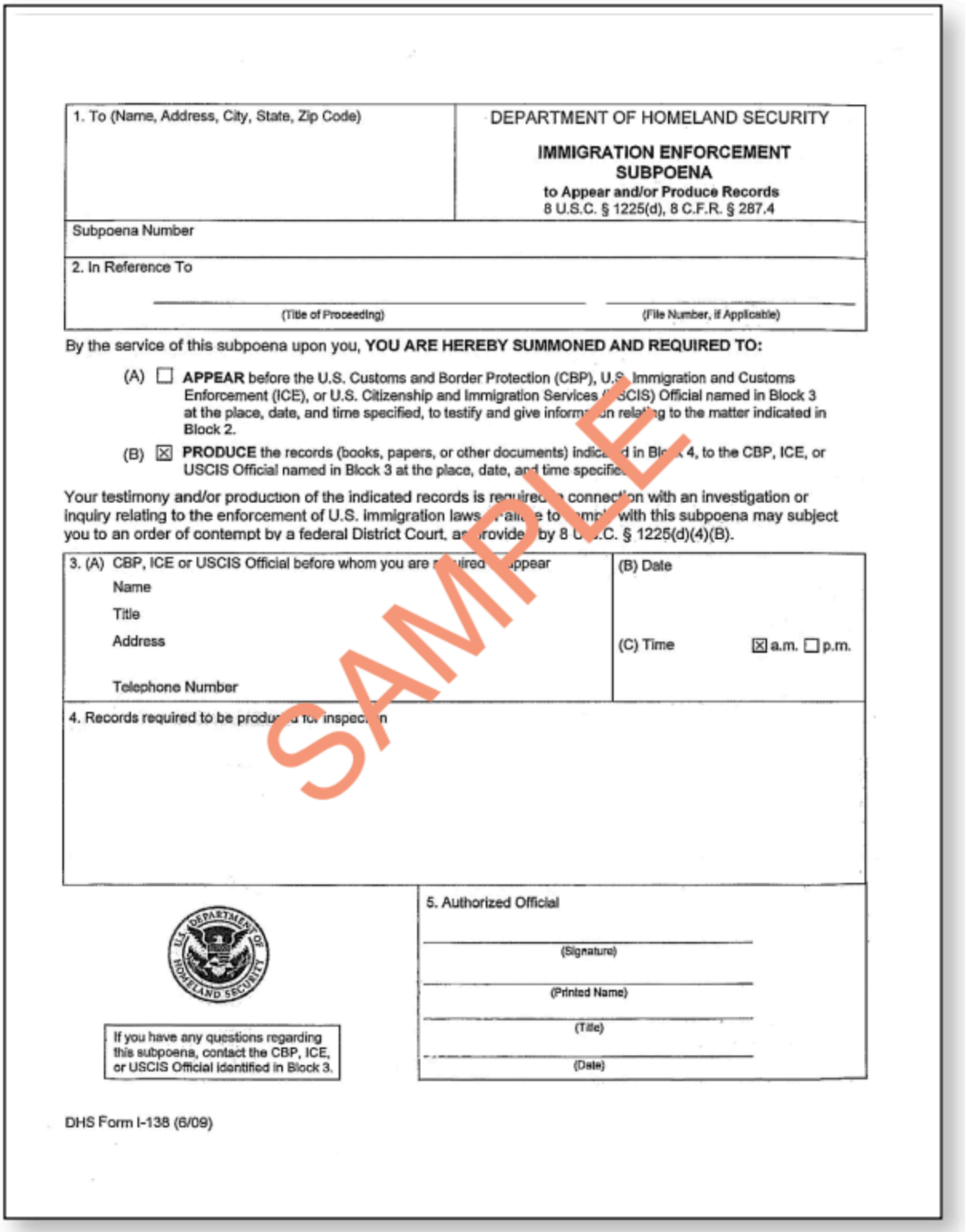
Appendix D
DHS Immigration Enforcement Subpoena (Form I-138)



1. To (Name, Address, City, State, Zip Code)

DEPARTMENT OF HOMELAND SECURITY

IMMIGRATION ENFORCEMENT SUBPOENA

to Appear and/or Produce Records

8 U.S.C. § 1225(d), 8 C.F.R. § 287.4

Subpoena Number

2. In Reference To

(Title of Proceeding) (File Number, if Applicable)

By the service of this subpoena upon you, **YOU ARE HEREBY SUMMONED AND REQUIRED TO:**

(A) ☐ **APPEAR** before the U.S. Customs and Border Protection (CBP), U.S. Immigration and Customs Enforcement (ICE), or U.S. Citizenship and Immigration Services (USCIS) Official named in Block 3 at the place, date, and time specified, to testify and give information relating to the matter indicated in Block 2.

(B) ☒ **PRODUCE** the records (books, papers, or other documents) indicated in Block 4, to the CBP, ICE, or USCIS Official named in Block 3 at the place, date, and time specified.

Your testimony and/or production of the indicated records is required in connection with an investigation or inquiry relating to the enforcement of U.S. immigration laws. Failure to comply with this subpoena may subject you to an order of contempt by a federal District Court, as provided by 8 U.S.C. § 1225(d)(4)(B).

3. (A) CBP, ICE or USCIS Official before whom you are required to appear

Name

Title

Address

Telephone Number

(B) Date

(C) Time ☒ a.m. ☐ p.m.

4. Records required to be produced for inspection

SAMPLE

If you have any questions regarding this subpoena, contact the CBP, ICE, or USCIS Official identified in Block 3.

5. Authorized Official

(Signature)

(Printed Name)

(Title)

(Date)

DHS Form I-138 (6/09)

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Appendix E
Federal Judicial Subpoena

AO 88B (Rev. 02/14) Subpoena to Produce Documents, Information, or Objects or to Permit Inspection of Premises in a Civil Action

UNITED STATES DISTRICT COURT

for the

_____)
Plaintiff)
v.) Civil Action No.
_____)
Defendant)

SUBPOENA TO PRODUCE DOCUMENTS, INFORMATION, OR OBJECTS OR TO PERMIT INSPECTION OF PREMISES IN A CIVIL ACTION

To:

_____
(Name of person to whom this subpoena is directed)

❒ *Production:* **YOU ARE COMMANDED** to produce at the time, date, and place set forth below the following documents, electronically stored information, or objects, and to permit inspection, copying, testing, or sampling of the material:

Place:	Date and Time:

❒ *Inspection of Premises:* **YOU ARE COMMANDED** to permit entry onto the designated premises, land, or other property possessed or controlled by you at the time, date, and location set forth below, so that the requesting party may inspect, measure, survey, photograph, test, or sample the property or any designated object or operation on it.

Place:	Date and Time:

SAMPLE

The following provisions of Fed. R. Civ. P. 45 are attached – Rule 45(c), relating to the place of compliance; Rule 45(d), relating to your protection as a person subject to a subpoena; and Rule 45(e) and (g), relating to your duty to respond to this subpoena and the potential consequences of not doing so.

Date: _____

CLERK OF COURT

OR

_____ _____
Signature of Clerk or Deputy Clerk *Attorney's signature*

The name, address, e-mail address, and telephone number of the attorney representing *(name of party)* _____
_____, who issues or requests this subpoena, are:

Notice to the person who issues or requests this subpoena

If this subpoena commands the production of documents, electronically stored information, or tangible things or the inspection of premises before trial, a notice and a copy of the subpoena must be served on each party in this case before it is served on the person to whom it is directed. Fed. R. Civ. P. 45(a)(4).

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Appendix F
Know Your Educational Rights

Immigration Enforcement Actions at California TK-12 Schools
Guide for Students and Families
December 2025

Your Child Has the Right to a Free Public Education
All children have a right to equal access to free public education, regardless of their or their parents'/guardians' immigration status.

All children in California:

- Have the right to a free public education.
- Must be enrolled in school if they are between 6 and 18 years old, unless otherwise exempt.
- Have the right to attend safe, secure, and peaceful schools.
- Have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Information Required for School Enrollment
Schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of the child's age or residency, and schools are not required to keep a copy of the document used as proof of a child's age.

Information about citizenship/immigration status is never needed for school enrollment. A Social Security number is never needed for school enrollment.

Confidentiality of Personal Information
Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.

Some schools collect and provide publicly basic student "directory information." If so, the school district must provide parents/guardians with written notice of the directory information policy, and provide the option to refuse release of your child's information.

Family Safety Plans if you are Detained or Deported
You can update your child's emergency contact information, including secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported.

You can complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person to give a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint
Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated, or bullied because of their actual or perceived nationality, ethnicity, or immigration status.

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For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact:

Bureau of Children's Justice
California Attorney General's Office
P.O. Box 944255
Sacramento, CA 94244-2550
Phone: (800) 952-5225
Email: BCJ@doj.ca.gov
https://oag.ca.gov/bcj/complaint

For additional resources, here's a link to the California Attorney General's "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues".

8. Governance & Reporting Policies

General Complaint Policy

The following procedure outlines the steps to be used by a parent, guardian, or community member who has a suggestion, question, or concern about an Ednovate school, policy, or team member. Ednovate encourages families and staff to resolve issues collaboratively and respectfully. Teamwork, respect, and prompt resolution of issues are very important to Ednovate.

Resolution of questions and concerns should always start with the person or school in question. If the concern is unresolved, it is essential that the school leader be included in the resolution process.

STEP 1	Contact the teacher or team member involved. Try to discuss over the phone or have a face-to-face conference at a time that is mutually agreeable. Remember that such meetings should not interfere with the teacher's instructional time nor disrupt student learning or work at the school.
STEP 2	If the concern is not resolved in Step 1, contact the school principal. Be prepared to give details about the concern and steps that have been taken to resolve the issue. The school principal, along with all involved staff members, and the individual raising the suggestion or concern shall attempt to resolve the issue informally.
STEP 3	If the concern is not resolved informally, the school principal will set up a formal meeting to discuss the issue with the involved parties within 30 days of receiving a written request to meet. The school principal shall consider all the facts and arrive at a resolution.
STEP 4	If the individual raising the concern is dissatisfied with the school principal's decision, he/she may contact the Chief Executive Officer of Ednovate in writing. He/she will need to give details about the concern and the steps that have been taken to resolve the concern. The Chief Executive Officer or designee will set up a meeting to discuss the issue with the school principal and the concerned party within 30 days of receiving the formal complaint. The Chief Executive Officer or designee shall consider all the facts and arrive at a resolution of the complaint. The Chief Executive Officer shall not get involved until steps one through three have been completed.

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STEP 5	If the individual is dissatisfied with the Chief Executive Officer's decision, the individual may petition the Ednovate Board of Directors in writing, using the form attached. The Board will not get involved until steps 1 through 4 have been attempted. If the Board receives a complaint prior to the completion of Steps 1-4, it will inform the Chief Executive Officer and provide him/her with the relevant information. Similarly, an item could be brought to a Board meeting. Ednovate welcomes the participation of parents and citizens at Board meetings. Time set aside for public comment is a set part of the agenda and allows for members of the audience to speak. Presentations made during Public Comment are limited to three minutes. Due to The Brown Act, the Board is prohibited from responding to or taking action on comments made by the public during Public Comment. If a parent, guardian, or community member should bring an item to the Board in written form or via Public Comment, the Board Chair will determine if the item should be: • discussed at an upcoming Board meeting, • discussed by an ad hoc committee, or • followed up by the Chief Executive Officer with the school principal or another school support team member.
STEP 6	If the item is to be discussed at the next Board meeting, it will be placed on the agenda and appropriately noticed. An Ednovate team member will be appointed to follow up with the individual(s) regarding his or her complaint after it is discussed with the broader Board (or ad hoc committee of the Board). Follow-up is generally by phone and within 48 hours after a decision is made by the Board (or Board ad hoc committee). If the item is to be addressed by the Chief Executive Officer or school principal, an Ednovate team member will follow up within 48 hours after a decision is made. The Ednovate team member will also follow up with the Board.
STEP 7	If the decision is made by an ad hoc committee rather than the full board, and the complainant is dissatisfied with the committee's decision, the complainant may petition the Board in writing within 30 days of the committee's written resolution described in Step 5. The Board will review the complaint and evaluate whether the school team member appropriately implemented the school's policies as written in its charter and student handbook. The Board will send written confirmation of the resolution to the complainant prior to the next Board meeting. The Board's decision will be final.

Full policy and form available online.

Reporting Violations

Employees are encouraged to report unlawful or unethical conduct to their supervisor, the CEO, or other Ednovate leadership. Supervisors shall, upon receipt of a report of unlawful or unethical conduct, either take

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steps to address the violation or immediately report such acts to their supervisor. In order to facilitate the reporting of suspected misconduct, the CEO can be contacted directly to report suspected misconduct at any level of the organization. Employees may choose to report suspected violations on a confidential basis or anonymously. Reports will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Changes in Policies

Changes in policy or procedures should be cleared with a supervisor in advance of the change and communicated clearly with affected staff, students, or parents. When tasks are completed, circles should always be closed by informing the person who requested it. Permission from administrators or other important requests are only enforceable if they are in writing with a signature or in emails.

Complaint Procedures

This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- Any complaints alleging unlawful discrimination, harassment, intimidation, and/or bullying in Ednovate programs based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration/citizenship status, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other characteristics identified in California Education Code sections 250 or 220, California Penal Code Section 422.5, or California Government Code section 11135, or based on an association with a person with one or more these actual or perceived characteristics
- Any complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Child Nutrition Programs; Compensatory Education; Economic Impact Aid, Every Student Succeeds Act / No Child Left Behind Act (2501) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education; Education of Foster or Homeless Youth; Pupils from Military Families; Pregnant and Parenting Pupils; Migratory Pupils; Migrant Education Programs; Special Education Programs
- Any complaints alleging Ednovate's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (See California Assembly Bill No. 1575 (2011- 2012) and California Education Code section 49010 et seq.)
    - A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's families 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 (e.g. a fee to register or attend a class; a fee to obtain a locker, book, or other school-issued material; a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity)
- Any complaints alleging Ednovate's failure to comply with the Local Control and Accountability Plan under the Local Control Funding Formula (see California Assembly Bill No. 97 (2013-2014), California Senate Bill No. 91 and California Education Code section 52075)
- Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus
- Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma
- Complaints of noncompliance with the Charter School's School Safety Plan.

The Board of Directors designates the following compliance officer to receive and investigate complaints and to ensure Ednovate's compliance with the law: Tatiana Small, General Counsel, 350 S. Figueroa St., Suite 250,

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Los Angeles, CA 90071, 213-454-0599, tsmall@ednovate.org. Forms may be mailed or delivered to this address. We ensure that the person above, who is responsible for compliance and/or investigations, is knowledgeable about the laws/programs that they are assigned to investigate.

The school shall annually disseminate Ednovate's Uniform Complaint Procedures (UCP) to students, employees, families/guardians, school and advisory committees, and other interested parties, as well as make available copies free of charge. Distribution may be in any form that will reach the school community. Ednovate's UCP will also be posted on the school's website.

9. Academic & Operational Policies

Academic Learning Walks Guidelines

Learning Walks are opportunities for the leadership team to visit classrooms and learn from teachers. Depending on the focus for the year, learning walks may include culture metrics as well as help highlight instructional priorities. Leaders will be looking for evidence of a strong learning culture as well as evidence of Common Core alignment and cognitive lift. They will share that information back with coaches and teachers to ensure this is a helpful tool for development rather than an evaluative process.

Is this going to be part of my evaluation? No. The Learning Walk system allows us to collect data by school and network and allows us to identify best practices and bright spots across the network.

Addressing of Staff By Students

Students should refer to staff by title and last name (e.g., Mr. Thomas, Ms. Neal, Coach Ortiz, or Coach Sierra).

Minutes Per Week

While each school can create a schedule that makes sense for their local environment, we have a minimum requirement of 1840 minutes of instructional time per full week. Principals can ask for a waiver if they have alternate instructional models per class.

Taking Attendance

Teachers are expected to take attendance every class period and enter the attendance into the student information system within the first 10 minutes of the class period. Use the following codes while taking attendance:

- P-Present (default)
- T-Tardy (do not use during AMA/Morning Advisory)
- A-Absent (if student is late for AMA/Morning Advisory, please use the Absent code)

Excused Absences

When a student is not present in class for any reason, they are considered absent. Students may be excused from compulsory attendance if they miss school and the reason for their absence is listed below:

- Due to an illness medical appointment during school hours, including an absence for the benefit of the pupil's mental or behavioral health
- Due to quarantine under the direction of a county or city health officer
- For the purpose of having medical, dental, optometric, or chiropractic services rendered

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- Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services
- For the purpose of attending the funeral services of a member of their immediate family, so long as the absence is not more than 1 day if the service is conducted in California and not more than 3 days if the service is conducted outside California
    - "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any relative living in the student's immediate household.
- For the purpose of jury duty in the manner provided for by law
- To permit the pupil to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code Section 49701, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support position
    - Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of Ednovate.
- For purpose of serving as a member of a precinct board for an election pursuant to Election Code Section 12302
- Attendance at the pupil's naturalization ceremony to become a United States citizen
- For the purpose of participating in a cultural ceremony or event
- For the purpose of a middle school or high school pupil engaging in a civic or political event (only 1 school day-long absence per school year is excused)
- Authorized parental leave for a pregnant or parenting pupil for up to 8 weeks
- Authorization at the discretion of a school administrator, when the facts of the pupil's circumstances are deemed to constitute a valid excuse
- For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, or attendance at a religious retreat.
    - Per Ednovate policy, you may not be granted an "Excused Absence" for religious observance for more than 3 days per semester, and/or 5 days total per school year.

These absences can be excused only if a legal guardian notifies the main office (i.e., in-person, email, voicemail, phone call, or written note) within 48 hours of the student's return to school. A doctor's note or other official documentation is required for an absence period of more than 2 consecutive days. Notes from the doctor must come from the doctor on their letterhead. If a student is to be absent, the parent/guardian should inform the main office before 8:00 a.m. if possible. The principal or designee will determine whether absences are excused or unexcused, in keeping with this policy.

Please note that even excused absences count towards our Annual College Readiness Indicators (ACRI) for Presence and the state of California's definition of Chronic Absenteeism (missing 10%+ of school days).

Unexcused Absences

Absences can be excused only if a legal guardian notifies the main office (in-person, email, voicemail, phone call, or written note) within 48 hours of the student's return to school. Only absences covered in "Legally Excused Absences" above can be excused. All other absences will be considered unexcused.

Examples of unexcused absences:

- Vacations or trips
- Running errands for family
- Unverified absence (e.g., absence notification that lists reason as "personal")

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Tardy Policy

General Tardiness: If students arrive at school within the first 30 minutes of the start of school, they are considered "tardy." Tardy students must go directly to the front office to obtain a tardy pass before proceeding to the classroom. Tardy students without an excused reason for being tardy will be issued Reminders. Tardies over 30 minutes are considered truant according to our truancy policy.

Tardy to Class: Students will have ample time to travel between classes and are expected to arrive on time to each class, and they will be held accountable to that.

Early Dismissal/Late Arrivals

If at all possible, students must make medical or other appointments after school hours or on weekends.
In the rare event that they need an early dismissal or late arrival, the following procedures must be followed:

- For all students who are under 18, a legal guardian must come and sign the student in or out of school. For students who are over 18, written parent/guardian permission is required.
- Students must make up all missed work, including points in PE class.
- For unexcused absences, makeup work does not have to be given.
- Only early dismissals or late arrivals for reasons listed above under "Excused Absences" will count as excused absences.

Participation in Extracurriculars and Events

Students who are absent for all or part of any day may not attend or participate in any extracurricular event or sporting event on that day or night, except with the written permission of the principal.

Students who are absent for all or part of any day for "cut days", "senior cut days", "skip days", "ditch days", or any similar events may be denied participation in any extracurricular event or sporting events such as prom, luncheon, or graduation, and/or given multiple Reflections.

Excessive Absences

California Education Code states that a student is considered chronically absent if they have been absent for 10% or more of school days (regardless of whether absences are excused or unexcused). Because a typical school year has 180 instructional days, this equates to 18 or more absences to be considered chronically absent at the end of the school year.

If students have been absent from school (excused or unexcused) for 10% or more of the total days of attendance at any point in the school year, students may be required by the principal to provide an official medical or judicial verification to excuse an absence. Students with such an excess of absences will be notified in writing of the official verification requirement.

Attendance for Annual Promotion Purposes:
If students finish the year missing more than 17 total absences, they will be required to complete summer school to make up missed academic time, unless an IEP team or school team has made other arrangements to support a student's extenuating circumstances.

Attendance Review:
Research indicates that regular school attendance is imperative in promoting student success at school. At each Ednovate school, a Student Attendance Review Team (SART) addresses chronic student attendance and truancy problems. The SART meets with students and families to identify persistent attendance issues and collaboratively develop solutions to resolve these issues.

The SART may include administrators, teachers, counselors, and/or student services staff. If meetings and interventions with the SART team fail to improve chronic student attendance concerns, the student and family may be referred for a Student Attendance Review Board (SARB) hearing. SARB is a panel that may include the SARB Coordinator, social/mental health services, community agency representatives, and a referring school site representative.

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Legal Interventions:
The SART reserves the right to involve the District Attorney in cases of excessive absences, excessive tardies, and habitual truancy.

Exams And Quizzes

Exams and quizzes may not be given out ahead of time to anyone except Special Education teachers for modification purposes only. Study sheets may be given out. Exams and quizzes must be closely monitored to assure no cheating is occurring. This may include alternate forms, separated desks, sitting in the rear, and walking the aisles. They must be closely inventoried to be sure they don't leave the room if that is not desired.

Academic Dishonesty Policy

Academic dishonesty is worth 4 Reminders.

Late Work

In mastery-based grading, completion is more important than timing. Students have multiple attempts to show mastery; however, they also need to meet the instructor-specified deadlines for all submissions to be considered. In a mastery-based grading system, teachers need to be very clear about what is considered to be late and create their own instructor policies to retry work.

Makeup Work

Excused Absences and Absences due to Suspension:
Makeup work must be allowed. However, the makeup should be as rigorous as the work missed to deter students from taking advantage of excused absences.

Generally, students are given as many days to turn in work as they were absent. For example, if a student is absent for 2 days, they would have to turn in makeup work by the second day they are back.

Unexcused Absences:
Makeup work can be, but doesn't have to be given. This is up to the teacher's discretion.

Makeup exams and quizzes must be given within 1 week of the student's return to school. They may only be administered by the teacher of the class.

Homework

At Ednovate, we believe that when possible, homework is self-assigned by the student as they plan their schedules to complete their coursework each quarter. Deadlines help students prioritize their work, and assigning homework may help achieve short-term deadlines. We should also work towards building the skill of prioritizing work and setting individual schedules for students' long-term success.

Admission Requirements

Ednovate charter schools are tuition-free, open-enrollment public schools. Students are accepted regardless of background, academic record, or special education eligibility. If more students apply than spaces are available, students are admitted by lottery. Students may enroll at an Ednovate school at any point during the semester, as space allows. (Pursuant to Education Code section 47605(d)(4). The notice is on the CDE website.

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Enrollment Procedures

In the fall, Ednovate schools offer open houses (Admissions Information Sessions or AIS) for families to learn more about our schools. We discuss our academic programs, school culture, and expectations for students and families. Families who choose to enter the lotteries may submit a paper interest form at the AIS or any time up until 5:00 p.m. on the last school day in January. Alternatively, families may choose to submit an online interest form at any time up until 5:00 p.m. on the last school day in January. All interest forms submitted on time, whether on paper or via our online application, will be entered into the lottery, which will take place in mid-February. All forms submitted after the January 31st deadline will be placed on a waitlist.

Once all available spaces are filled, the lottery process will continue, and a waitlist will be developed from the list of students who do not receive admission. These students will be considered if seats open during the year. Students will be placed on the waitlist for each grade in the order that their names were drawn during the public lottery.

If seats open before or during the school year, those seats will be filled according to the waitlist. Families will be notified if their child receives a seat and must respond within 1 week in order to secure admission. Once students are accepted, families will be required to complete enrollment documents and will be strongly encouraged to attend an orientation prior to the first day of school. The waitlist does not carry over from year to year.

Transfer Students

For students transferring to Ednovate from another high school, all their successfully completed classes will transfer to Ednovate; however, as a transfer, they must take any classes they failed at another school. These makeup classes must be taken as soon as possible in order to maintain good standing and not delay high school graduation.

All Ednovate courses are transferable to other public high schools, and all courses will be accredited for UC and CSU entrance requirements.

Independent Study

Ednovate's Independent Study program operates per Ednovate's board-approved Independent Study Policy and under the umbrella of each school's charter.

The Independent Study Program is designed to accommodate students who are in need of a more flexible style of learning due to a verified medical condition or significant circumstances. A current written master agreement for each independent study student will be maintained on file. Each written master agreement shall be signed and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. Students must meet all elements of the written master agreement in order to remain enrolled in the school. The Independent Study Agreement for the student must formulate a plan that represents the same amount of study that would be required of a student in a classroom, and additionally requires the student to have the ability to complete the study plan assignments in an independent study setting.

Student Expectations:

- Complete work as assigned by the teacher. Students are expected to complete a certain number of hours of coursework per day for each assigned course, as specified in the individual master agreement.
- Students are to utilize email and web tools to obtain additional help outside of the regularly scheduled meeting times with their teacher. Email the teacher to answer questions about the curriculum as they occur.
- Students are expected to attend scheduled meetings. Meetings may be virtual or in-person. If meeting on a school campus, all school rules apply.

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Parent/Guardian Expectations:

- Ensure that the student meets with the teacher at agreed upon time and location.
- Encourage students to complete assignments throughout the week.
- Provide internet/email access to students to communicate with teachers.
- If meeting in the home, ensure that another adult besides the teacher is present.

Teacher Expectations:

- Discuss goals of the course, meeting times, and appropriate supports that will assist students.
- Meet with students to review assignments and provide necessary instruction as needed.
- Forward assessments to Special Ed Coordinator (if applicable).
- Utilize online learning management systems to define assignments.
- Notify administration and meet with students and families when students are not meeting the expectations outlined in the Independent Study Agreement.
- At all times, another adult must be present when meeting with students, and the meeting location must be acceptable to the parent/guardian.

Administrator Expectations:

- Facilitate initial meeting with all stakeholders.
- Work with the department to determine appropriate staff to be assigned to the course.
- Monitor students while on contract and to support the teacher, parent/guardian, and student's needs.
- Ensure signatures are collected on the Independent Study Agreement for all stakeholders.
- Monitor attendance as work is completed. Students may not have attendance changed to represent a fulfilling contract without proof of student completing work.

Pregnant or Parenting Students' Rights

Ednovate recognizes that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting pupil is entitled to 8 weeks of parental leave, or more if deemed medically necessary by the pupil's physician, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. The charter school will ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during their leave, including but not limited to makeup work plans and re-enrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a 5th year of instruction in the charter school if it is necessary in order for the pupil to be able to complete any graduation requirements, unless the charter school determines that the pupil is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the pupil's 4th year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting pupils may be filed under the Uniform Complaint Procedures ("UCP") of the charter school. The complaint may be filed in writing with the compliance officer: Tatiana Small, General Counsel, 350 S. Figueroa St., Suite 250, Los Angeles, CA 90071, 213-454-0599, tsmall@ednovate.org.

A copy of the UCP is available on the school's website or upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the General Counsel.

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English Learners' Rights

Ednovate is committed to the success of its English Learners, also known as Multilingual Language Learners (MLLs), and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. Ednovate will meet all applicable legal requirements for English Learners as they pertain to annual notification to families, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Ednovate will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and families.

Homeless Students' & Foster Youth's Rights

Ednovate and its schools recognize the right of all students residing within the schools' boundaries, including those who are homeless, the opportunity to enroll in and participate in Ednovate's educational and support programs. Ednovate schools will adhere to the provisions of the McKinney-Vento Homeless Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Ednovate schools will include specific information in outreach materials, websites, at community meetings, and regional center meetings notifying families that the school is open to enroll and provide services to all students, which shall include a standard contact number to access additional information regarding enrollment.

A student's IEP will never be required prior to participation in any attendance lottery or as a condition of enrollment.

Students "experiencing homelessness" means students lacking a fixed, regular, and adequate nighttime residence and includes (Education Code 48859; McKinney-Vento 42 U.S.C. 11434a):

- Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Students who are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals
- Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
- Students who are living in cars, public spaces, abandoned buildings, substandard housing, buses or trains, or similar settings
- Migratory children who qualify as experiencing homelessness because they are living in conditions described above

"Youth in foster care" and "foster youth" mean:

- A child who had been removed from their home pursuant to Section 309 of the Welfare and Institutions Code
- A child who is the subject of a petition filed under Section 300 or 602 of the Welfare and Institutions Code, whether or not the child has been removed from their home
- A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the tribal court's jurisdiction in accordance with the tribe's law
- A child who is subject to a voluntary placement agreement, as defined in subdivision (p) of Section 11400 of the Welfare and Institutions Code (Education Code section 48853.5)

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

For any homeless student who enrolls at the school, a copy of the school's complete Homeless Education Policy shall be provided at the time of enrollment. A copy of the complete policy is available upon request at the main office.

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EDNOVATE STAFF FAQS

What is Ednovate's mission?

Ednovate exists to create Positive Motivational Change (PMC) by closing the college attainment gap, growing a network of high-quality schools, and reshaping how student success is measured in public education.

How many schools are in the Ednovate network?

Ednovate operates 8 schools with plans to grow to 11 schools: USC Hybrid High, USC East College Prep, Legacy College Prep, Brio College Prep, Esperanza College Prep, USC South LA College Prep, Encore College Prep, and Atlas College Prep, plus the Ednovate Virtual Academy.

What makes Ednovate different from traditional public schools?

Ednovate is a nonprofit, tuition-free public charter school network that operates independently of school districts. We focus on:

- Personalized learning – Tailoring instruction to individual student needs
- Purpose-driven education – Helping students develop critical thinking and meaningful career pathways
- Strong community & belonging – Ensuring every student feels seen and valued

How does Ednovate measure success?

The WCRC is our approach to measuring student success beyond grades and test scores. It measures:

- **Mastery** (Course success)
- **College readiness** (SBAC & STAR benchmarks)
- **Self-regulation** (Integrity & responsibility)
- **Purpose** (Service learning & community impact)
- **Critical thinking** (Problem-solving & inquiry)
- **Presence** (Attendance & engagement)

How does Ednovate support student success beyond the classroom?

We provide a thriving student experience through:

- PMC Journeys & Capstones – Real-world learning experiences that help students discover their passions
- Advisory – Personalized support through academic coaching, SEL check-ins, and family engagement
- Extracurriculars & leadership – Clubs, sports, student government, and school traditions to build community

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How does Ednovate invest in its staff?

We support our educators through:

- The Talent Life Cycle – Structured onboarding, coaching, and leadership pathways
- Professional development – Regular training, feedback, and career growth opportunities
- Team culture & collaboration – Trust-based teamwork, annual offsite events, and a culture of shared success

Why is Ednovate expanding to 11 schools?

Growing to 11 schools allows us to:

- Influence policy at scale by operating at the size of an average school district.
- Enhance student & staff experience by offering more academic programs, extracurriculars, and leadership pathways.
- Ensure financial sustainability by optimizing state funding and shared resources.
- Bring high-quality educational opportunities into more communities, because every student, in every neighborhood, deserves access to an excellent school and the opportunities that come with it.

How can staff contribute to Ednovate's innovation efforts?

Innovation belongs to everyone at Ednovate. Staff can:

- Pilot new instructional strategies that personalize learning and build student purpose.
- Engage in professional learning communities to refine best practices.
- Advocate for our model through research, policy work, and sharing best practices with the broader education community.

What is my role in creating Positive Multigenerational Change?

Every staff member at Ednovate contributes to PMC by:

- ✔ Setting high expectations for students, families, and teams
- ✔ Building relationships that foster belonging and success
- ✔ Embracing a growth mindset to continuously refine and improve our work

At Ednovate, we are not just running schools—**we are shaping the future of education**.
Thank you for being part of this movement.

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EDNOVATE KEY TERMS AND ACRONYMS

Listed in alphabetical order:

A-G college requirements	The course sequence that meets college entrance eligibility for UCs, CSUs, and other 4-year universities
Annual College Readiness Indicators (ACRI)	The 6 key areas (mastery, college rigor, critical thinking, purpose, self-regulation, and presence) assessed on Ednovate report cards
Community School Council (CSC)	A group of parents, students, staff, and community partners who come together to support and strengthen our school. This one platform integrates the Community School Leadership, the Parent Advisory Council, and the English Language Advisory Council.
Decision Day	The deadline for high school seniors to choose which college or university they will enroll in
English Language Advisory Council (ELAC)	A group for English-speaking families to share feedback and contribute ideas for school improvement
Ednovate Virtual Academy (EVA)	A fully online high school experience that follows the same college-prep curriculum as in-person Ednovate schools
Family Educational Rights & Privacy Act (FERPA)	Ensures parents can access student records, and requires schools to get parental consent to share records with external organizations
Home Hospital Instruction (HHI)	A short-term instructional program for students with verified medical conditions that prevent them from attending school in any format for at least 4 weeks

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Independent Study (IS)	A formal, self-paced learning program with online coursework, scheduled check-ins with teachers, and structured assignments
Los Angeles Unified School District (LAUSD)	The authorizing district of Ednovate's charter for schools located in Los Angeles County
Multi Language Learner (MLL)	A student who is developing proficiency in multiple languages, including English, and brings a primary or home language other than English to their learning environment
Net Promoter Score (NPS)	A measure of how likely students or families are to recommend Ednovate based on their experience
Orange County Board of Education (OCBOE)	The authorizing district of Ednovate's charter for schools located in Orange County
Parent Advisory Council (PAC)	A group for family members to share feedback and contribute ideas for school improvement
Positive Multigenerational Change (PMC)	Creating a better future for families, communities, and generations to come
Reflection	A structured session to help students recognize patterns and take responsibility for their growth
Reminder	A formal warning when a student is off-task, disruptive, or not meeting behavioral expectations
Report Card Pick-Up (RCPU)	A meeting between families, students, and advisors where families receive updates on grades, attendance, and overall progress

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Section 504	Guarantees accommodations for students with disabilities
Shoutout	Public recognition of a student who demonstrates one of Ednovate's values
Social-emotional learning (SEL)	Developing the skills to understand and manage emotions, build relationships, set goals, and make responsible decisions
Title IX	Protects students from harassment and discrimination based on gender, sex, sexual orientation, and pregnancy
Whole Child Report Card (WCRC)	A holistic report card that tracks student growth in 6 key areas: mastery, college rigor, critical thinking, purpose, self-regulation, and presence

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EDNOVATE GUIDE TO THRIVE ACKNOWLEDGMENT & SIGNATURE FORM

Employee Acknowledgment and Agreement

I acknowledge that I have received, read, and understand the Ednovate Guide to Thrive handbook. I understand that this handbook contains important information regarding Ednovate's mission, vision, policies, expectations, and my responsibilities as an employee. I agree to comply with the policies and procedures outlined in this handbook.

At-Will Employment Statement

I understand that this handbook is not a contract of employment and that my employment with Ednovate is at-will, meaning that either I or Ednovate may terminate my employment at any time, with or without cause, and with or without notice. I understand that no one at Ednovate, except the CEO in a signed written agreement, has the authority to modify my at-will employment status.

Acknowledgment of Policies and Procedures

By signing this acknowledgment, I agree that:

- I am responsible for adhering to all applicable policies, including but not limited to workplace conduct, employee benefits, safety procedures, grading and academic policies, student engagement, and technology use.
- I understand that violation of Ednovate's policies may result in disciplinary action, up to and including termination of employment.
- I understand that Ednovate reserves the right to revise, modify, or eliminate policies as needed, and that updated policies will be communicated to employees in a timely manner.

Reporting and Compliance

I understand that if I have any questions regarding the policies in this handbook, I should seek clarification from my direct supervisor, school leadership, or the Human Resources Department. I further understand that if I suspect a violation of any policy, I have an obligation to report it through the appropriate channels as outlined in the handbook.

Confidentiality and Professionalism

I acknowledge that in the course of my employment, I may have access to confidential student or staff information. I agree to maintain the highest level of professionalism and confidentiality in accordance with Ednovate's privacy policies and applicable laws.

Employee Information and Signature

Employee Name (Print): _____
Job Title: _____
School/Campus: _____
Date of Acknowledgment: _____
Employee Signature: _____

Employer Acknowledgment (To be completed by HR or School Leadership)

This acknowledgment form has been received and reviewed by:
HR Representative/School Leader Name (Print): _____
Date Received: _____
HR Representative/School Leader Signature: _____

Instructions for Submission: All employees must sign a copy of this form in ADP for the Human Resources Department. A copy of this signed acknowledgment will be retained in the employee's personnel file.

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