



ACADEMY CALIFORNIA
Los Angeles
a network^{k/2} school

2026-2027

Parent & Student Handbook

IQ Academy California - Los Angeles

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<http://losangeles.iqacademy.com/>

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Policies and procedures listed in this handbook may be changed at the discretion of iQ Academy California – Los Angeles without prior notice. Any alterations to this document will be

communicated to affected parties via email. A copy of this handbook will be posted on the Parent Portal on School Pathways. This copy will be updated as needed. This Parent Student Handbook and all policies herein was reviewed and approved by the charter school board on June 16th, 2026

Welcome to IQ Academy California- Los Angeles!

Welcome to IQ Academy, California - Los Angeles, a public school of choice.

This handbook is designed to help you begin and continue your relationship with IQ Academy California - Los Angeles. Members of the iQ Academy California - Los Angeles faculty and administration developed this handbook with input from students and their families.

Its purpose is to clarify expectations; something we believe is an important step at the beginning of any new relationship. This handbook has been compiled in the spirit of that first step toward building new friends and a community of trust.

If you have any questions or concerns throughout the school year, please contact the iQ Academy office in Simi Valley and we will direct your call to the appropriate member of our administrative team. Our school office contact information is as follows:

iQ Academy California – Los Angeles
50 Moreland Dr.
Simi Valley, California 93065
Losangeles.iqacademy.com
Tel: (805) 581-0202
Fax: (805) 581-0330
<http://losangeles.iqacademy.com>

There is no discrimination in the admission of students to the school on the basis of race, creed, color, national origin, handicapping condition, foster status or gender. iQ Academy California - Los Angeles provides a free, appropriate public education (FAPE) to all of its students. All students, however, need to be able to meet the enrollment requirements. All students (under the age of majority) are required to have a designated adult, “learning coach”, present to assist and monitor the student during the school day. Learning coaches are required to engage with the teaching staff as necessary and ensure all aspects of the student’s educational program requirements are being met. Learning coaches are not required to be fluent in English.

Overview

iQ Academy California – Los Angeles is a public charter school that is funded by state tax dollars and governed by California charter school, independent study and applicable federal laws serving approximately 650 students in grades K-12 in Los Angeles and contiguous counties. The Board of Directors is comprised of parents and community members who are passionate about providing additional educational options to the students of California. The Board of Directors

for iQ Academy California – Los Angeles has entered into a management contract with K12, Inc., a Virginia-based education curriculum and management company.

Our school office is located in Simi Valley, California and the majority of our administrative team works from these offices. Besides our school office, we do not have any other physical sites in the state. Members of the iQ Academy California – Los Angeles faculty work from their homes thus enabling them to build a local school community in their area.

Our Mission Statement

The mission of iQ Academy is to passionately pursue success for all students. We are committed to providing individualized and innovative instruction, building strong relationships with our families, and ensuring every student can achieve academic and personal growth.

Our Vision Statement

Our vision is to maximize the potential of each member of our school community.

Our Core Values

We believe that every child and adult at iQ Academy can **Grow**

We believe in building positive, meaningful **Relationships** with our students, learning coaches and colleagues

We believe that the only good decision is a **Student-Focused** decision

We demonstrate a sense of **Responsibility** in ensuring each child's success within our educational community

We share a sense of **Passion** for instilling a love of learning in all students

Schoolwide Learner Outcomes

School Theme: HATS Off to Learning! Habits, Attitude, Teamwork, Success

Supporting student growth as life-long learners and responsible global citizens. iQ Students are:

Habits: Self-motivated, competent, life-long learners who are critical thinkers, problem solvers and responsible citizens.

Attitude: Positive, resilient, self-reflective, respectful, motivated, creative thinkers who can tackle challenges, take risks and advocate for themselves.

Teamwork: Able to collaborate effectively towards a common goal in a team setting, demonstrating the ability to value peer points of view, contributions, and feedback.

Success: Independent, college and career-ready, life-long learners and leaders with the ability to set and achieve goals, continuously improve, and communicate effectively.

The iQ Academy California - Los Angeles Faculty

We believe that a collaborative relationship between you and your assigned IQ Academy California-Los Angeles teacher(s) is at the heart of a positive learning environment. Each of our teachers is provided with a laptop computer, a printer, a full set of the K12 curriculum materials, and professional development on the subjects of technology and the K12 curriculum. Your teacher has a wealth of knowledge and thus should be your first point of contact for all questions that are academic or technical in nature. Your teacher has the following responsibilities:

- Help you use the Online School
- Help you with daily instruction for your students using the K12 curriculum (K8 only)
- Conduct regular conferences with you to discuss your student's academic progress
- Conduct regular in-person and/or virtual meetings with you and your student(s)
- Regularly collect and review student work, and provide constructive feedback
- Respond to all e-mails, and telephone calls within 24 hours (during normal business hours)
- Provide at least 24 hours' notice if a conference must be canceled or rescheduled
- Inform you of school updates/information/school outings or sponsor school clubs
- Administer state-mandated assessments
- Provide encouragement and support in all areas of student learning and achievement
- Provide instruction via online classroom for individuals, small groups, or large groups based on student instructional needs
- Administer various academic assessments as part of the ongoing evaluation of progress and content mastery
- Model best practices to support daily student instruction
Provide individualized instructional support for students who may be struggling, need enrichment, etc.

Enrollment

iQ Academy California - Los Angeles's student enrollment process seeks to ensure that all potential families understand the mission and unique nature of the school. Please visit our website at <http://losangeles.iqacademy.com/> to find out more. We strongly encourage our families to attend a parent information session in person or online to learn more about our school before they decide to enroll. Additionally, all families are provided the opportunity during the enrollment process to elect to speak with a school employee to understand the iQ Academy California - Los Angeles program, virtual learning environment, and student-teacher interaction before the student's school start date. Families can choose for the meeting to be via telephone or web-based conference. To request to speak with an employee regarding the virtual learning experience or for a complete listing of upcoming parent information sessions in your area, please visit our website at <http://losangeles.iqacademy.com/>, call our school office at (805) 581-0202, or send an email to info@iqcala.com.

iQ Academy California – Los Angeles is a full-time, general education, independent study program and not a supplemental program or a part-time program. As such, students may only be enrolled in iQ Academy California - Los Angeles and not concurrently enrolled in another school, public or private, unless prior permission is given by school counselor.

iQ Academy California – Los Angeles will enroll students in grades K-12 for the 2026-2027 school year. Student enrollment forms for the school are available online at <http://losangeles.iqacademy.com/>. Enrollment packages must be completed in full and submitted with all required documentation prior to enrollment acceptance. Questions regarding the status of your enrollment should be directed to the iQ Academy California - Los Angeles offices. Upon enrollment, the school will request IEP documentation from families with students who have received services under the Individuals with Disabilities in Education Improvement Act (IDEIA); however, enrollment will not be delayed or postponed if it is not provided. A member of the Special Education Department will contact you to ensure proper placement of your student in our program.

Please note that concurrent enrollment in another public or private school is prohibited at iQ Academy California - Los Angeles and will cause the student to be withdrawn. This does not include college-level coursework. Please refer to enrollment requirements and high school information for more details.

Students grades K-5 will be assessed on a mastery-based program. Middle School and High School students will be assessed on an A-F lettered grading scale in most courses. Please see the individual K-5, Middle School, and High School Information sections for more details.

Fees

The Governing Board of IQ Academy California Los Angeles recognizes its responsibility to ensure that books, materials, instructional equipment, supplies, and other resources necessary for students' participation in the educational program are made available to them, including additional computer peripherals, assistive technologies, and coursework supplies, except for commonly available household and home office items.

No student shall be required to pay any fees, deposits, or other charges for his/her participation in an educational activity which constitutes an integral fundamental part of the educational program.

Whenever a student or parent/guardian believes that an impermissible fee, deposit, or other charge is required of the student for his/her participation in an educational activity, the student or his/her parent/guardian may file a complaint with the local administrator or follow the uniform complaint procedures.

2026-2027 SCHOOL CALENDAR

2026-2027	
Independence Day (observed)	July 3rd
School Begins	August 20th
Labor Day	September 7th
Columbus Day/Indigenous People Day	October 12th
Veterans Day	November 11th
Thanksgiving Break	November 23rd - 30th
Winter Break	December 21st - January 1st
Martin Luther King's Day	January 18th
Non-Student Days	January 19th - 22nd
Presidents' Day/Washington's Birthday	February 15th
Spring Break	March 26th-April 2nd
CAASPP Testing (state testing)	April 26th- May 28th
Memorial Day	May 31st
School Ends	June 11th
Extended School Year (ESY) 2026	June 28th - July 26th

Quarters	Dates	Days
Quarter 1	August 20th - October 23rd	45
Quarter 2	October 26th - January 15th	43
Quarter 3	January 25th - March 25th	43
Quarter 4	April 5th - June 11th	49

Enrollment Requirements

iQ Academy California – Los Angeles is a full-time independent study program (school) offered to students in grades K-HS who reside in one of the counties iQ Academy serves. iQ Academy uses the K¹² curriculum to provide a high-quality program to our students. Enrollment applications are received online and are not complete until an Independent Study Master Agreement (ISMA) is signed by the parent, teacher, and student. All families are provided the opportunity during the enrollment process to elect to speak with a school employee to understand the iQ Academy California - Los Angeles program, virtual learning environment, and student-teacher interaction before the student's school start date. Families can choose for the

meeting to be via telephone or web-based conference. To request to speak with an employee regarding the virtual learning experience or for a complete listing of upcoming parent information sessions in your area, please visit our website at <http://losangeles.iqacademy.com/>, call our school office at (805) 581-0202, or send an email to [info@iQ Academy California - Los Angeles.com](mailto:info@iQAcademyCalifornia-LosAngeles.com).

In order to enroll in iQ Academy California – Los Angeles:

- Student must reside within a county IQ CALA serves and provide proof of residence prior to enrollment. The counties IQ CALA serves are Orange County, Kern County, Los Angeles County, San Bernardino County, and Ventura County.
- Student must be in good standing at last school attended. Students who have been academically withdrawn or expelled from the previous school are not eligible for enrollment in iQ Academy California - Los Angeles.
- Completed application with all required documentation must be received by our Simi Valley office within 30 days of submitting the application.
 - All information on the application must be true and correct. If misrepresentations are made or incorrect information is provided, the application will be deemed as not meeting the requirements of the school and may result in the revocation or halting of enrollment.
- Student may only be enrolled in iQ Academy California - Los Angeles and not concurrently enrolled in another school, public or private, unless prior permission is given for enrollment in college courses.
- Students are required to participate and be visible on camera in face to face conferences with teachers and school staff, via in person meetings or two-way video conferencing, which requires the use of a webcam.
- Enrollment in iQ Academy California - Los Angeles is contingent on Student, Parent, and Teacher signing an Independent Study Master Agreement (ISMA) prior to the commencement of instruction and services.
 - Parents and students will not have access to online curriculum until the ISMA is signed and returned. Failure to sign an ISMA within 3 days of enrollment approval will result in the immediate indication of non-enrollment in iQ Academy California - Los Angeles and the student's account will be deactivated.
- At least one adult associated with the student must be designated as 'Learning Coach' to aid and assist in the student's progress.
- Understand and agree that the student's educational program will be at the direction of the assigned iQ Academy California – Los Angeles teacher(s), lessons provided by the teacher(s) must be completed in the manner and within the timeframes assigned.
- Understand and agree that [K-8 Only] Students will be enrolled in their age-appropriate grade level, unless the previous school has officially approved a retention or promotion.
- Understand and agree that [High School Only] iQ Academy California - Los Angeles must have transcripts from previous schools prior to determining placement.

- Student will be placed at the grade level which corresponds with the graduation date based on the year they entered 9th grade. For example, a student who entered 9th grade in the 2014-15 school year will be placed at the 11th grade level for the 2016-17 school year.
- Understand and agree that the school has the authority to review previous academic records to determine appropriate placement.

In order to maintain enrollment in iQ Academy California – Los Angeles, parents and learning coaches agree to:

- Be responsible for ensuring that the student is attending school daily Monday through Friday and completing assigned lessons for 4-6 hours per day including attending required live instructional sessions and in-person assessments, as assigned.
- Inform iQ Academy of any changes in contact information within 48 hours (email, phone, and physical address.)
 - Change of physical address requires proof of residence be submitted within 10 business days.
- Be available during regular school hours and iQ Academy California - Los Angeles working hours to meet/discuss with teachers and/or staff.
- Attend regularly scheduled meetings (phone, in-person, and/or online) with teachers and or administrators. Meeting requirements vary in manner, frequency, and duration based on the individual needs of the student.
- Abide by the official school calendar.
- Request and receive approval for a travel plan from the student's iQ Academy California - Los Angeles Homeroom Teacher) two (2) weeks prior to any extended travel (more than five (5) consecutive school days).
- Provide work samples and submit completed assignments to the teacher by due dates.
- Partner with the teacher to ensure the child is participating appropriately in the instructional program. This can include but is not limited to:
 - Completing assigned lessons and assessments
 - Participating in Class Connect sessions and meetings as assigned by their teacher(s)
 - Identifying and supporting remediation/resolution of academic and compliance issues as they arise
 - Participating in online classroom sessions as assigned for supplemental instruction
 - Completing benchmark assessments to ensure interventions as needed are identified
 - Ensuring student checks emails daily
- Treat teachers and iQ Academy California - Los Angeles staff with respect and professionalism. This includes but is not limited to:
 - Using rude language (including profanity, yelling, or badgering) on phone, email, or in person
 - Threatening teachers and/or iQ Academy California - Los Angeles staff on phone, email, and/or in person
- Support student in attending federal and/or state-mandated testing as needed by transporting student to and from the testing site on time**

- Maintain a working phone number, email account, and internet access at the time of enrollment
- Respond to all calls and emails from iQ Academy teachers and administrators within 48 hours via phone or email.

Failure to meet the requirements listed above may indicate that an independent study program is not the appropriate placement for your student and may result in your student's withdrawal from iQ Academy California - Los Angeles in accordance with the school's involuntary removal process. If a student is withdrawn for failing to meet the enrollment requirements, the student will not be able to re-enroll with iQ Academy California - Los Angeles for the remainder of the current academic year and one academic year following.

****Parents and/or guardians retain all rights under CA education code 60615. "Notwithstanding any other provision of law, a parent's or guardian's written request to school officials to excuse his or her child from any or all parts of the assessments administered pursuant to this chapter shall be granted." Questions regarding this or other CAASPP questions can be directed to testingquestions@caliva.org.**

General Information

Notice of Language Assistance Services for Parents

iQ Academy provides families with free language assistance services with respect to information about school programs and activities. All parents and guardians of iQ Academy California - Los Angeles students may request free language translation services at any time. Parents and guardians may request information about school programs and activities in a language they can understand.

Requesting an Interpreter

iQ Academy has contracted with an over the phone interpreting service. This service will allow teachers and other staff to communicate with parents in a language they can understand. When a family needs an interpreter or translation services, the staff member will work with their supervisor to secure these services in a timely manner.

Additionally, iQ academy includes multilingual staff members that provide translation for the purposes of parent meetings to allow all parents to be fully supported and engaged.

School Accountability Report Card

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. The SARC contains information about the condition and performance of each California public school. This report can be located at <http://losangeles.iqacademy.com/> and hard copies are available by request through the IQ Academy Los Angeles office.

Independent Study Master Agreement (ISMA)

California independent study regulations require that any student enrolled in iQ Academy California - Los Angeles have a signed Independent Study Master Agreement on file for each year they are enrolled. The student, the parent/guardian, and the homeroom teacher must sign the Independent Study Master Agreement. Additionally, should a Learning Coach other than the parent/guardian be responsible for instruction, he/she must also sign the ISMA. Please work with your teacher to ensure that your child's Independent Study Master Agreement is signed in a timely manner. Failure to provide a signed Independent Study Master Agreement prior to the student start date will result in your child's withdrawal from our program.

Admission

State Law requires a child to be five years of age by September 1st to start Kindergarten. Children that do not meet the age cut-off for kindergarten are eligible to enroll in our

Transitional Kindergarten program. A child is eligible for Transitional Kindergarten if the child will have his or her fifth birthday between September 2 and June 2.

A student must be age six by September 1st (or have completed one year of kindergarten) to start 1st grade.

Students will be admitted into the grade level based on their age or previous public-school records. IQLA does not retroactively retain or double-promote students upon enrollment.

It is understood that no student who qualifies for special education services under the Individuals with Disabilities in Education ("IDEA") shall participate in independent study unless it is specifically authorized under his or her IEP.

The K¹²® Curriculum (K¹² curriculum)

Students enrolled in iQ Academy California - Los Angeles use the K¹² Curriculum, a curriculum program developed by K¹², Inc. of McLean, Virginia. iQ Academy California - Los Angeles has selected the K12 curriculum for both its superior quality and the fact that it both meets and exceeds the California State and Common Core Standards. The K¹² Curriculum covers six subject areas in grades K-8 (Math, Language Arts, Science, History, Art, and Music), with more than 600 lessons per grade level. Additional subjects and course offerings are available through the iQ Academy California - Los Angeles high school program. The curriculum includes both online lessons and offline materials such as math textbooks, manipulatives, workbooks etc. For more information about the K¹² curriculum, please visit www.k12.com.

The Canvas Online School

The Canvas Online School is the engine that drives the Internet-based iQ Academy California - Los Angeles school program. The Online School delivers student lessons and is where parents track their student's progress through the K¹² curriculum and record daily attendance. Additional live sessions or supplemental lessons and activities may be assigned by the teacher.

Access to the Canvas Online School requires a connection to the Internet through an Internet Service Provider (ISP). Parents of newly enrolling students will create a username and password during the online enrollment process. In a case where a parent submits a paper-based enrollment application, they will receive their registration code via email from K¹² after their child's enrollment has been approved. Returning parents/students will use their same username and password from the prior school year.

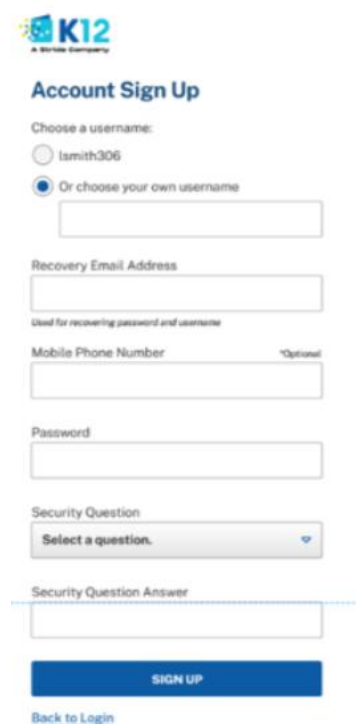
Account Set Up

Learning coaches are contacted by their assigned iQ Academy teacher within 24 hours of enrollment. During this phone conference, teachers provide learning coaches with valuable set-up tips, additional school information, and website login information.

Learning coaches receive a registration email from K¹² that provides them with their secure registration codes to set up the Online School accounts for both the learning coach and student.

Online School Account - Learning Coach (Learning Coach) Account Set-Up

- 1) The Learning Coach will receive an email from registration@k12.com titled: Welcome Setup Your K12 School Accounts. This email contains instructions to create the Learning Coach account.
- 2) Click the “Setup Online School Account/Create Your Account” button on the Registration Email. This will take you to the Account Setup Screen.
- 3) Enter the Registration ID from the email. Best practice is to copy/paste the Registration ID into the Account Setup page.
- 4) Click the Submit button.
- 5) Fill out all the required fields.



The screenshot shows the K12 Account Sign Up page. At the top is the K12 logo with the tagline 'A World's Classroom'. Below the logo is the title 'Account Sign Up'. The form includes several fields: 'Choose a username:' with a radio button for 'lamith306' and a selected radio button for 'Or choose your own username' followed by a text input field; 'Recovery Email Address' with a text input field and a note 'Used for recovering password and username'; 'Mobile Phone Number' with a text input field and a note '*Optional'; 'Password' with a text input field; 'Security Question' with a dropdown menu showing 'Select a question.' and a heart icon; and 'Security Question Answer' with a text input field. At the bottom is a blue 'SIGN UP' button and a link 'Back to Login'.

- 6) Click the Sign Up button. A confirmation page will be displayed letting you know that the LC account has been created.



**Thank you for signing up
your new account!**

ism212

Please check your email to verify this account.
This will help us recover your username or
password in the future.

SIGN UP STUDENT ACCOUNTS

[Back to Login](#)

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Create Your Student Accounts

During the Learning Coach Account Set-Up process, you will have the opportunity to create your student Online School login.

- If you do not set up your student account at this time, you may be prompted to set up the student account the first time you log into the Online School. Click [here](#) to view instructions for student account creation using this tool.

Online School Account - Student Account Creation Wizard

The Learning Coach will be presented with the Student Account Setup Wizard after signing the Privacy Agreement when first logging into the Online School.

All students, regardless of grade level, who are enrolled in iQ Academy, are required to have an Online School student account.

If you have not already set up a student account, you will be presented with the Student Account Creation Tool. This tool walks the Learning Coach through the process of creating username(s) and password(s) for all of their students. The Learning Coach will continue to receive this prompt until all students' accounts have been created.

The image shows three sequential screenshots of the Student Account Creation Tool interface, each with a numbered callout box explaining a step:

- 1. Click to begin account setup for your student(s)**: The first screenshot is titled "Welcome to School Name". It contains introductory text about creating student accounts and a green button labeled "Create Student Account".
- 2. Click to setup username and password for this student**: The second screenshot is titled "Create Your Student Accounts". It displays a table with student names and a "Click here to setup username" link. The table has two rows: "Dylan Lopez" with username "dllopez" and "Emma Lopez" with a link to "Click here to setup username".
- 3. Enter a Username and Password and then Verify Password**: The third screenshot is titled "My Account". It shows a form with fields for "Username", "Password", and "Verify Password". A red box highlights these three fields.
- 4. Click Save**: The same "My Account" form is shown, but with a red box highlighting the "Save" button at the bottom.

Repeat the process until all student accounts have been set up. After all student accounts have been created, the Learning Coach will be taken to Online School Home.

What if my student forgets his/her password? Return to My Account at any time to create a *new password* for your student. To access this area, select your student's name from the **My Account** drop down menu in your Online School.

Escalation Matrix for Family Support

If at any time, you need support, your Homeroom Teacher is your first point of contact. However, there are also additional ways to get the information you need:

- **Materials questions:** Parents can view <http://myinfo.k12.com> to check the status of material shipments and view tracking information. For further questions, call K12 Customer Support at (866) 512-2273.
- **Back-ordered items:** To view a list of back-ordered items, visit: <http://help.k12.com/support-topics/materials/receiving-materials/track-shipping-status-materials-computer-equipment>.

- **Online School Access Issues:** Contacts K¹² Customer Support at (866) 512-2273.
- **Contact an administrator:** admin@iqcala.com

Engageli Class Connect)

Engageli is designed to extend the boundaries of the physical classroom by connecting students and teachers. Engageli is a real-time virtual classroom environment designed for virtual education and collaboration. The Engageli classroom technology enables all students of all ability levels to get an interactive learning experience.

iQ Academy California - Los Angeles offers a wide variety of instructional sessions, which support the K12 curriculum and mastery of the state-adopted Common Core standards and are an excellent resource for students. Teachers conduct student sessions and offer office hours to answer questions from students and Learning Coaches.

- Please refer to the Code of Classroom Etiquette for student behavior expectations in Engageli.
- Class Connect sessions will be recorded and distributed for learning purposes. Learning purposes include lesson review for students who are absent, students who want to review for a test, teacher growth and improvement etc.

Roles and Responsibilities

The following information outlines some of the roles and responsibilities. It is not meant to be an exhaustive list.

Parent/Legal Guardian

Parents and legal guardians hold educational rights and are responsible for all academic decisions.

- Sign the Independent Study Master Agreement to initiate enrollment before the student begins school.
- Provide current contact information, including phone, email, and address, and update the school with any changes to contact information within 48 hours of the change.
- Ensure the student continues to meet all enrollment requirements.
- Secure an Internet Service Provider and ensure student continually has access to the Online School.
- Complete the Back to School Packet annually.
- Attend all scheduled academic conferences and IEP meetings to make educational decisions.
- Act as or designate a responsible adult as the student's learning coach.
- Respond to all school communication within 48 hours and interact respectfully with school staff.
- Ensure student participation in required state testing.

Learning Coach

IQ Academy requires that a responsible adult is at home during school hours to supervise the instruction of each student. The responsible adult may be the parent or an adult designated by the parent that the school refers to as a "learning coach." As a learning coach, you can expect to spend an average of 4 to 6 hours per day supporting your student (depending on the student's grade level). This time commitment includes direct instruction in the TK-8 grade levels, with some additional time needed for daily or weekly lesson preparation. A student's successful progress requires daily learning coach commitment to and engagement in the discipline and organization required to manage a first-class education.

As a learning coach at IQ Academy, you agree to the following expectations:

- I accept the responsibility to supervise the student in using the Stride/K12 curriculum or as he/she participates in live instructional sessions.
- I understand that I am expected to become knowledgeable about online systems and the curriculum.
- I expect to have the guidance and support of a credentialed teacher in implementing the Stride/K12 curriculum with the student.

- I understand that adequate and continuing student progress (completing assignments) is an expected part of the IQLA program, in addition to attending live instructional sessions.
- I understand that I am to participate in regular phone, virtual (with the camera on), and in-person conferences with the student's teacher. I will submit student work regularly and as requested by the assigned teacher.
- I understand that the teacher will conduct academic assessments to evaluate the student's mastery of standards and to assist with instructional decisions. I agree to ensure the student is available and participates.
- I understand that the teacher will provide research-based instructional interventions and enrichment as deemed appropriate for my student's academic success, and I agree to ensure the student is available and participates.
- I understand that any related services for a student with an IEP shall be scheduled by the parent/adult student after the student's schedule is provided each semester. Related services may not be listed on the student's schedule.
- I understand that if I am observing a class session that my children are participating in, I am to observe only and not interrupt the teacher or that class in any way (including sending messages in chat) nor violate any participant privacy by recording the session on a personal device.

Students

IQ Academy students are engaged in school daily, respectful, and kind to staff and fellow students.

- Attend and participate in all required instructional sessions.
- Complete all lessons in the online school as assigned, as well as teacher-assigned projects.
- Submit work by due dates as requested by the teacher.
- Adhere to all school rules including the Code of Conduct and Network Etiquette requirements as outlined in this Parent Student Handbook.
- Be respectful to all students and staff.
- Be present and on camera during academic conferences, proctored assessments, and instruction.
- Self-advocate in a grade-level appropriate manner. Ask for help from teachers, counselors, and other school staff.
- Share ideas and participate in the school community.

Administrators

IQ Academy students are supported by a network of administrators that includes a campus principal, department director, as well as supporting department administrators. Each staff

member collaborates to ensure students, parents, and staff are supported and successfully engaging in the online school environment.

- Communicate school policies and programs with all stakeholders including staff, parents, learning coaches, and students.
- Monitor campus and schoolwide student progress, attendance, and adherence to school policies.
- Collaborate with staff, families, and community members on strategic plans.
- Return all communication within 48 hours.
- Meet with learning coaches and students to provide support in meeting academic goals and ensuring compliance with enrollment requirements.
- Ensure standards-based instruction is provided to all students within our programs.
- Ensure daily attendance and engagement of students.
- Connect with families and students through phone calls, emails, visits to classrooms, and attendance at events.

Change of Contact Information

Please notify your homeroom teacher should your contact information (phone, email, address) change. We will update our records accordingly once the contact and documents have been submitted and confirmed. Correct contact information ensures that curriculum materials and important school notices are mailed to the correct student addresses.

Should your home address change, please provide a proof of residence (POR) as outlined below for your new address to be submitted to the iQ Academy California - Los Angeles office. This proof of residence must be submitted within ten (10) days.

A POR may be any of the following:

1. Utility Bill (serviced in residence, must show stated service address)
Example: Gas, Electric, Land telephone, Cable, Water, Internet, etc.
2. Rental or Lease Agreement (First page + signature page)
3. Mortgage Statement
4. Rental Insurance Statement
5. Safe at Home card
6. McKinney-Vento Document
7. Property tax payment receipts
8. Grant Deed

A Proof of Residence must follow these guidelines:

1. Must have a date, no older than 1 year
Exceptions:
 - Rental or Lease Agreements these must not be past the end date of the contract, with the exception of month-to-month.
 - Tax documents- must be from prior tax season
 - Grant Deeds- No date specifications

2. Must have the address of residence stated.
3. Must be issued in Parent/Guardian's name.

Parents are requested to update their account information in the Online School (OLS) should their email address change. Communication is often sent via email to the email address listed in the Online School (OLS) and thus is important to keep up-to-date.

Classroom Teacher Assignments

iQ Academy California – Los Angeles makes all attempts to honor parent requests for classroom teacher assignments. However, classroom assignments are ultimately at the discretion of the administration. If you have a special circumstance you would like to discuss, please contact the administrator for the grade band in which your child is enrolled.

Children may not be assigned to a classroom where their parent is the teacher unless there is no other qualified teacher available.

Attendance

Attendance is important for the success of a student. If a student does not attend school, then a student cannot succeed in school. Attendance in iQ Academy California - Los Angeles is recorded in the Online School, OLMS, and OLHS by completing lessons in the Online School platform, attending class connects, and through parent-submitted offline logs. It is expected that lessons will be completed each school day.

When the student completes work offline, the parent/learning coach must maintain a school supplied learning log as specifically directed by his/her assigned teacher, for each day of pre-approved offline work without accompanying online work. All learning logs must be signed and submitted to the assigned teacher at the conclusion of each school day or as requested by the assigned teacher. In addition, the assigned teacher may request that the offline work notated on the learning log be submitted to him/her. If a learning log is not submitted, the teacher will not credit the student with attendance for that school day.

In order for a student to receive attendance credit for a given school day, the student must be actively engaged in completing assignments given by the teacher on that school day. Attendance is not counted on weekends, holidays, or other non-instruction days. However, lessons can be completed at any time.

At the end of each learning period, the teacher evaluates the work or work products completed by the student and determines how many attendance days can be credited for the learning period. If the student did not complete all the required lessons in a learning period, the teacher will reduce the number of attendance days the student is credited. Parent and students should contact their teacher(s) with specific questions regarding which assignments are to be completed for each learning period.

The following are examples of acceptable reasons for not logging attendance in the online school:

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, optometric, or chiropractic appointments:
4. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
5. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
6. For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:
 - a. To access services from a victim services organization or agency.
 - b. To access grief support services.
 - c. To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.
7. Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
8. Participation in religious instruction or exercises as follows:
9. The student shall be excused for this purpose on no more than four (4) school days per month.
10. For the purposes of jury duty in the manner provided for by law.
11. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).

12. To permit the student 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. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
13. For the purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.
14. Attendance at the student's naturalization ceremony to become a United States citizen.
15. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
16. Due to the student's participation in military entrance processing.
17. Authorized at the discretion of the Head of Schools or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
18. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
19. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
20. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
21. For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
 - a. A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one schoolday-long absence per school year.
 - b. A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.
22. For the following justifiable personal reasons for a maximum of Three (3) school days per school year (unless otherwise indicated), upon advance written request by the student's parent or guardian and approval by the Head of Schools or designee pursuant to uniform standards:
 - a. Appearance in court.
 - b. Observance of a holiday or ceremony of the pupil's religion.
 - c. Attendance at religious retreats (not to exceed one schoolday per semester).
 - d. Attendance at an employment conference.

- e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

Should the student not complete work on a schoolday, fail to login to an online class/session, or miss a required appointment or meeting for one of the above-noted reasons, the parent must submit written verification to his/her General Education teacher or guidance counselor in order for the absence to be excused. Excessive unexcused absences may result in the student's non-compliance with iQ Academy California - Los Angeles's independent study policy and Master Agreement, and may result in a recommendation for involuntary removal from the IQLA program. Refer to the non-compliance policy below for details concerning actions related to noncompliance.

While attendance credit may not be earned retroactively, should a student have an excused absence, academic credit may be made up by completing work as directed and approved by his/her assigned teacher during the applicable learning period.

Failure to engage in school and complete assignments may be subject a student to interventions up to and including an evaluation to determine whether it is in their best interest to remain in independent study. In these cases, the iQ Academy California - Los Angeles administration may deem that enrollment in iQ Academy California - Los Angeles is not in the best interest of the student, and the student may be subject to withdrawal.

Non-Compliance Policy

iQ Academy California - Los Angeles is in partnership with families to educate the students enrolled in our program. The partnership cannot be effective if students and/or parent/guardians are not actively participating in our program and meeting our enrollment requirements.

Per California Education Code Section 51747, IQLA maintains a board policy establishing two (2) missed assignments during any period of 45 school days as the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study.

Evaluation Triggers

In accordance with the School's Board policy on independent study, the Heads of Schools and/or designee shall conduct a Best Interest Evaluation to determine whether it is in the best interests of the pupil to remain enrolled in independent study upon the following triggers:

- 1) After two (2) missed assignments during any period of 45 school days
- 2) In the event a student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:

- The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
- The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- Learning required concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Accruing missed assignments is an indication that a student is not actively participating in our program. A "missed assignment" is defined as any of the following:

- Three(3) unexcused absences/non-attendance days
- An unsubmitted class assignment
- A missed required meeting/appointment

Conducting the Best-Interest Evaluation

The Evaluation may include but is not limited to the review of the following:

- 1) Attendance based on completion of assignments as quantified by the assigned teacher(s) of record;
- 2) Demonstration of skills on assignments;
- 3) Standardized test scores;
- 4) Written tests and reports if appropriate;
- 5) Oral or written presentations;
- 6) Pupil's attitude toward learning and achievement;
- 7) Punctual attendance at scheduled appointments;
- 8) Ability to meet scheduled appointments;
- 9) Preparedness for scheduled appointments;
- 10) Pupil demonstration of adequate and appropriate progress toward
- 11) Common Core State Standards;
- 12) Appropriate learning environment;
- 13) Parent(s) ability to support pupil learning in the home.

Evaluation Conference

The evaluation shall take place during an evaluation conference, which shall be conducted by the Head of School or designee. This conference shall be held as soon as possible, and the student/parent/legal guardian will receive written notice of the conference. The parent/legal guardian may request one postponement, not to exceed five (5) school days of the conference for good cause. The Head of School or designee shall provide written notification to the parent/guardian or adult student of the evaluation conference.

If the student's attendance/failure to complete assignments is becoming problematic iQ Academy California - Los Angeles will attempt the following:

- Contact the family by phone and email, requesting a resolution within 48 hours.
- If there is no resolution, additional attempts to contact the family again by phone will be made, and an email will be sent requesting a resolution within 48 hours.
- If the issue is not resolved, administration is notified and a letter is sent to the student's address on file notifying the family that an evaluation conference, as outlined below, shall be held to determine whether or not independent study is in the best interest of the student.

Teachers are required to document each step of this process with detail and accuracy. This includes the date and time of attempted contact, the phone number and/or email used as well as the reason for contact.

At the conference, the parent/legal guardian or adult student shall be informed of the reason for the conference and the evidence pertaining to whether or not independent study is in the student's best interest. If the parent/legal guardian does not attend the conference, the Academic Administrator or designee will review the relevant information and make a determination regarding the student's absences/missed assignments.

The student and/or parent/legal guardian shall be given the opportunity to present information and/or witnesses to the Academic Administrator or designee either orally or in writing or both during the conference. The Academic Administrator or designee shall take any information presented by the parent/legal guardian/adult student into consideration when determining whether it is in the best interest of the student to remain in independent study. Additional factors to be considered include but are not limited to the following:

- student's grades at the time of the evaluation
- teacher observation/feedback
- standardized testing data
- student's progress in the independent study curriculum

The Academic Administrator or designee's decision shall be provided in writing to the parent/guardian within three (3) days of the evaluation. The Academic Administrator or designee may:

- find independent study is in the student's best interest,
- place the student on academic probation to be evaluated again at the next attendance period if the student continues to fail to engage in daily activities,
- use other alternatives to improve attendance, or
- find that it is not in the student's best interest to remain in independent study.

If the Academic Administrator or designee finds that it is not in the student's best interest to remain in independent study, then the student may be recommended for involuntary removal from the IQLA program, pursuant to the procedures outlined below. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's mandatory interim record.

Additional Consideration for Pupils with a Section 504 Plan or IEP

If the School recommends removal from independent study as a result of the evaluation conference and the pupil has a Section 504 Plan or IEP, the School shall schedule an IEP meeting or Section 504 meeting (as applicable) following applicable legal timelines, to determine the following:

- 1) Whether the missed assignments were caused by or had a direct and substantial relationship to the pupil's disability; or
- 2) Whether the missed assignments were the direct result of the School's failure to implement the IEP or Section 504 Plan, as applicable.

If the answer to either (1) or (2), above, is yes, then the missed assignments are a manifestation of the pupil's disability and the School will follow applicable state and federal laws to ensure that the pupil is offered a free appropriate public education.

If the answer to both (1) and (2), above, is no, then the pupil may be removed from independent study consistent with this policy.

This meeting may be combined with the evaluation conference at the discretion of the School.

Opportunity for Appeal Hearing Prior to Removal

Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in the independent study program, the Parent(s) shall be notified in writing of the School's intent to remove the pupil as it is not in their best interest to remain in independent study. The Notice shall be in the native language of the Parent(s) and provided no less than five (5) schooldays before the effective date of pupil's removal. The Notice shall include the following:

- 1) The School's intent to remove the pupil as it is not in their best interest to remain in independent study.
- 2) The opportunity of the Parent(s) to request a hearing that follows the same procedures as the School's disciplinary hearing. Parent(s) (or the pupil if over 18) must submit the request for hearing in writing within five (5) calendar days from the date of the Notice.
- 3) If Parent(s) or pupil over 18 requests a hearing:

- a. It will be scheduled following the School's expulsion hearing procedures as outlined in the School's approved charter.
 - b. The pupil shall remain enrolled and shall not be removed until the School issues a final decision.
- 4) If no hearing is requested, the pupil shall be removed from the school on the date listed on the notice.

Upon receipt of a request for an appeal hearing, the Head of School or designee shall schedule the appeal to be heard within thirty (30) school days of receipt of the request. The Head of School or designee shall send out written notice of the date, time and location of the meeting to the parent/guardian or adult student. This meeting may be held remotely or over the phone.

The appeal hearing shall proceed as follows:

1. The Head of School or designee shall review the request for appeal document and any other documents submitted by the parent/legal guardian/adult student. The Head of School or designee shall also review all records considered by the Academic Administrator or designee at the evaluation conference.
2. The parent/legal guardian or adult student may address concerns to the Head of School or designee regarding the appeal.
3. The Academic Administrator or designee may address concerns to the Head of School or designee in response to the student's appeal.

The final decision by the Head of School or designee shall be made within ten (10) school days following the conclusion of the appeal. The parent/legal guardian/adult student shall be informed in writing of the Head of School's decision. The decision of the Head of School or designee is final.

Teachers and Administrators are required to document each step of this process with detail and accuracy. This includes the date and time of attempted contact, the phone number and/or email used as well as the reason for contact.

Code of Conduct

Freedom of speech and expression is valued not only throughout society but also, and particularly, in the academic setting. No more is this so than in the classroom. At iQ Academy California - Los Angeles a classroom is defined as many different locations. These may include but are limited to:

- Class Connect and other online meeting rooms
- Virtual classroom sessions
- Online discussion boards
- Outings and other in-person events
- Any IQCALA community area

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following code of classroom etiquette has been established.

1. When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
2. Conflicting opinions among members of a class are respected and responded to in a professional manner.
3. No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
4. No offensive comments, language, or gestures are part of the classroom environment.
5. Posting anonymous messages is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited
6. Use only your own username and password, and do not share these with anyone
7. Do not post personal information (e.g. social media, email, etc.)
8. Do not interfere with other users' ability to access iQ Academy California - Los Angeles or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password
9. Do not download, transmit or post material that is intended for personal gain or profit, non-iQ Academy California - Los Angeles commercial activities, non-iQ Academy California - Los Angeles product advertising, or political lobbying on an iQ Academy California - Los Angeles owned instructional computing resource
10. Do not use iQ Academy California - Los Angeles instructional computing resources to sell or purchase any illegal items or substances
11. Do not upload or post any software on iQ Academy California - Los Angeles instructional computing resources that are not specifically required and approved for your assignments
12. Do not post any MP3 files, compressed video, or other non-instructional files to any iQ Academy California - Los Angeles server unless specifically instructed to do so
13. Do not post material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content

Adherence to this code of etiquette will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students. Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for removal of a student from a class or for student disciplinary proceedings.

Consequences:

- First warning
- Certified letter
- If problem continues: Administrator phone conference

possible recommendation for expulsion (bullying/cyberbullying, online terroristic threats)

This document describes the policies and guidelines for the use of the iQ Academy California - Los Angeles technology resources and exists to ensure that all iQ Academy California - Los Angeles students are aware of and understand their responsibilities when accessing and using iQ Academy California - Los Angeles resources.

As a student enrolled in iQ Academy California - Los Angeles, one should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Failure to follow these guidelines may result in the:

- Involvement with law enforcement agencies and possible legal action.
- disciplinary consequences, up to and including a recommendation for expulsion.

Academic Integrity Policy (Academic Dishonesty and Plagiarism)

All students are expected to complete their own work with their best effort and at the best of their ability. Unfortunately, there may be situations in which students may be tempted to be academically dishonest (cheating) or plagiarize.

Plagiarism is the presentation of someone else's ideas or work as one's own. This constitutes as fraud or theft. Plagiarism or academic dishonesty in any form is a grave offense and will not be tolerated.

Some examples of this include:

- To use another's work and claim as your own
- To copy from text, website or other course material
- Using or attempting to use unauthorized materials, information or study aids in any academic exercise
- Hiring someone to write a paper
- Buying a paper or project
- Sharing files
- Copying from another person's work
- Turning in another person's work
- Letting a partner do all of the work and putting your name on it
- Letting a parent or mentor complete your assignments
- Asking for answers in a chat room
- Asking for answers in a threaded discussion
- Use an online translator or foreign language dictionary during examinations
- Using AI to artificially produce work and claim it as one's original assignment.

iQ Academy California - Los Angeles's Middle and High School program will also use originality checking software such as Turnitin.com to check for possible cases of plagiarism.

If an instructor or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor or administrator may exercise one or more of the following options, as many times as necessary, depending on the severity of the offense:

Consequences

- 1st offense – official warning. The student is allowed to re-do assignment. A copy of the behavior contract is emailed to the student. The student, parent, and teacher will sign the document, which will then be placed in the student's file.
- 2nd offense – student will receive a grade of F for the assignment. The overall course grade will be lowered on the grounds of academic dishonesty. The teacher will notify the student and parent and the Program Coordinator, Content Lead and/ or Guidance Counselor. If the student has an IEP team, the IEP team will convene to discuss the schools concerns. Teacher shall hold a conference with student and parent.
- 3rd offense – student will be withdrawn from the course with a grade of F, which will be placed on his/her permanent transcript. Parent and student will again be notified via certified mail of the actions taken. A conference call will be set up with the student, parent, the teacher and the Program Coordinator, Content Lead and/ or Guidance Counselor.

Avoiding Plagiarism

Students must give credit for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War. Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit is given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not they should cite, they are encouraged to cite. They are also encouraged to ask their instructors for guidance on this issue. Students might also consult writing handbooks such as the Essential Little Brown Handbook and for formatting questions refer to manuals such as The MLA Handbook for the Humanities, The Publication Manual of the APA for social sciences and business and The CBE Style Manual for natural and applied sciences.

Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and evoked access to course(s).

Dress Standards

Clothing worn to an IQLA class session and/or events (including virtual events where webcams are used) should promote the learning process and appropriate behavior. The primary responsibility for student dress and appearance rests with the parent/legal guardian. The primary purpose of school is education. Therefore, all aspects of school must be considered with that objective in mind.

Clothing shall be neat, clean, safe, and not disruptive to instructional activities. Crude or vulgar commercial lettering or printing, and pictures depicting drugs, tobacco, alcoholic beverages, racial/ethnic slurs, gang affiliation, hateful speech, or that are sexually suggestive are not acceptable. Items such as beach attire, short shorts, short skirts, clothing exposing undergarments, or unsafe accessories are not allowed. Any clothing/accessory that may be deemed dangerous are unacceptable. Inappropriately revealing clothing, including but not limited to, see-through and/or strapless tops are not allowed. The wearing/displaying of apparel that is disruptive to the school environment is not allowed. Refusal to adhere to these dress standards will result in disciplinary action.

Clothing worn to any IQLA Career Prep events should promote the learning process, appropriate behavior, and a professional attitude suited to the specific college and career preparation experience. It is expected that students will adhere to the school dress code and wear clothing that is appropriate for the event and consistent with their health, safety, and welfare. Specifically, shoes must be worn at all times and special events will require close-toed shoes for the safety of the student. College and career preparation students participating in events or activities as school representatives must follow any additional dress code and public health and safety requirements put forth by the organizer or employer (i.e., professional dress that includes a blazer).

HS Graduation Attire Expectations:

- Attire must adhere to school dress code and be suitable for the occasion (business casual/ formal or professional).
- Graduates must wear a cap and fully zipped gown in designated color.
- Medallions and cords earned through IQ academy for board approved honors and program participation may be worn with the graduation gown.
- Personal stoles, sashes, or other unapproved items worn over the gown or around the neck are not permitted during the ceremony.
- Leis and cap decorations are allowed if they do not distract, obstruct view, create mess, or feature inappropriate content.

Network Etiquette

iQ Academy California - Los Angeles students are expected to follow the rules of network etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon, and slang.
- Swear words are unacceptable
- Do not harass or threaten others
- Do not use all capital letters (this is considered yelling)
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health
- Focus your responses on the questions or issues being discussed, not on the individuals involved
- Be constructive with your criticism, not hurtful
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos
- Respect other people's privacy
- Do not broadcast online discussions and never reveal other people's email addresses
- Do not post personal information (e.g. personal information, social media, email, etc.)

Internet Service Provider (ISP) Policy

Participation in iQ Academy California - Los Angeles requires an internet connection. This internet connection is to be established and maintained by the parent, legal guardian, and or learning coach of the enrolled student(s). The nature of iQ Academy California - Los Angeles program requires that students and learning coaches log onto the Online School each day to receive curriculum, lesson content, and other necessary resources, as well as to log attendance, submit student work, and maintain communication with iQ Academy California - Los Angeles staff. Because of the unique schooling environment of iQ Academy California - Los Angeles, it is an enrollment requirement to establish and maintain an internet account throughout the entire time of enrollment with iQ Academy California - Los Angeles. Failure to maintain an internet connection will result in the withdrawal of the student(s).

iQ Academy California - Los Angeles provides a stipend for families in the amount of \$40.00 per month for their internet service. Families receive this stipend for the cost of internet access semi-annually. Eligibility for ISP Reimbursement is based on income details completed in the Back to School Packet. Checks will be mailed once per semester to families to the address verified by completion of the Back to School Packet.

Reimbursement for the summer months will be provided for qualifying families continuing in the consecutive school year. This reimbursement will be included in the first-semester reimbursement check. Students who participate in ESY are eligible to receive reimbursement for the summer months regardless of continuation status in the consecutive school year.

Families with questions regarding ISP reimbursement can contact btspsupport@caliva.org.

School Technology Policies

Enrolled Students and families will abide by the following school technology policies:

Computer Policy

iQ Academy California - Los Angeles will ensure that all enrolled students have access to a computer. The iQ Academy California - Los Angeles Administration will address additional technology requests on a case-by-case basis, which should be initiated by the student's assigned homeroom teacher.

Materials and Computer Equipment

All instructional materials, including computer equipment and related hardware, are loaned to the student by the iQ Academy California - Los Angeles. Students are expected to return all materials using the free shipping labels provided by K12 should they withdraw from the program.

Families should handle iQ Academy California - Los Angeles property with care and should ensure an accurate inventory of these materials is maintained in the home. It is recommended that families save the boxes in which the materials arrived. School computers are only to be used for educational purposes, not for entertainment or other personal purposes. The iQ Academy California - Los Angeles shall not provide any funds or other things of value to the pupil or his parent or guardian that a school district could not legally provide to a similarly situated pupil of the school district, or to his or her parent or guardian.

For inquiries regarding computer problems or damage, please consult the K12 Support Page for more information: <http://help.k12.com/support/contact-support> . K12 will contact us regarding this issue, and we will send out a damage/loss report for you to complete in order to get a replacement.

Computer/Software Restriction

Due to contractual agreements with computer suppliers and software providers, iQ Academy California - Los Angeles-issued computers and subsequent software cannot be exported outside the United States.

iQ Academy California - Los Angeles Parent-Student Computer Use Policy

Permitted Use

- iQ Academy California - Los Angeles shall permit the student and the responsible teaching adult to use the equipment and materials of iQ Academy California - Los Angeles solely for the education of the student while enrolled at iQ Academy California - Los Angeles and for no other purpose.
- Students and the responsible teaching adult are only permitted to visit websites for the purpose of iQ Academy California - Los Angeles related educational research.

Prohibited Use

Users shall not use the equipment, software, Newrow classrooms, and other materials of iQ Academy California - Los Angeles to view, download, save, receive or send material related to or including any of the following:

- Playing games or online gaming.

- Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
- Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
- Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
- Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.
- Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
- Conducting for-profit business.
- Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
- Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
- Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
- Accessing or attempting to access material or systems on the network that the student is not authorized to access.

Software programs may not be installed on the computer without written permission from the iQ Academy California - Los Angeles Technology Manager. The Technology Manager can be contacted through the iQ Academy California - Los Angeles office. Only the software that is required by iQ Academy California - Los Angeles will be allowed on the iQ Academy California - Los Angeles computer. All other software will be prohibited. Software that was originally provided with the computer may be updated without permission.

This would include programs but is not limited to:

- Adobe Flash Player
- Adobe Reader
- Microsoft Windows
- Microsoft Office
- Sun Microsystems JAVA

Any unacceptable usage of the property, software, and/or violation as described above regarding iQ Academy California - Los Angeles equipment, software, newrow classrooms, or Network/Internet Policy (found in the enrollment paperwork and signed before enrollment) may result in disciplinary action up to and including the immediate termination of enrollment in iQ Academy California - Los Angeles.

Internet Safety Policy

It is the policy of iQ Academy California - Los Angeles to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other

unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act (CIPA).

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter the internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision and/or the Learning Coach, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the iQ Academy California - Los Angeles online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all members of the iQ Academy California - Los Angeles staff and the Learning Coach to supervise and monitor usage of the online computer network and access to the internet in accordance with this policy and the Children's Internet Protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Learning Coach, iQ Academy California - Los Angeles, or designated representatives.

CIPA Definitions of Terms:

- TECHNOLOGY PROTECTION MEASURE, The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:
 - o OBSCENE, as that term is defined in section 1460 of title 18, United States Code;
 - o CHILD PORNOGRAPHY, as that term is defined in section 2256 of title 18, United States Code; or
 - o Harmful to minors.
- HARMFUL TO MINORS: The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - o Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

- Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- SEXUAL ACT; SEXUAL CONTACT: The terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code.

If you are being harassed in your school course environment, it is important to report it immediately to your school administrator. Harassment comes in many forms including:

- Spam (unsolicited e-mails not pertaining to the course)
- Threatening communications
- Offensive communications or any other kind of communication that makes you feel uncomfortable.

Suicide Prevention

Suicide is the leading cause of death among youth and an even greater amount of youth consider and attempt suicide. As a school we work to create a safe and nurturing environment that minimizes ideation in students. In addition to school supports, the following local agencies are available to help:

National & Statewide Resources:

- Suicide Prevention Lifeline: Call / Text / Chat to 988 :
 - Spanish and English
 - Chat online at: <https://suicidepreventionlifeline.org/chat/>
- Crisis Text Line: Text HOME to 741741; Crisis Text Line provides free, 24/7 support via text message for anxiety, depression, suicide, and school.
-
- California Youth Crisis Line 1-800-843-5200
- California Peer-Run Warm Line 1-855-845-7415; Non-emergency
- Care Solace: On-demand access to mental health resources. Available 24/7 to all IQLA students, families, and staff.
 - www.caresolace.com/iq
 - (888) 515-0595

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, IQLA created an in-house Suicide Prevention Crisis Team (“SPCT”) consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students. The SPCT includes the following individuals:

1. Cathy Wilson - Director of Student Engagement
2. Erin Wiebe - School Culture and Climate Coordinator
3. Ashely Marshall – School Psychologist

To ensure the SPCT reflects the student body's perspective, IQLA shall designated the following volunteer student representatives to provide consultative insights:

1. Middle School Student, Student Representative
2. High School Student,, Student Representative

IQLA designates the following employees to act as the primary and secondary Suicide Prevention Liaisons to lead the SPCT:

- Primary Liaison: Erin Wiebe – School Culture and Climate Coordinator - erwiebe@iqcala.com – 323-813-5445
- Secondary Liaison: Cathy Wilson – Director of Student Engagement – cawilson-rademacher@iqcala.com – 909-332-2225

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the school website;
- Ensure compliance with Education Code section 215;
- Collaborate with community mental health organizations;
- Identify resources and agencies that provide evidence-based or evidence-informed treatment;
- Help inform and build skills among law enforcement and other relevant partners; and
- Collaborate to build community response.

Mental Health Referral Process

2026-2027

Introduction:

The purpose of the mental health referral process is to identify students, whose behavior may impact their ability to access or participate in the special education curriculum, and appropriately provide the supports they need to be successful. This process will detail the steps when considering referral to mental health services, and the different services provided.

Eligible Student Populations:

Students with IEPs who demonstrate behavioral health issues that impact their ability to learn and access the school curriculum are eligible for AB 114. ERMHS funds are

not restricted to students who have “emotional disturbance” as their identified disability.

*Please note ERMHS support is provided to students already found eligible for special education. If there are mental health concerns with general education students, please follow Student Study Team process and student may be referred for a psycho-educational evaluation to include eligibility for ERMHS services.

Services Covered:

Services must be included in the IEP and can include: individual counseling, parent counseling, social work services, psychological services, and residential treatment. Any service agreed upon by the student’s IEP team as necessary for the student to receive a free and appropriate public education may be considered a related service and covered by AB 114 funds.

Information:

Mental health services are provided through a three-tier model:

*Please review progress as necessary to determine possible end of services and/or if additional supports are needed.

- Tier 1
 - New referral (SPED)
 - Mild level of needs
- Tier 2
 - Moderate level of needs and Tier 1 supports are deemed inadequate
- Tier 3
 - Severe level of needs
 - Tier 1 and 2 supports have been deemed inadequate

Referral Procedure:

Either Parent/LC or any school staff may report a concern. The Educational Related Mental Health Services (ERMHS) packet, located in SharePoint, must be completed by the teacher and parent/LC and submitted to the assigned school psychologist. An IEP meeting is held, and the team identifies the specific area of need, appropriate interventions to meet the need, and the data to be measured

Gender Identity and Expression

California law and school policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. This policy is designed in keeping with these mandates to promote a safe, affirming, and healthy school environment where every student can learn.

The administrative designee shall coordinate with the school’s Director of Student Engagement whenever a student requests, or the administration identifies a need to accommodate a

student's gender identity and/or gender expression to provide the necessary supports where appropriate.

Migrant education Program

A student is considered a Migrant if the parent or guardian is a migratory worker in the agricultural, lumber, or fishing industries and whose family has moved during the past three years. A qualifying move can range from moving across school district boundaries or from one state to another to finding temporary or seasonal employment. A young adult may also qualify if he or she has moved on his / her own for the same reasons. The eligibility period is three years from the date of the last move. If you have questions or want information about the available resources, contact the liaison.

Migrant Education Program Liaison

Krista Mount

kmount@caliva.org

(805) 581-0202

Prohibition Against Tobacco Use

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while attending school-sponsored activities, or while under the supervision and control of school employees.

Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking.

Tobacco products include:

1. A product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff.
2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah.
3. Any component, part, or accessory of a tobacco product, whether or not sold separately.

Prevention Instruction

IQ Academy California Los Angeles shall provide developmentally appropriate tobacco-use prevention instruction for students at selected grade levels from K-12 pursuant to *Education Code* 51202. Such instruction shall be aligned with state content standards and the state curriculum framework for health education and with any requirements of state and/or federal grant programs in which the district participates.

Intervention/Cessation Services

IQ Academy California Los Angeles may provide or refer students to counseling, intensive education, and other intervention services to assist in the cessation of tobacco use. Such intervention services shall be provided as an alternative to suspension for tobacco possession.

Program Planning

IQ Academy California Los Angeles's tobacco-use prevention and intervention program shall be based on an assessment of tobacco-use problems in IQ Academy California Los Angeles and the

community, an examination of existing services and activities in the community, and a determination of high-risk student populations that are most in need of services.

The Head of School or designee may coordinate with the local health department and county office of education in program planning and implementation. He/she may establish an advisory council including students, parents/guardians, district staff, representatives of the local health department and community organizations, law enforcement professionals, and/or others with demonstrated expertise in tobacco prevention and cessation.

The Head of School or designee also shall coordinate IQ Academy California Los Angeles's tobacco-use prevention and intervention program with other school efforts to reduce students' use of illegal substances and to promote student wellness.

The Head of School or designee shall select tobacco-use prevention programs based on the model program designs identified by the California Department of Education (CDE) and may adapt the model to meet school needs.

The Head of School or designee shall not accept for distribution any materials or advertisements that promote the use or sale of tobacco products. He/she also shall not accept tobacco-use prevention or intervention funds or materials from the tobacco industry or from any entity which is known to have received funding from the tobacco industry.

Program Evaluation

To evaluate the effectiveness of IQ Academy California Los Angeles's program and ensure accountability, the Head of School or designee shall biennially administer the California Healthy Kids Survey or other appropriate student survey at selected grade levels in order to assess student attitudes toward tobacco and student use of tobacco. He/she also shall annually report to the Board, and to the CDE if required, the data specified in *Health and Safety Code* 104450.

The results of program evaluations shall be used to refine program goals and objectives and make changes as needed to strengthen program implementation.

Live Instruction

Live instruction at iQLA is assigned to students in all grade levels and is provided by a credentialed teacher. Each student's individual schedule may vary depending on grade, assessment scores, teacher assignment, etc. While iQLA adheres to the minimum daily instructional time requirements recommended by the State of California, our students often need additional, targeted support in specific areas. Therefore, increased daily instructional time may be necessary to meet the individual needs of each student. Below are the minimum requirements for students, based upon the student's instructional levels.

Advanced students – Enrichment sessions

Proficient – Invited to a minimum of 2 required sessions per week

Basic and Below Basic – Invited to a minimum of 3 required sessions per week

Students with disabilities – Invited and required to attend special academic instruction sessions as outlined in IEP.

All students will have their assigned required instructional schedule listed in their Class Connect page on the OLS/OLMS/OLHS. Teachers, parents, and students will review each student's required courses frequently to update and address any needed changes throughout the year. If a parent or student is concerned about any of the live instruction requirements/assignments, they should contact their homeroom teacher. If a family is unable to resolve their concern with their homeroom teacher, the family should request to speak with an administrator.

Multi-Tiered System of Supports (MTSS) and the Student Study Team (SST)

A Multi-Tiered System of Supports (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The MTSS framework focuses on the whole child, supporting not only academic growth, but also behavior, social-emotional needs, and attendance/engagement. At iQ Academy, our MTSS frameworks:

1. Create inclusive and equitable school-based systems that ensure all students have equal opportunities to learn at high levels;
2. Help to organize resources, supports, and staff to serve students;
3. Use data-based decision-making, problem solving, and progress monitoring processes simultaneously;
4. Build on a strong Tier 1 program (academic, behavior, social-emotional) for all students;
5. Clarify Tier 2 and Tier 3 services that are targeted to ensure that every student is reaching his/her full potential; and
6. Ensure students get the support they need when they need it.

Each department has its own MTSS framework that includes the following critical components:

- Universal Screener: A tool to identify students who may need additional academic, social-emotional, and/or behavioral supports immediately and intensively.
- A Multi-Level Prevention and Intervention System:
 - Tier 1: Core Instruction - All students have access to essential grade-level academic and behavioral standards.
 - Tier 2: Supplemental Interventions - In addition to Tier 1, targeted students receive additional instruction and support in mastering grade-level essential targets and immediate prerequisite skills.
 - Tier 3: Intensive Interventions - In addition to Tiers 1 and 2, targeted students receive intensive support to master foundational and universal skills.

- Data-Based Decision Making: Data analysis and problem solving through teaming to make decisions about instruction, intervention, implementation, and disability identification (according to state law).
- Progress Monitoring: Valid and reliable tools and processes to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of the instruction, interventions, and supports.

Each department has its own Multi-Tiered System of Supports (MTSS) Team, dedicated to diagnosing and prioritizing Tier 3 interventions. The primary responsibilities of each department's MTSS Team is to:

- Determine the specific learning and/or engagement and social emotional needs of each student in need of intensive support;
- Diagnose the causes of the student's struggles in Tier 1 and Tier 2;
- Determine the most appropriate interventions to address the student's needs;
- Frequently monitor the student's progress to see if interventions are achieving the desired outcomes; and
- Revise the student's interventions when he or she is not achieving the desired outcomes.

The Student Study Team (SST) is a resource available to all families and staff members. The Student Study Team is designed to address parent or teacher concerns regarding their student's individual academic or behavioral needs. The Student Study Team meeting provides a forum for the parent, general education teacher, additional teachers, and support staff to come together and develop additional ideas or strategies to help the student. All Student Study Team meetings are conducted via web conference (Zoom, Class Connect, etc.) or conference call. The process should be used as the first step in working with a specialist to help identify a student's strengths and areas of need. This will provide additional support to a student to enable success within the least restrictive environment, the general education classroom. If you have academic or behavioral concerns regarding your student, please let your teacher know.

iQ Boost (RTI)

All students, from Kinder to 8th grade will participate in the STAR assessment in both Math and Reading within the first two weeks of school. The results of this assessment will identify a need, if any, for a tier 2 intervention for math and reading (below basic/urgent intervention). Based on score, students will be placed into tier 2 intervention. Students will be assessed, quarterly, (during intake session and during the final week of the quarter), using the benchmark assessment in Freckle to evaluate whether or not they will exit tier 2 intervention and move to tier 1 or move to tier 3, an SST referral.

IQ Boost or RTI (Response to Intervention) in education refers to a multi-tiered approach to identifying and supporting students with learning and behavioral needs. It is a framework used

by iQ Academy to provide early intervention and support to students who may be struggling academically or behaviorally.

iQ Boost (RTI) Intervention Services:

1. **Tiered Approach**: RTI typically consists of three tiers of intervention. Tier 1 includes high-quality instruction and universal screening for all students. Tier 2 provides targeted interventions for students who need additional support beyond what is provided in Tier 1. Tier 3 offers intensive interventions for students who continue to struggle even after receiving Tier 2 interventions.
2. **Data-Based Decision Making**: RTI relies on the collection and analysis of data to guide instructional decisions. This includes using screening assessments to identify students at risk, progress monitoring to track student growth, and analyzing data to determine the effectiveness of interventions.
3. **Collaborative Problem-Solving**: RTI involves collaboration among educators, administrators, parents, and other stakeholders to support student success. Teams meet regularly to review data, make instructional decisions, and determine the appropriate level of support for individual students.
4. **Differentiated Instruction**: RTI emphasizes the use of evidence-based instructional strategies tailored to meet the diverse needs of students. This may include small-group instruction, targeted interventions, and individualized support.
5. **Early Intervention**: One of the key principles of RTI is early intervention. By identifying and addressing student needs as soon as they arise, educators can prevent academic and behavioral problems from escalating and provide students with the support they need to succeed.

Intensive Academic Support

As a component of our Multi-Tiered System of Support (MTSS) Program and with the intent of providing students with intensive interventions in foundational skills, students may be enrolled in an Intensive Support Program. A student who is identified as in need of intensive intervention in the subject areas of mathematics and/or English Language Arts will be required to participate in this supplemental program. This need will be determined through student assessment data and teacher input. While time and intensity requirements may vary, this program will provide interventions multiple days per week on an ongoing basis. Students in this program will be continuously monitored to ensure they are receiving the best academic support available to them.

iQ Connect Program

iQ Connect is a transformative TK-12th grade school support program offered by iQLA. iQ Connect is designed to enhance student engagement by nurturing their academic, social, behavioral, and emotional skills through personalized, relationship-based interventions.

iQ Connect Supports

- **Onboarding:** iQ Connect is the first stop for all new students entering our school. Onboarding support through the iQ Connect program helps to ensure all students obtain the skills necessary to be successful in our school and to support teachers with preparing incoming students. The onboarding program begins before a student's first day of school and extends throughout the year.
- **Social-Emotional:** Social-Emotional Learning opportunities are provided for all students through special assemblies, staff education, and integrated classroom activities. Additional supports are provided through iQ Connect for students with social or emotional needs, families facing crisis or loss, and homeless or foster youth (see the McKinney Vento and Students in Foster Care sections).
- **Engagement:** The iQ Connect Engagement Program is crafted to offer additional support to students showing evidence of disengagement in their schooling. Tailored to address the varied needs of our student body, our dedicated engagement coaches utilize a comprehensive approach to guide interventions and support strategies. The purpose of the Engagement Program is to empower students with the skills and support they need for school success. Through targeted sessions and outreach based on individualized goal-setting, iQ Connect supports a community of learners focused on essential skills, enhancing not only academic achievement but also fostering a positive and engaged learning experience.

Accessing iQ Connect Support

Students identified as those who could benefit from working with iQ Connect will be referred to the program via a staff member. If you are interested in additional support for your student, please discuss your concerns with your student's Homeroom Teacher first. Requests for iQ Connect support are reviewed individually, with placement determined by each student's individual needs.

**iQ Connect Supports do not supersede accommodations put into place under IDEA. If you feel your child needs additional support and/or accommodations, please reach out to your assigned Special Education case manager.*

[Star360](#)

As part of enrollment, every student receives their very own Star360 account. Star360 is a great tool to practice concepts learned and ideas to focus on. Students at iQ Academy California - Los Angeles will be required to complete this benchmark assessment 3 times during the academic

year. In addition, this resource may be required as part of the student's assignments if deemed necessary by the teacher.

State Standardized Tests

As members of a public charter school, our students participate in the following state standardized tests:

- **Grades 3-8, and 11 California Assessment of Student Performance and Progress (CAASPP)**
- **Grades 5, 8 and High School California Science Tests**
- **Grades 5, 7 and 9 Physical Fitness Test (PFT)**
- **English Learners: English Language Proficiency Assessment for California (ELPAC)**

The ELPAC is the state assessment used to determine the English language proficiency of students whose primary language is not English, taken annually until they are reclassified as Fluent English Proficient. Parents and guardians can not opt their child out of the Initial or the Summative ELPAC. California state law and federal law require that all students whose primary language is a language other than English be assessed for English language proficiency on an annual basis.

Participation rates are critical to the success of our school. According to recent regulations outlined in the No Child Left Behind Act of 2002, a public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school runs the risk of receiving a serious penalty by the state of California. Parents have a right to opt out of state testing. Please reach out to your child's homeroom teacher to discuss this option.

The iQ Academy California - Los Angeles faculty administers all state standardized test at facilities located within driving distance of the student's address on file. A testing schedule is provided in our school calendar. The homeroom teacher communicates individual student testing information as the testing window approaches.

Individual student performance results on statewide achievement testing will be distributed to both parents and teachers in a timely manner.

The California Assessment of Student Performance and Progress (CAASPP) System provides a full range of assessment resources for all students, including those who are English learners and students with disabilities.

Some resources are embedded into the technology platform for the computer administered CAASPP tests. Other resources are considered non-embedded since they are provided by the local educational agency (LEA). The following list defines the four different categories of student accessibility resources:

- **Universal tools** are available to all students on the basis of student preference and selection.
- **Designated supports** are available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's individualized education program (IEP) or Section 504 plan.
- **Accommodations** must be permitted on CAASPP tests to all eligible students if specified in the student's IEP or Section 504 plan.
- **Unlisted resources** are non-embedded and shall be made available if specified in the eligible student's individualized education program (IEP) or Section 504 plan and only on approval by the California Department of Education (CDE)

Visit CDE for more information at <https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp>.

The faculty administers standardized tests virtually (when allowed by the state) or at facilities located within a reasonable driving distance of the student's address on record. To maintain enrollment at IQLA, the parent must make the student available for federal and state testing as needed (please refer to the Enrollment Requirements section for more information). A testing schedule is provided in our school calendar, with individual student testing information being communicated by the student's assigned teacher as the testing window approaches. Travel plans will not be approved during the state testing window.

Physical Fitness Test (PFT)

All students in grades five, seven, and nine are offered the Physical Fitness Test (PFT) during the spring of each school year (February - May). All students are encouraged to participate. Information will be provided to you by your teacher.

The California Physical Fitness Test (PFT) provides information that can be used by students to assess and plan personal fitness programs, by teachers to design the curriculum for physical education programs, and by parents and guardians to understand their children's fitness levels. This program also provides results that are used to monitor changes in the physical fitness of California students.

How can schools best prepare students for the PFT?

Students should be instructed in basic concepts of fitness development and maintenance in the required physical education program. (The required physical education program consists of 200 minutes every 10 school days for grades one through five, and 400 minutes every 10 school days for students in grades six through twelve [California *Education Code* sections 51210 and 51222].) Physical fitness instruction should include explanations of each fitness area and its relationship to good health as well as specific physical activities that improve or maintain each of the components of health-related fitness. Further, students should be provided with opportunities to participate in vigorous physical activity and exercise throughout the school day

and in physical education classes. Because conditioning prior to testing is important to the safe administration of the PFT, adequate time should be allowed for students to learn about how each fitness-area test is administered and to engage in practice sessions.

iQ Academy California - Los Angeles K-5 students will perform a variation of physical activity monitored by Learning Coach. MS students and HS PE-9 (ninth grade students) students are required to perform a variation of activity and record this on their PE Activity Logs. HS PE-9 provides Physical Fitness assignments to teach the students about the components of Physical Fitness. All of this mentioned will help prepare the students for the PFT.

Fitness Components and Tests

AEROBIC CAPACITY

The aerobic capacity fitness area refers to the maximum rate that oxygen can be taken into and used by the body during exercise. This component of fitness is considered important because of the research that associates good aerobic capacity in score reflects the maximum rate that oxygen can be taken into and used by the body during exercise. One mile run or walk test will be performed.

BODY COMPOSITION

The body composition fitness area targets the various factors that contribute to an individual's total weight (i.e., percent of muscle, bone, organ, and fat content). Body weight and height will be taken (BMI – body mass index).

MUSCLE STRENGTH, ENDURANCE, AND FLEXIBILITY

The muscle strength, endurance, and flexibility fitness area determines the health status of the musculoskeletal system (i.e., muscles and bones throughout the body). Balanced, healthy functioning of this system requires that muscles work forcefully (i.e., strength), over a period of time (i.e., endurance), and be flexible enough to have a full range of motion at the joints (i.e., flexibility). This component of fitness is important because it can reduce potential restrictions in independent living as adults (e.g., chronic lower back pain).

To determine the health level of the musculoskeletal system, four major areas are tested: (1) abdominal strength and endurance: curl-up/sit -up test, (2) trunk extensor strength and flexibility: trunk lift test, (3) upper body strength and endurance: push-up test, and (4) flexibility: sit and reach test.

How can parents and guardians best prepare their students for the test?

To help students prepare for the test, parents and guardians can be positive role models and encourage family physical activities.

When can parents and guardians expect to receive their students' PFT results?

Students who participate in the PFT will be provided with their individual results upon completing the PFT.

Why is physical fitness important?

Physical fitness has been shown to help children handle stress and control weight, build and maintain healthy bones, muscles, and joints; increase self-esteem and the capacity for learning, and strengthen peer relationships.

School Communication

In any school, but especially in a virtual school, regular communication with your iQ Academy California - Los Angeles teacher is essential for your student's success in our program. If you are planning to be out of state, on vacation, or otherwise unable to communicate with your teacher for a period of time please notify your teacher so that proper arrangements to monitor your student's progress and attendance can be made.

Due to the enrollment requirements of our school, if your teacher is unable to contact you for a period of time, he or she will follow the noncompliance procedure outlined herein. If after these procedures have been followed and contact has not been made, it will be the school's understanding that your child is enrolled in another educational program and he/she will be withdrawn.

Our primary means of communicating information to our school community is through the Parent Square platform. Legal Guardians are added to Parent Square upon school enrollment. Communication preferences can be customized by each user by logging in to their account at <https://www.parentsquare.com/>.

For general questions and concerns, please reach out to your student's teacher or write to admin@iqcala.com.

Voluntary Withdrawals

If the legal guardian decides to withdraw a student from IQ CALA (or if a student 18 years of age or older decides to withdraw him/herself), this decision must be communicated through the assigned homeroom teacher to ensure the student receives proper attendance and academic credit and all records are in order. A final meeting may be scheduled. At that time, the homeroom teacher will collect any outstanding work samples. Shipping labels required for the return of the loaned computer hardware and teaching materials will arrive within 2-3 weeks from the date you notified your teacher of your withdrawal.

Work Permits**Information:**

Except in limited circumstances defined in law, all minors between the ages of 14-18 not seeking an Entertainment Work Permit and offered employment must have a permit to work. The only exceptions are those who are high school graduates, students who have been awarded certificates of proficiency, such as, California High School Proficiency Exam (CHSPE). A

student will need to complete a “Statement of Intent to Employ Minor and Request for Work Permit.”

Qualifications:

A work permit shall not be issued until the written request for the permit from the parent, guardian, foster parent, caregiver with whom the minor resides, or residential shelter services provider, has been filed with the issuing authority.

School policy requires a minimum level of academic and attendance standards to obtain and maintain a work permit. Work permits will be issued only to students who are attending class regularly and maintaining a 2.0 GPA (grade point average) with no “Fs” as determined by prior REPORT CARD, PROGRESS REPORT or TRANSCRIPT if a new student. Eligibility will be verified after each grading period and the work permit will be revoked if GPA drops below 2.0, attendance becomes unstable, or student withdraws from school. If a student’s work permit is revoked, employer will be notified to terminate employment.

In special cases a Probationary Work Permit will be issued to allow a student to work until the next grading period where improvement in grades and attendance must be demonstrated. If improvement is not demonstrated, the student’s work permit will be revoked, and employer will be notified to terminate employment.

Vacation Work Permits do not have academic or attendance requirements. This type of work permit is issued for the summer only and is valid until the EXPIRATION DATE on the work permit. If a student wants to continue employment after the close of summer, (Vacation Work Permit or Renewal of Previously Issued Permit) a new application must be submitted to the Simi Valley Office.

A work permit shall not be denied on the basis of a pupil’s grades, grade point average, or school attendance if the pupil is applying for the work permit in order to participate in a government-administered employment and training program that will occur during the regular summer recess or vacation of the school that the pupil attends.

A permit to work may be issued to any minor over the age of 14 years and under the age of 18 years to be employed on a regular school holiday, during the regular vacation of the public school, during such time as the minor is exempt from compulsory school attendance pursuant to Section 48231, and during the period of a specified occasional public school vacation in any of the establishments or occupations not otherwise prohibited by law.

The school provides a certificate of age. And the permit includes:

(a) The name, age, birth date, address and phone number of the minor.

(b) The place and hours of compulsory part-time school attendance for the minor, or statement of exemption therefrom, and the hours of compulsory full-time school attendance for the minor, if the permit is issued for outside of school hours

(c) The maximum number of hours per day and per week the student may work while school is in session.

(d) The minor's social security number.

(e) The signature of the minor and the issuing authority.

(f) The date on which the permit expires.

Procedures:

- Confirm eligibility with homeroom teacher, school report, or at workpermit@caliva.org
- Fill out Work Permit Request Form [click here](#)
- Submit to: workpermit@caliva.org, or mail to: Work Permits, 50 Moreland Rd, Simi Valley, CA. 93065

ENTERTAINMENT WORK PERMIT APPLICATIONS:

- Minors employed in motion pictures, commercials, theater, television, musical performances, rodeos, or modeling require an Entertainment Work Permit. The application can be obtained from the local office of the California Division of Labor Standards Enforcement, DLSE internet address or workpermit@caliva.org. The parent or guardian completes the requested information on the form and sends the application to the ISCA Simi Valley Office at 50 Moreland Road Simi Valley, CA 93065 for processing. It will take 1 to 3 school days after the arrival of the application to process and return by US mail.
- The form may also be faxed to 805.581.6102 or emailed to workpermit@caliva.org. Faxed or emailed applications should not have Parent Signature on form. DLSE requires Original Signatures on applications. School Signature and stamp will be original when returned to parent to sign and mail to a DLSE office for the permit.
- When emailing an on-line watermarked application for processing, indicate you are applying directly to the State for the work permit. The completed application will be emailed back to you.
- Same day walk-in permits can be obtained from the DLSE VAN NUYS ENTERTAINMENT WORK PERMIT OFFICE 6151 Van Nuys Blvd, Rm 100, Van Nuys, CA 91401, (818) 901-5484.
- Students submitting Entertainment Work Permit Applications must be in grades 9-12, a student must have a 2.00 GPA with no F's on their last REPORT CARD, PROGRESS REPORT or TRANSCRIPT for new students. If a student's Academic and Attendance Standards are below eligibility standards, the application will be returned as marked "Does Not Meet the District's Requirements and Permit Should Not Be Issued". Watermarked applications will have either Attendance or Academics sections marked "Insufficient" and permits will not be issued. A teacher may also request an Entertainment Work Permit be cancelled before renewal if a student is not attending regularly or making academic progress.

Transitional Kindergarten – 5th Grade Information

Course Level Placement

The iQ Academy California – Los Angeles offers students in the state of California the opportunity to work in an independent study learning environment where academic course levels are tailored to meet the student at his/her point of need. Students are placed in their age-appropriate grade level and courses. Additional supports, including, but not limited to, remediation and enrichment are provided as deemed appropriate by the student's teacher.

Elementary Courses

The courses listed below are the age-appropriate grade level courses that students will be assigned upon enrollment and at the beginning of each school year. Additionally, all students are assigned Physical Education as part of their Individualized Learning Plan. Students in grades 3-5 can choose to participate in the World Language program in place of Music. Please note that the World Language courses are not teacher-supported and cannot be given academic credit.

Grade Level	Math	Language Arts	History	Science	Electives
TK	Embark Math	Embark Language Arts Embark Free Reading and Journal Writing Embark Exploration Tools	Embark Social Studies	Embark Science	Embark Art Embark Music Embark Plus Circle Time
Kindergarten	Math K	ELA K E1	Social Studies Grade K Summit ED CA	Science K	Art K Spotlight on Music K
1 st Grade	Math 1	ELA 1	Social Studies Grade 1 Summit ED CA	Science 1	Art 1 Spotlight on Music 1
2 nd Grade	Math 2 Summit	ELA 2 Summit	Social Studies Grade 2 Summit	Science 2	Art 2 Spotlight on Music 2
3 rd Grade	Math Focus CA	ELA 3 Focus CA	Social Studies Grade 3	Science 3 Focus CA	Art 3 Spotlight on Music 3

4 th Grade	Math 4 Focus CA	ELA 4 Focus CA	California Studies 4	Science 4 Focus CA	Art 4 Spotlight on Music 4
5 th Grade	Math 5 Focus CA	ELA 5 Focus CA	Early American History A	Science 5 Focus CA	Amer. Art A Spotlight on Music 5

Physical Education

Physical education is a required course. Students are to complete an average of 20 minutes of physical activity per day in grades TK-5 for a total of 200 minutes every ten (10) school days. Learning Coaches are responsible for completing and submitting a completed PE log for each student at the conclusion of each quarter.

PE activities are activities that are structured, organized, and supervised (SOS). Examples include but are not limited to:

- Participation in an athletic class, dance class or sports team.
- Supervised activities such as regular bicycling, hiking, calisthenics, or jogging.

Progress in Curriculum

iQ Academy California - Los Angeles realizes that not all students work at the same pace, but students are typically expected to make 8-10% progress in each subject area per month. Students are expected to work daily in their assigned coursework, as detailed in the student's Individualized Learning Plan (ILP), which is provided by the general education teacher on a quarterly basis and updated as needed throughout the school year. K¹² courses are designed to be completed over the course of one full school year. Students may also be assigned additional or different instructional activities, teacher-created assessments/assignments, including extension, enrichment, and remedial learning activities, based upon individual student need.

Course Level Promotion

The K¹² Curriculum is a challenging, mastery-based curriculum. This means that each lesson teaches important concepts and builds upon previous lessons. K¹² has identified the core lessons, which need to be completed to ensure mastery of a course. The remaining lessons are designed to spiral and reinforce the concepts taught in the core lessons. It is in your child's best academic interest to master all the core lessons in a course before moving on to the next course. Assessment data is used to make decisions that support individual student needs for rigorous intellectual work that expands on the curriculum. This may include projects, individualized assignments, and other differentiated instructional components.

If your child completes a course mid-year, you can work with your teacher to ensure your child has a well-rounded education and request that your child advances to the next course level. Once your teacher has verified mastery of the course, your teacher can order the next level of curriculum, thus minimizing the amount of time when your child completes one level of curriculum and receives the next level of curriculum. New courses can be requested once a student reaches 90% progress in the core lessons in a subject. While your child is waiting for the new curriculum to arrive, students should complete the remaining 10% of the core lessons and reach 100% completion of the core lessons.

At the end of the school year, if your child has completed 90% of the core lessons, new courses will be ordered for the following year. The 90% expectation may be adjusted if your student is enrolled after the first day of the fall or spring semester. In order to ensure that your child does not miss any significant concepts, your child should complete the remaining 10% of the core lessons and reach 100% completion before beginning the new curriculum in the fall. This can be done informally during the summer, or at the start of the next school year.

In some cases, your child may not be ready for the next curriculum level to be ordered in June. This is okay, as course level promotion does not affect the student's promotion to the next grade level at the end of the school year. In these cases, your child will begin the new school year by completing their previous year's curriculum and when they have completed 90% of the core lessons, we can order the next level of curriculum. The extra time spent in the curriculum can help ensure your child's mastery of it and help ease the transition between the school years.

Promotion and Retention

The iQ Academy California - Los Angeles expects all students to achieve proficiency levels in grade level standards that allow them to progress through the current grade level within one school year. Instruction is designed to support students in meeting this expectation by accommodating the varying academic growth patterns and needs of each student. Therefore, the elementary program includes strategies and supplemental instruction for addressing these needs.

Promotion

Students shall progress through each grade level by demonstrating minimum levels of grade-level proficiency of expected student achievement in reading, English-language arts, and mathematics pursuant to Education Code section 48070.5(c), as measured by course progress, performance assessments and other factors, including grade marks, as approved by the governing board of the school.

Transitional Kindergarten to Kindergarten:

Transitional Kindergarten students who have completed one year of TK shall be promoted to Kindergarten.

Kindergarten to 1st Grade:

Kindergarten students who have completed one year of kindergarten shall be promoted to the first grade unless the parent/guardian and the school agree that the student shall continue in kindergarten for not more than one additional school year. Students continuing in Kindergarten must have a completed Kindergarten Continuance form on file to extend their Kindergarten year.

1st to 2nd Grade:

Students who have completed one year of first grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the second grade.

2nd to 3rd Grade:

Students who have completed one year of second grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the third grade.

3rd to 4th Grade:

Students who have completed one year of third grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the fourth grade.

4th to 5th Grade:

Students who have completed one year of fourth grade and have met minimum proficiency levels in reading, English language arts, and mathematics as determined by factors outlined herein shall be promoted to the fifth grade.

5th to 6th Grade:

Students who have completed one year of fifth grade and have met minimum proficiency levels in reading, English language arts, and mathematics as determined by factors outlined herein shall be promoted to the sixth grade.

Retention

The decision to retain a student in his/her current grade level for the following school year will be made only after careful consideration to ensure the academic best interests of the student are served. iQ Academy California – Los Angeles does not retain students retroactively. Under approved enrollment requirements, all students are enrolled at their age appropriate grade level unless an official retention was approved by the previous school.

Any recommendation for student retention must involve the student's academic team, which may include one or more of the student's teachers, curriculum and intervention specialists, and school administrators.

Identification of students who are at risk of being retained will be made by the student's regular teacher, as early as possible in the school year and regularly throughout any student's enrollment with iQ Academy California – Los Angeles. Notification shall be provided to parent(s)

of students identified as at risk for retention as early in the school year as practicable. Retention of students between second and fourth grade will be based primarily on proficiency in reading. Retention of students between fourth grade and sixth grade will be based on minimum performance levels in reading, English-language arts, and mathematics.

Indicators of students who are at risk of being retained may include the following:

- Diagnostic assessment results in Reading and/or Mathematics indicating the student is performing 2+ more years below grade level standards.
- Below Expectation grade marks in reading, English language arts and/or mathematics
- STAR 360/Amplify Reading assessments indicating student is performing 2+ years below grade level standards.
- Summative assessments including, but not limited to, CAASPP or other standardized performance assessment results indicating student is below basic or far below basic grade level standards.
- Evidence of below minimal achievement levels including student work, teacher observation, performance assessments, and other data
- Evidence of lack of mastery of foundational concepts in reading, English language arts and/or mathematics that is below minimal performance levels.

All students identified as at risk for retention shall be referred for and required to participate in interventions and/or remediation programs to assist the student in attaining acceptable levels of academic achievement. These opportunities may include small group intervention, one-to-one and small group targeted intervention, supplemental remedial programs and/or appropriate remedial reading coursework. Students shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time.

The following process will be followed regarding the decision to retain a student to his/her current grade level:

1. Identification of the student for retention pursuant to the indicators outlined above.
2. The teacher(s) of record may recommend retention pursuant to the above indicators and other supporting factors.
3. Evaluation of written parent request/recommendation with supporting details received on or before May 1st.

5th grade students will be considered for retention based upon the indicators set forth herein and taking into consideration the lowest level of middle school courses offered in English language arts and in mathematics. If a student would not be successful in the lowest level of middle school coursework, the student may be a candidate for retention.

Following evaluation of the above evidence/data and other factors as outlined herein, a determination will be made concerning the appropriateness of retention to ensure the student's best academic interests are served. The recommendation, along with the written

request for retention and a summary of all data, will be sent to the Head of School or Designee for review and consideration. The Head of School or Designee may approve the retention, or return the request to reconsider the supporting data or provide additional information.

The legal guardians will be notified in writing of the decision regarding retention. If the parent disagrees with the determination regarding retention or promotion, an appeal may be made pursuant to the grievance policy and procedure outlined in this handbook.

Once an official decision has been made to retain a student, the retention will become effective on the last day of the current school year.

Acceleration: Mid-Year Promotion

When high academic achievement is evident, and it is determined that appropriate academic placement is not available that would better meet the student's academic needs, the teacher of record may recommend a student for acceleration of grade level promotion at mid-year. The decision to promote a student's grade level at mid-year or at the end of the school year will be made only after careful consideration to serve the academic best interests of the student. Mid-year promotions are approved or denied at the end of the first semester. If a student is promoted at the end of the first semester, he/she should be on target to complete all courses at his/her promoted grade level by the end of the school year. Kindergarten students do not qualify for a mid-year promotion unless they have completed one full year of kindergarten or will turn six their first-grade year by the date set by the state of California.

For the school to make sound academic decisions regarding mid-year grade level promotions, the following processes are followed:

1. Parents may request that the teacher promotes their child to a different grade level at the end of the 1st semester, which may result in a 2-grade promotion during one school year.
2. If the student's teacher agrees that a review for a mid-year grade level promotion is appropriate, the teacher will document the student's academic progress and assessments. **
3. The teacher will then send a written request (via mail or email) to the appropriate Administrative Designee. Requests must be received by email or postmarked by the due date.

**An examination of the student's skills/knowledge of the content areas may be conducted in a variety of ways, including, but not limited to in-person course evaluation, written assessments, in-person writing prompts, in-person interviews, and a complete evaluation of student work to determine consistent exceptional mastery (above grade level standards). Documentation may include, but not be limited to:

- Evaluation of reading ability and comprehension. This may be determined through STAR 360/Amplify reading assessment results in reading indicating the student is decoding and reading fluently at least 1.5 levels above his or her current grade level.

- K-2 benchmark assessment data (if applicable) indicating that the student has mastered all current grade level content/state standards and is prepared to meet the academic expectations at the new grade level.
- Diagnostic assessment data indicating the student is reading and comprehending 2 years above current grade level.
- Diagnostic assessment results indicating the student is academically prepared to meet the rigors of academics at the new grade level (advanced at current grade level).
- Standardized test results (if available) indicating the student was proficient or advanced at their previous grade level in both English language arts and mathematics.
- Evidence the student is making consistent, regular progress in a curriculum level (all courses) that is at or above the grade level to which the student would be promoted.
- Evidence the student will master the current curriculum by year-end, if the student is working one grade level above his or her current grade level.
- Student performance indicates exceptional mastery in all core courses and grade level state standards.
- Information regarding prior grade retention and the circumstances of such.
- The age of the student.
- Any academic concerns that have been expressed.
- If the student's assessment results are not above grade level, a written explanation as to why a promotion is still in the best interest of the student must be provided.
- If the student is not on track to complete all courses at the grade level he/she would be promoted to, a written explanation regarding why a promotion is still in the best interest of the student must be provided.

*Under no circumstance shall the parent or learning coach assist a student with assessments when the assessment is being used to promote a student mid-year.

If the parent does not agree with the decision regarding acceleration of the student, an appeal may be made pursuant to the grievance policy and procedure outlined in this handbook.

Mid-Year Enrollment

The K¹² curriculum is mastery based - each of the lessons in the curriculum builds upon content mastered in a previous lesson. As a result, all students who enter mid-year work with their assigned iQ Academy California - Los Angeles teacher to identify the academically appropriate starting point in the K¹² curriculum. Most often, we advise students who enter mid-year to complete the unit assessments offered at the end of each unit. If a unit assessment is mastered, you can assume that the student has mastered all concepts taught in that unit and you can mark all lessons in that unit as complete.

Advanced Learner Program

The K-5 Advanced Learners Program (ALP) is an opportunity to provide accelerated learners with enrichment activities including honor projects, etc. to deepen and extend their learning in a variety of areas.

To participate in the Advanced Learners Program, students must be recommended by their teacher and meet the following criteria:

- Self-motivated and making adequate progress in all assigned courses
- Engagement level reported as high
- Meeting all enrollment requirements
- Submitting work that exhibits above grade level skills
- Completing all assignments as indicated on the ILP, including honors projects, etc.
- Demonstrating mastery of most or all grade level assessments
- Has a genuine interest in, and demonstrates a love of learning

Elementary Standards-Based Grading Scale

Standards-based grading provides a focus on measuring student proficiency on grade level learning outcomes, based upon the California state standards.

To ensure that each student is evaluated based upon mastery of grade level appropriate skills and concepts, teachers of students in grades TK-5 will assess, instruct, and evaluate student learning and performance. Each student's semester report card grade marks will include the following criteria:

- **Accuracy:** Student's grade marks are based on assessments of student learning of standards-based grade level skills/concepts, as demonstrated by teacher observation of performance during live instructional sessions, evaluation of student coursework, performance on assigned assessments, etc.
- **Consistency:** Learning outcomes are based on rubrics, answer keys, and teacher-communicated performance expectations that describe exactly what the student should know and be able to demonstrate in each skill/concept.

- **Meaningful:** Grade marks should clearly communicate student achievement levels and growth that has taken place throughout each grading period.
- **Supportive of Learning:** Grade marks focus on demonstrated proficiency and provide feedback to ensure that all students are given opportunities for enrichment and/or intervention so that every student has the opportunity to reach his/her full academic potential.

Rubric: Student grade marks will be based upon ILP assignments, utilizing the following rubric. Each grade level report card will indicate the standards being measured in each content area.

<i>Progress Towards Standard Mastery</i>	<i>Description</i>
4	Student consistently demonstrates exceptional mastery of grade level standard being measured, with in-depth inferences and applications.
3	Student consistently demonstrates proficiency of grade level standard being measured. This is the expected level of performance for all students.
2	Student is approaching mastery of grade level standard being measured, but has some errors/omissions.
1	Student demonstrates little or no understanding of grade level standard being measured.
Not Measured (X)	Standard was not assessed during grading period.

Non-Instruction Factors assessed

Work and Study Habits	Completes online coursework consistently and on time, as indicated on the ILP	
	Completes offline assignments neatly and submits on time, as indicated on the ILP	
	Attends assigned live instructional sessions regularly	
	Listens attentively and follows directions	
Responsibility for learning	Works well with others and demonstrates respect for others Contributes to classroom discussions and activities Accepts responsibility for classroom behavior	

Rubric

Indicator	Description
Exceeds Expectations (EE)	Student exceeds expectations in classroom and coursework requirements.
Meets Expectations (ME)	Student meets expectations in classroom and coursework requirements.
Below Expectations (BE)	Student is below expectations in classroom and coursework requirements.

Report Cards

iQ Academy California - Los Angeles will provide a written report card for each student at the end of each semester. The progress report card will include an indicator of the student's progress as well as a short narrative report provided by the child's teacher.

As the K¹² curriculum is mastery-based curriculum, each report card is a “snapshot”, an important indicator of where a student is in his or her lesson schedule in a particular grade. Progress and achievement will vary according to lesson planning, teaching schedules, the date when a student enrolls, the student's learning style, and aptitude.

Students beginning after the start of school will receive a progress report based on the completion of lessons in accordance with the amount of time they have been enrolled.

Grade Appeal Policy

The role of an effective learning coach and engaged student includes monitoring academic progress on a consistent basis. Parents and students have constant access to view assignments and course grades through the Online School. If a concern arises about a specific grade on an assignment, or progress report, the assigned teacher should be notified immediately via e-mail. These issues are best resolved within the assigned grading period, when possible.

The grade earned by each student shall be the grade determined by the teacher of the course when grades are earned for any course of instruction. In the absence of any of the grounds

listed below, the grade shall be final. Within thirty (30) school days of the date that grades are mailed, the Education Rights holder for the student may request a change of a student's grade only on the following grounds:

1. Mistake
2. Fraud
3. Bad faith
4. Incompetency

Teacher level

1. Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make then request to the teacher within thirty (30) school days (for purposes of this policy and procedure, "school days" are defined as days when the relevant student is or should be in school, excluding summer school and intersession) of the date the grade report was mailed. This request must reference the teacher's grading criteria and shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.
2. If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent's written request.
3. If the teacher does not agree to change the grade, the teacher shall notify the parent and the Academic Administrator of the teacher's decision, in writing, within ten (10) school days following the date the teacher received the parent's written request. The teacher shall forward a copy of the written request and decision to the Academic Administrator at the same time as the decision is provided to the parent.
4. If the teacher is no longer employed at the school, the parent may proceed directly to the next level.

Academic Administrator Level

1. In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the Academic Administrator. A parent must make the written request to the Academic Administrator within ten (10) school days of the date of the teacher's written decision not to change the grade.
2. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.

3. The Academic Administrator shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the Academic Administrator received the parent's written appeal.
4. Following the meeting with the parent/guardian/student, the Academic Administrator will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the Academic Administrator, the Academic Administrator shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be affected within thirty (30) business days of the date the Academic Administrator received the parent's written request for review.

Head of School (HOS) Level

1. In the event the Academic Administrator decides not to change the grade, the parent may appeal the teacher's decision to the Head of School (HOS) within 10 days of the Academic Administrator's written decision not to change the grade.
2. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.
3. The HOS shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the HOS received the parent's written appeal.
4. Following the meeting with the parent/guardian/student, the HOS will discuss the appeal with the Academic Administrator and teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the HOS, the HOS shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be affected within thirty (30) business days of the date the HOS received the parent's written request for review.

Live Instruction

Required instructional sessions are based on data from diagnostics and interim assessments, student work samples, and teacher analysis of student needs, etc.

Failure to regularly attend and participate in assigned live instructional sessions may indicate that independent study is not an appropriate placement for your student.

Teacher Conferences

Throughout the year, both you and your child(ren) will meet with your teacher(s) via phone, via engagei/zoom and/or in-person on a regular basis. Student work will be both assigned and collected during these meetings. Meetings provide an excellent time for you to celebrate your successes, voice concerns, obtain enrichment ideas and discuss your student's progress through the K¹² curriculum. In addition, meetings provide your teacher with the opportunity to develop a strong learning partnership with you and your student through the use of dialogue, observation, and assessment.

Your teacher will work with you to arrange the date, time and location of all meetings. In person conferences will take place at a location that is mutually agreeable to both you and your teacher. It is both you and your teacher's responsibility to provide at least 24-hour notice should one of you become unavailable for the meeting. If a conference is canceled, your teacher will call to reschedule within the same learning period. A conference with your teacher will take place at least once per quarter; however, depending on your child's level of need, your teacher may require that you meet more often. Failure to meet this requirement may indicate that Independent Study is not the appropriate placement for your child and may result in your child's withdrawal from iQ Academy California - Los Angeles.

Your teacher will use these meetings to:

- Review the work completed by your student
- Provide additional instructional services (as is necessary)
- Assign work for the next learning period
- Conduct assessments in core subjects, as needed

Student Assessment

An important part of every student's educational journey is academic assessment. Assessments support the learning coach, student, and the student's teacher(s) with setting appropriate academic goals throughout the school year, determining whether goals have been met, and measuring student growth and achievement over the course of each quarter, semester, and school year. Assessments may be formal or informal in nature, may be administered in-person, via virtual classroom, and via other methods of communication, and include (but are not limited to): student coursework, benchmark assessments, standards-based assessments, diagnostic assessments, and other teacher-created assessments/assignments. At various points throughout the school year, learning coaches will work with the iQ Academy California – Los Angeles teacher to appropriately evaluate student achievement levels, which will support student's academic growth while enrolled in our program.

Work Samples

In order to meet state independent study guidelines, work samples will be required and collected quarterly. Your iQ Academy California - Los Angeles teacher will need to collect one sample or more from each of the areas your student was assigned work during the quarter. Your teacher may request to receive your child's work samples by mail or digitally. It is imperative that you and your teacher work together to collect and document these samples.

The collected work samples are stored as a part of your student's portfolio and are kept at the iQ CALA offices. Below are the qualifications of an acceptable work sample:

- Original document
- Digital work samples can be collected via email, file share, Dropbox, K12's Online Platform, etc.
- Demonstrates neat and organized work
- Demonstrates the best reflection possible of your child's abilities
- Includes student's name, date, unit & lesson number, (if it's not already pre-printed on a K¹² worksheet)
- Assigned and completed within the quarter. Your teacher will provide you with the quarter dates, or you can refer to the calendar page of this handbook.
- Graded, marked, and scored by you, the Learning Coach. Please use the answer keys provided online or in the curriculum materials that were sent to you to check your student's work.

It is required by the state to for iQ Academy California - Los Angeles to maintain samples of student work. Therefore, it is imperative that appropriate work samples are collected. Failure to provide work samples may indicate that Independent Study is not the appropriate placement for your child.

Outings

Outings provide an opportunity for students, parents, and staff to come together for the purposes of socialization, community-building and hands-on learning experiences outside of the classroom environment. Students may receive academic and attendance credit for time spent at iQ Academy California - Los Angeles outings when the outing is educational in nature. Parents are responsible for any incurred costs including, but not limited to transportation, entrance fees, meals, etc. A parent or legal guardian must accompany the student to all outings in which the student participates.

If you have questions regarding the accessibility of the outing for a child with a disability, please contact the Special Education or 504 Coordinator.

Middle School (Grades 6-8) Information

Course Level Placement

iQ Academy California – Los Angeles offers students in the state of California the opportunity to work in an independent study program that is individualized to meet student needs. All students are placed in their age-appropriate grade level and courses, with remediation and enrichment support provided as deemed appropriate by the student's assigned teacher.

Middle School Courses

The courses listed below are the age-appropriate, grade level courses assigned to students upon enrollment and at the beginning of each school year. Middle school students are automatically assigned the electives of Art and either Careers or Computer Science (depending on their grade level and completed prerequisites, in preparation for the high school Career and College Prep Program). An opt-out survey is available for students who wish to switch to Music or World Language.

Career Explorations I & II are project-based learning courses that allow students to explore different career options through research, writing, and student collaboration.

Computer Science 8A/B teaches students the fundamentals of computer science through art, design, animation, and computer coding as they work toward culminating projects.

	Sixth	Seventh	Eighth
Language Arts	ENG06A Summit Language Arts 6 ENG06B Summit Language Arts 6	ENG07A Summit Language Arts 7 ENG07B Summit Language Arts 7	ENG08A Summit Language Arts 8 ENG08B Summit Language Arts 8
Math	MTH06AE3 Summit Math 6 MTH06BE3 Summit Math 6	MTH07AE3 Summit Math 7 MTH07BE3 Summit Math 7	MTH08A Summit Math 8 MTH08B Summit Math 8
Science	SCI06ADE3 Summit Earth Science SCI06BDE3 Summit Earth Science	SCI07ADE3 Summit Life Science SCI07BDE3 Summit Life Science	SCI08ADE4 Summit Physical Science SCI08BDE4 Summit Physical Science
History	HST06A Summit World History I HST06B Summit World History I CA	HST07A Summit World History II HST07B Summit World History II CA	HST08A Summit American History to Late 1800s HST08B Summit American History to Late 1800s CA
Physical Education	OTH06 Summit Physical Education 6	OTH07 Summit Physical Education 7	OTH08 Summit Physical Education 8
Art	ART07A Summit Intermediate World Art I* ART07B Summit Intermediate World Art I*	ART08A Summit Intermediate World Art II* ART08B Summit Intermediate World Art II*	ART06A Summit Intermediate American Art* ART06B Summit Intermediate American Art II* II
Career and College Prep	CAR005-PBL Middle School Career Explorations 1	CAR007-PBL Middle School Career Explorations 2	CS Computer Science 8 A† CS Computer Science 8 B†
Music (Optional)	MUS06 Spotlight on Music	MUS07 Spotlight on Music	MUS08 Spotlight on Music
World Language‡	MS Spanish Yr. 1 or Yr. 2	MS Spanish Yr. 1 or Yr. 2	MS Spanish Yr.1 or Yr. 2

(Optional)	MS French Yr. 1 or Yr. 2 MS Chinese Yr. 1 or Yr. 2	MS French Yr. 1 or Yr. 2 MS Chinese Yr. 1 or Yr. 2	MS French Yr.1 or Yr. 2 MS Chinese Yr.1 or Yr. 2
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**Art courses are offered out of K12 grade level order, to comply with California education standards. Sixth grade students should receive Summit Intermediate World Art I course materials, even though they are marked as ART07. Seventh grade students should receive Summit Intermediate World Art II course materials, even though they are marked as ART08. Eighth grade students should receive Summit Intermediate American Art course materials, even though they are marked as ART06. †Computer Science courses are available to 8th graders who have previously taken the Careers Exploration classes. ‡World Language is not a teacher-supported course; therefore, the student does not receive academic credit.*

Physical Education

Physical education is a required course. Students are to complete an average of 40 minutes per day for a total of 400 minutes every ten (10) school days for grades 6-12. Learning Coaches are responsible for completing and submitting a completed PE log for each student at the conclusion of each quarter.

PE activities are activities that are structured, organized, and supervised (SOS). Examples include but are not limited to:

- Participation in an athletic class, dance class or sports team.
- Supervised activities such as regular bicycling, hiking, calisthenics or jogging.

Course Level Promotion

Students in the middle grades work in their grade level curriculum. If a student needs additional time to work in the course, the teacher can make a request for a course extension. Not all requests are approved. Teachers may require students to participate in intervention support classes to remediate skills and help the student get back up to grade level. Intervention and support may be required in lieu of an elective course.

Promotion and Retention

iQ Academy California – Los Angeles expects all students to achieve proficiency levels in grade level standards that allow them to progress through each grade within one school year. To meet this expectation, instruction is designed to accommodate the varying interests and academic growth patterns of individual students and includes strategies and supplemental instruction for addressing identified academic deficiencies as needed.

Promotion

Students shall progress through each grade level by demonstrating minimum levels of grade-level proficiency of expected student achievement in reading, English-language arts, and mathematics pursuant to Education Code section 48070.5(c), as measured by course progress, performance assessments and other factors, including grade marks, as approved by the governing board of the school.

6th to 7th grade:

Students who have completed one year of sixth grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the seventh grade.

7th to 8th grade:

Students who have completed one year of seventh grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the eighth grade.

8th to 9th grade:

Students who have completed one year of eighth grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the ninth grade.

Retention

The decision to retain a student in their current grade level will be made only after careful consideration to serve the academic best interests of the student. Student retention recommendations must involve the student's academic team, which may include one or more of the student's teachers, curriculum and intervention specialists, and school administrators. Students shall progress through the grade levels by demonstrating growth toward meeting grade-level standards of expected student achievement.

All retentions are requests to retain in current grade level for the following school year. iQ Academy California - Los Angeles does not retain students retroactively. As per our enrollment requirements, all students are enrolled at their age-appropriate grade level unless an official retention was approved by the previous school.

Retentions that are approved will be effective as of the last day of the school year.

Course level and official grade level are not equivalent; therefore, current course level is not an indicator of promotion or retention eligibility.

As early as possible in the school year, the Administrator designee shall review requests to identify students who should be retained or are at risk of being retained. The following indicators of academic achievement may be used:

- Course Grades
- Lack of mastery in foundational math and ELA concepts
- Observation by teacher
- Universal assessment results
- STAR 360 reading assessment results
- Teacher and/or parent recommendation

When a student is identified as being at risk for retention by the teacher, intervention support will be implemented to assist the student in overcoming his/her academic deficiencies. The Parent or Legal Guardian will be notified in writing by the classroom teacher of the possible retention of the student, based on the above.

Parent requests for student retention must be received, in writing, before the last day of the third quarter. Original request letters must be sent certified with a tracking number, if not given to the teacher in person. The tracking number needs to be emailed to the teacher. For the academic team to appropriately consider the request, the team will review the documentation of the student's academic ability. The student's teacher will document information concerning the student's progress, work, assessment results, observations, and his or her recommendation for or against retaining the student.

Assessments and documentation will include, but are not limited to, the following:

- Current grades in all courses.
- STAR 360 results indicating the student is 2 or more levels behind.
- Performance interim assessment results indicating the student lacks foundational concepts to master concepts at his or her current age-appropriate grade level in math and reading.
- Prior years CAASPP test results.
- Students' Responses to Intervention plan and progress.
- Documentation that the student has completed assignments and worked with his or her teacher to remediate concepts necessary to master concepts in math and reading in the student's current grade level.
- Daily attendance requirements, per Enrollment Requirements.

8th-grade students will be considered for retention based upon the indicators above, as well as taking into consideration that the lowest level high school courses offered in Language Arts is Literary Analysis and Composition, and in math is Pre-Algebra. If a student would not be successful in the lowest level high school courses, the student must be considered for retention.

The recommendation of the team, along with the parent's written request for retention and a summary of all data, will be sent to the Head of School or Designee for review and consideration. The Head of School or Designee may approve the retention or return the request to the team to reconsider the supporting data or to provide more information.

If the parent does not agree with the decision, they may follow the grievance policy and procedure as outlined in this Parent Student Handbook.

Following evaluation of the above evidence/data and other factors as outlined herein, a determination will be made concerning the appropriateness of retention to ensure the student's best academic interests are served. The recommendation, along with the written request for retention and a summary of all data, will be sent to the Director(s) for review and consideration. The Director(s) may approve the retention or return the request to reconsider the supporting data or provide additional information.

The parent will be notified in writing of the decision regarding retention. If the parent disagrees with the determination regarding retention or promotion, an appeal may be made pursuant to the grievance policy and procedure outlined in this Parent Student Handbook.

Once an official decision has been made to retain a student, the retention will become effective on the last day of the current school year.

Acceleration: Mid-Year Promotion

The decision to promote a student in mid-year will be made only after careful consideration to serve the academic best interests of the student. Mid-year promotions (accelerations) are approved or denied at the end of the first semester. If a student is promoted at the end of the first semester, he/she should be on target to complete all courses at his/her promoted grade level by the end of the school year. Middle school students will also be considered for promotion at the end of the year from middle school to high school. Students who have completed and mastered all middle school core content (math, language arts, history, and science) will be considered for promotion to high school.

For the school to make sound academic decisions regarding mid-year grade level promotions or end of year promotion to high school, the following processes will be followed:

1. Parents may request that the teacher promotes their child to the next grade level at the end of the fall semester, which may result in a two (2) grade promotion during one school year.

2. If the student's teacher agrees that a review for a mid-year grade level promotion is appropriate, the teacher will document the student's academic progress and assessments.
3. The teacher will then send a written request (via mail or e-mail) to the appropriate Curriculum Specialist. Requests must be received by email or postmarked by the due date.

Assessments* and documentation (Education Code (EC) Section 48070.5(b)) shall include, but are not limited to:

1. Evaluation of reading ability and comprehension. This can be through reading an above grade level reading passage or by using the Reading STAR 360 (assessment results in reading indicating the student is decoding and reading fluently at least 1.5 levels above his or her current grade level).
2. Performance assessment results in both math and reading indicating the student is academically prepared to meet the rigors of academics at the new grade level (advanced at current grade level).
3. Standardized test results (if available) should indicate the student was proficient or advanced at their previous grade level.
4. Current grades in all courses
5. Evidence the student is making consistent, regular progress in a curriculum level (all courses) that is at or above the grade level to which the student would be promoted.
6. Evidence that the student will master the current curriculum by year-end, if the student is working one grade level above his or her current grade level.
7. Information regarding prior grade retention and the circumstances of such.
8. The age of the student.
9. Any academic concerns the teacher has or that the parent has expressed.
10. If the student's assessment results are not above grade level, the teacher must provide a written explanation as to why a promotion is still in the best interest of the student.
11. If the student is not on track to complete all courses at the grade level he/she would be promoted, the teacher must provide a written explanation regarding why a promotion is still in the best interest of the student.
12. The teacher's specific recommendation for the mid-year promotion, including consideration for the student's social abilities at the new grade level, and information as to whether the student's academic abilities will allow the student to continue to progress and master the curriculum at a rate appropriate to the new grade level.

*Under no circumstance shall the parent or Learning Coach assist a student with assessments when the assessment is being used to promote a student mid-year.

If the parent does not agree with the decision, they may follow the grievance policy and procedure as outlined in this Parent Student Handbook.

Mid-Year Enrollment

The K¹² curriculum course assignments are built upon content mastered in a previous lesson. Your student's assigned middle school teacher will work directly with you as to appropriate starting point in the students' English language arts, mathematics, history, and science curricular course work. Your teacher will assign the appropriate course content through the Online Middle School, corresponding to the appropriate pacing guide for the courses. Students will receive support to ensure a smooth transition into the course placement.

Live Instruction

Required instructional sessions are based on data from diagnostics and interim assessments, OLMS work submitted, and teacher analysis of student needs.

Failure to regularly attend and participate in assigned live instructional sessions may indicate that independent study is not an appropriate placement for your student.

Middle School (6th – 8th grade) Grading Scale

Students in the middle grades are evaluated using a letter grade scale which reflects their work and progress in their courses: Math, English/Language Arts, History, and Science

Grademmark	Percentage Progress
A	100-90%
B	89-80%
C	79-70%
D	69% -60%
F	59% and below

Students enrolled in Physical Education, Careers/Computer Science, Art, and Music will receive a Pass or Fail grade determined by the following scheme:

Percentage Earned	Letter Grade Assigned
100 – 60%	Pass
59% or below	Fail

Students who enroll after the start of school or have special needs will work with their teacher to determine appropriate progress expectations for the school year.

Report Cards

iQ Academy California - Los Angeles will provide a written report card for each student at the end of each semester. The report card will include a letter grade earned in each of the core courses as defined above, as well as a comment provided by the child's teacher.

Grade Appeal Policy

The role of an effective learning coach and engaged student includes monitoring academic progress on a consistent basis. Parents and students have constant access to view assignments and course grades through the Online School. If a concern arises about a specific grade on an assignment, or progress report, the assigned teacher should be notified immediately via e-mail. These issues are best resolved within the assigned grading period, when possible.

The grade earned by each student shall be the grade determined by the teacher of the course when grades are earned for any course of instruction. In the absence of any of the grounds listed below, the grade shall be final. Within thirty (30) school days of the date that grades are mailed, the Education Rights holder for the student may request a change of a student's grade only on the following grounds:

1. Mistake
2. Fraud
3. Bad faith
4. Incompetency

Teacher level

1. Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make then request to the teacher within thirty (30) school days (for purposes of this policy and procedure, "school days" are defined as days when the relevant student is or should be in school, excluding summer school and intersession) of the date the grade report was mailed. This request must reference the teacher's grading criteria and shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.
2. If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent's written request.
3. If the teacher does not agree to change the grade, the teacher shall notify the parent and the Academic Administrator of the teacher's decision, in writing, within ten (10) school days following the date the teacher received the parent's written request. The teacher shall forward a copy of the written request and decision to the Academic Administrator at the same time as the decision is provided to the parent.

4. If the teacher is no longer employed at the school, the parent may proceed directly to the next level.

Grade Level Administrator Level

1. In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the grade level Administrator. A parent must make the written request to the Administrator within ten (10) school days of the date of the teacher's written decision not to change the grade.
2. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.
3. The Administrator shall schedule a meeting with the parents and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the Administrator received the parents' written appeal.
4. Following the meeting with the parent/guardian/student, the Administrator will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the Administrator, the Administrator shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be affected within thirty (30) business days of the date the Administrator received the parent's written request for review.

Head of School or Designee Level

1. In the event the grade level Administrator decides not to change the grade, the parent may appeal the teacher's decision to the Head of School or their designee within 10 days of the Administrator's written decision not to change the grade.
2. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.
3. The Head of School or Designee shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to provide input. This meeting must be scheduled within ten (10) school days of the date the Head of School or designee received the parents' written appeal.
4. Following the meeting with the parent/guardian/student, the Head of School will discuss the appeal with the Administrator and teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the Head of School, the Head of School or designee shall inform the parent of the teacher's decision regarding the grade.

If it is decided that the grade will be changed, the grade change shall be affected within thirty (30) business days of the date the Head of School received the parent's written request for review.

Outings

Outings provide an opportunity for students, parents, and staff to come together for the purposes of socialization, community-building and hands-on learning experiences outside of the classroom environment. Students may receive academic and attendance credit for time spent at iQ Academy California - Los Angeles outings when the outing is educational in nature. Parents are responsible for any incurred costs including, but not limited to transportation, entrance fees, meals, etc. A parent or legal guardian must accompany the student to all outings in which the student participates.

If you have questions regarding the accessibility of the outing for a child with a disability, please contact the Special Education or 504 Coordinator.

Teacher Conferences

Throughout the year, both you and your child(ren) will meet with your teacher(s) via phone, via Newrow and/or in-person on a regular basis. These conferences are focused on the student's academic performance, goals, and areas of growth and/or need. Meetings provide an excellent time for you to celebrate your successes, voice concerns, obtain enrichment ideas and discuss your student's progress through the K¹² curriculum. In addition, meetings provide your teacher with the opportunity to develop a strong learning partnership with you and your student using dialogue, observation, and assessment.

Your teacher will work with you to arrange the date, time, and location of all meetings. In person conferences will take place at a location that is mutually agreeable to both you and your teacher. It is both you and your teacher's responsibility to provide at least 24-hour notice should one of you become unavailable for the meeting. If a conference is canceled, your teacher will call to reschedule within the same learning period. A conference with your teacher will take place at least once per quarter; however, depending on your child's level of need, your teacher may require that you meet more often. Failure to meet this requirement may indicate that Independent Study is not the appropriate placement for your child and may result in your child's withdrawal from iQ Academy California - Los Angeles.

Your teacher will use these meetings to:

- Review the work completed by your student
- Provide additional instructional services (as is necessary)
- Assign work for the next learning period
- Conduct assessments in core subjects, as needed

Work Samples

In order to meet state independent study guidelines, work samples will be required and collected each semester. Your iQ Academy California - Los Angeles teacher will need to collect one sample or more from each of the areas your student was assigned work during the semester. Your teacher may request to receive your child's work samples by mail or digitally. It is imperative that you and your teacher work together to collect and document these samples. The collected work samples are stored as a part of your student's portfolio and are kept at the iQ Academy California - Los Angeles offices. Below are the qualifications of an acceptable work sample:

- Original document
- Digital work samples can be collected via email, file share, Dropbox, K12's Online Platform, etc.
- Demonstrates neat and organized work
- Demonstrates the best reflection possible of your child's abilities
- Includes student's name, date, unit & lesson number, (if it's not already pre-printed on a K12 worksheet)
- Assigned and completed within the semester. Your teacher will provide you with the semester dates, or you can refer to the calendar page of this handbook.
- Graded, marked, and scored by you, the Learning Coach. Please use the answer keys provided online or in the curriculum materials that were sent to you to check your student's work.

It is required by the state to for iQ Academy California - Los Angeles to maintain samples of student work. Therefore, it is imperative that appropriate work samples are collected. Failure to provide work samples may indicate that Independent Study is not the appropriate placement for your child.

High School Information

Graduation Requirements

In order to prepare students for a rigorous post-secondary education, iQ Academy California - Los Angeles will prepare students by providing a course of study that aligns with the state's academic standards and meets or exceeds local district and state requirements.

Graduation Requirements for Cohort Year 2028-2029 or Earlier

Students enrolled in iQ Academy California - Los Angeles will carry a caseload of thirty (30) credits and maintain it throughout each semester. Students will obtain 210 credits as prescribed below in order to meet the graduation requirements. On a case-by-case basis, the guidance counselor may deem it in the best interest of a student to carry fewer credits in a given semester. At no time will any student carry fewer than twenty credits. All students are expected to make adequate progress toward graduation and course schedules are designed to support this progress.

Listed courses may have equivalents alternatives available through credit recovery, dual enrollment, or expansive course offerings not listed. Please consult with the school guidance counselor as applicable.

- A. History/Social Science (30 Credits)
 - a. Modern World Studies (2 semesters)
 - b. Modern US History (2 semesters)
 - c. US Government and Politics (1 semester)
 - d. US and Global Economics (1 semester)
- B. English (40 Credits)
 - a. English 9 (2 semesters)
 - b. English 10 (2 semesters)
 - c. American Literature (2 semesters)
 - d. British and World Literature (2 semesters)
- C. Math (20 Credits) (Algebra 1 required)
 - a.
 - b. Algebra 1 (2 semesters)
 - c. Geometry (2 semesters)
 - d. Algebra 2 (2 semesters)
 - e. Pre –Calculus/Trigonometry (2 semesters)
 - f. Consumer Math (2 semesters)
- D. Science (20 Credits) (1yr Biology/1yr Physical)
 - a. Biology (2 semesters)
 - b. Chemistry (2 semesters)

- c. Physics (2 semesters)
- E. World Language or Fine Art (20 credits) – minimum of 1 year of a World Language required
 - a. World Language (2 semesters each)
 - b. Fine Art (2 semesters)
- F. Electives (55 credits)
 - a. Various electives offered
- G. Physical Education (20 credits) (2 semesters)
- H. Skills for Health (5 credits) (1 semesters)

Graduation Requirements for Cohort Year 2029-2030

Students enrolled in IQ Academy California – Los Angeles will carry a caseload of thirty (30) credits and maintain it throughout each semester. Students will obtain 220 credits as prescribed below in order to meet the graduation requirements. On a case-by-case basis, the guidance counselor may deem it in the best interest of a student to carry fewer credits in a given semester. At no time will any student carry fewer than twenty credits. All students are expected to make adequate progress toward graduation and course schedules are designed to support this progress.

Listed courses may have equivalents alternatives available through credit recovery, dual enrollment, or expansive course offerings not listed. Please consult with the school guidance counselor as applicable.

- A. History/Social Science (35 Credits)
 - a. Modern World Studies (2 semesters)
 - b. Modern US History (2 semesters)
 - c. US Government and Politics (1 semester)
 - d. US and Global Economics (1 semester)
 - e. Ethnic Studies (1 semester)*
- B. English (40 Credits)
 - a. English 9 (2 semesters)
 - b. English 10 (2 semesters)
 - c. American Literature (2 semesters)
 - d. British and World Literature (2 semesters)
- C. Math (30 Credits) (Algebra 1 required)
 - a.

- b. Algebra 1 (2 semesters)
 - c. Geometry (2 semesters)
 - d. Algebra 2 (2 semesters)
 - e. Pre –Calculus/Trigonometry (2 semesters)
 - f. Consumer Math (2 semesters)
- D. Science (20 Credits) (1yr Biology/1yr Physical)
 - a. Biology (2 semesters)
 - b. Chemistry Physical Science (2 semesters)
 - c. Physics (2 semesters)
- E. World Language or Fine Art (20 credits) – minimum of 1 year of a World Language required
 - a. World Language (2 semesters)
 - b. Fine Art (2 semesters)
- F. Electives (50 credits)
 - a. Various electives offered
 - b. Ethnic Studies qualifies as an elective subject to course offering availability.*
- G. Physical Education (20 credits) (2 semesters each)
- H. Skills for Health (5 credits) (1 semester)

Courses may vary year to year depending on the offerings available.

*Ethnic studies currently is not a requirement for History/Social Science, subject to changes in state funding. If not required, the History/Social Science credit requirements will be thirty (30) credits, not thirty-five (35).

Minimum Graduation Requirements Diploma Pathway

The California Minimum graduation requirements graduation pathway is only available to 12th grade students who are at least forty (40) credits deficient in 12th grade Semester 1 or at least twenty (20) credits deficient in Semester 2. This graduation pathway is not aligned to A-G requirements. Eligibility must be met before a student can opt into this pathway. Please consult with your guidance counselor to determine eligibility.

12th grade Students enrolled in IQ Academy California – Los Angeles that opt into the minimum graduation requirements pathway will carry a minimum caseload of twenty (20) credits per semester. Students will obtain 135* credits as prescribed below in order to meet the graduation requirements. All students are expected to make adequate progress toward graduation and course schedules are designed to support this progress.

- I. History/Social Science (35 Credits)

- a. Modern World Studies (2 semesters)
 - b. Modern US History (2 semesters)
 - c. US Government and Politics (1 semester)
 - d. US and Global Economics (1 semester)
 - e. Ethnic Studies (1 semester)*
- J. English (30 Credits)
- a. English 9 (2 semesters)
 - b. English 10 (2 semesters)
 - c. American Literature (2 semesters)
 - d. British and World Literature (2 semesters)
- K. Math (20 Credits) (Algebra 1 required)
- a.
 - b. Algebra 1 (2 semesters)
 - c. Geometry (2 semesters)
 - d. Algebra 2 (2 semesters)
 - e. Pre –Calculus/Trigonometry (2 semesters)
 - f. Consumer Math (2 semesters)
- L. Science (20 Credits)
- a. Biology (2 semesters)
 - b. Chemistry (2 semesters)
- M. World Language or Fine Art (10 credits)
- N. Physical Education (20 credits) (2 semesters each)

Courses may vary year to year depending on the offerings available.

*Ethnic studies currently is not a requirement for History/Social Science, subject to changes in state funding. If not required, the History/Social Science credit requirements will be thirty (30) credits, not thirty-five (35). If not required the minimum graduation pathway required credits to graduate will be one hundred and thirty (130)

College and Career Prep at IQ (CTE)

College and Career Prep @ iQLA gives students exposure to career readiness and workforce preparation skills from career & technical education courses built around key career areas, allowing students to explore occupations of interest. Students enroll in traditional high school courses combined with industry-relevant, career-focused electives to prepare for career, college, or both. These engaging, content-rich courses expand the traditional education experience and maximize a student's ability to succeed in the community and workforce.

College and Career Prep @ iQLA is typically a three-year program and therefore, a great opportunity for students in 9th & 10th grade. 11th & 12th graders who are credit sufficient can benefit from College and Career Prep by participating in multiple aspects of the program that promote life skills and technical skills in preparation for college or career, however they may not be program completers without taking additional courses. They also have the opportunity to earn national certifications by completing certain courses and passing the national exam at the end of that course. Students who participate in College and Career Prep @ iQLA for at least two years will have enough exposure to CTE courses to be best prepared for some of the offered certification testing. Microsoft Office certifications may be earned as early as after one semester. College and Career Prep @ iQLA is not appropriate for 11th & 12th graders who are credit deficient, as coursework needed to graduate high school is the priority. Students in the College and Career Prep @ iQLA program must complete each year of the program prior to moving on to the following year, for example: The Introductory Year must be completed before moving on to courses in the Concentration year, and courses in the Concentration Year must be completed prior to moving on to the Capstone Year experience. In order for classes to count as part of the CTE experience, all pathway courses must be taught by a CTE credentialed teacher in order for it to be applicable to fulfilling pathway requirements.

College and Career program @ iQLA utilizes a Project Based Learning (PBL) instructional method in most CTE courses and incorporates this model into core content when possible. Project-based learning allows students to learn by participating in “real-world” projects. The projects require students to engage in the same content and standards but with the added benefit of applying the content in a useful, hands-on, and collaborative approach to learning. Students and learning coaches receive additional information about PBL courses at the beginning of each semester.

Students participating in the College and Career Prep @ iQLA will follow one of the Industry Sector pathways below. Any courses taken in this pathway count toward the 40 credits needed in the Electives category to graduate. All students who participate in College and Career Prep @ iQLA will complete one of the Career Explorations courses applicable to that sector to meet the Career Education graduation requirement.

Industry Sectors and Pathways available at College and Career Prep @ iQLA:

- A. Business and Finance Industry Sector
 - a. Business Management pathway
 - b. Finance pathway
- B. Information and Communication Technologies
 - a. Games and Simulation Pathway
 - b. Information Support and Services pathway
 - c. Networking
- C. Arts Media and Entertainment
 - a. Animation
 - b. Production and Managerial Arts Pathway
 - c. Web Design

- d. Multi Media Design
- e. Graphic Design

College and Career Prep @ iQLA students will complete CAR003E2 Welcome to Destinations Learning lessons upon electing to participate in the SCP program, which is integrated into the Introduction to Online Learning Course. College and Career Prep @ iQLA students will also participate in small group college & career readiness lessons.

College and Career Prep @ iQLA Concurrent Enrollment

College and Career Prep @ iQLA students wishing to complete any of the pathway courses through dual enrollment and earn college credit must meet eligibility requirements and follow steps outlined in the Concurrent Enrollment policy. In addition, any course taken outside College and Career Prep @ iQLA through concurrent enrollment must be part of a CTE sequence of courses leading to a degree or certificate in the subject area covered by the sequence. In addition to the stated policies and requirements, all College and Career Prep @ iQLA students will be required to complete their Introductory year of their CTE program with College and Career Prep @ iQLA. In addition, students must also complete their Capstone year courses with the College and Career Prep @ iQLA or through a dual enrollment equivalent course in order to be eligible for a Work-Based Learning and/or Internship experience supported by College and Career Prep @ iQLA.

College and Career Prep @ iQLA Outings

College and Career Prep @ iQLA will work to facilitate outings to provide opportunities for teachers, parents, and College and Career Prep students to interact for the purpose of fellowship through career exploration, business & industry tours, community service, college campus tours, Career and Technical Student Organization (CTSO) events and competitions, and additional activities outside the classroom academic enrichment but connected to curriculum. A parent or guardian is expected to attend events with their student unless otherwise noted. Students are expected to follow all behavior and classroom expectations outlined herein while participating in any school sponsored event or outing.

Career & Technical Student Organizations

Participating in a CTSO may require some face to face meetings. These can occur in addition to other CTSO requirements.

Dress Standards

Clothing worn to College and Career Prep events should promote the learning process, appropriate behavior, and a professional attitude. It is expected that students will consider the event they are attending and will wear clothing that is consistent with their health, safety, and

welfare. Specifically, shoes must always be worn and special events will require close-toed shoes for the safety of the student.

Student Expectations

College and Career Prep @ iQLA students are expected to maintain and promote a positive, professional, and healthy self-image during all events and outings reflecting and encouraging good behavior and positive attitudes. Classroom guidelines and expectations extend outside of the virtual classroom and are important to an optimal environment for students.

Differential Graduation and Competency Standards for Individuals with Exceptional Needs

The Governing Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

Certificate of Educational Achievement/Completion

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

- Satisfactorily completed a prescribed alternative course of study approved by the Board of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her IEP.
- Satisfactorily met his/her goals and objectives during high school as identified in his/her IEP.
- Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services.

A student with disabilities who meets the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a student of similar age without disabilities would be eligible to participate. (Education Code 56391) College

College Admission Requirements (A-G) iQ Academy California- Los Angeles is committed to offering high school students a variety of course options needed to meet the admission requirements of the California State University (CSU) and University of California (UC) system.

Information regarding California State University (CSU) and University of California (UC) admission requirements is provided for parents/guardians of students in grades 9 through 12. For information regarding the selection of courses that will meet college admission requirements, contact your student's high school guidance counselor. For additional information regarding college admission requirements and iQ Academy California - Los Angeles offered courses that meet the California State University (CSU) and University of California (UC) admission requirements please refer to the California State University website www.csumentor.edu and the University of California website www.universityofcalifornia.edu/admissions

In addition, the website [http://iQ Academy California - Los Angeles.k12start.com/](http://iQAcademyCalifornia-LosAngeles.k12start.com/) provides valuable information regarding the college admission process.

In the event that iQ Academy California - Los Angeles is unable to offer a course that meets the A-G requirements set by the California State University (CSU) and University of California (UC) system, the school will provide students and their parents options for meeting the A-G requirement. The student and parent can work with their guidance counselor and head of school to choose the most appropriate option and receive reimbursement of expenses (tuition, books, and/or testing fees) upon submitting proof of satisfactory completion.

Annually, the iQ Academy California - Los Angeles counselor will contact every student in grades 9-12 to review chosen courses of study. Additionally, a student in grades 9-12 may at any time request a meeting with the counselor.

California State University and University of California "a-g" Entrance Requirements

1. US History/Social Science: 2 years
World History: 1 year
US History: 1 year or US History 1 semester & Civics or American Government 1 semester
Ethnic Studies: 1 Semester
2. English: 4 years
3. Math: 3 years
Algebra I, Geometry, Algebra II (4 years recommended)
4. Laboratory Science*: 2 years
Biology, Chemistry, Physics (3 years recommended)
5. Language other than English: 2 years
Must be the same language (3 years recommended)

6. Visual and Performing Arts: 1 year
Art, Drama, Music, etc.
7. College Preparatory Electives: 1 year
Visual and Performing Arts, History, English, Social Science, advanced math, Lab Science, languages other than English

** Due to the virtual nature of our program, the University of California does not recognize online-only Lab classes as a-g approved. Students in a-g lab sections must participate in in-person, teacher-directed lab activities as assigned by the teacher for 20% of class time. Students can also take these courses at a local community college to meet enrollment requirements.*

iQ Academy California - Los Angeles courses are found on the UC doorways website under “iQ Academy California – Los Angeles” <http://www.ucop.edu/doorways/> iQ Academy California - Los Angeles is waiting for final approval of some courses for the a-g list. Students should contact specific campuses regarding admissions policies. All courses must be on the college preparatory, honors, or AP level with a grade of “C” or better.

High School Counselors

The iQ Academy California - Los Angeles guidance counselor work with our students to ensure their success. If you have questions regarding student classes, schedule, or graduation requirements please reach out to the guidance counselor.

Specific Support Provided by the Guidance Counselor:

- Coordinate yearly course selections, course changes, and long-term 4-year course selection plan
- Review and maintain transcripts
- Monitor student's progress
- Communicate with teachers, parents and students regarding academic status
- Conduct post-high school planning
- Write college recommendations
- Distribute scholarship information
- Distribute career/college readiness information
- Make financial aid material available and guide parents and students through the process
- Provide registration information regarding PSAT, SAT and Advanced Placement testing
- Coordinate teacher/parent conferences when requested
- Provide support for new high school students

Change in Class Schedule

iQ Academy California - Los Angeles will allow class/schedule changes in the first ten (10) days of each new semester for good cause.

Good cause includes, but is not limited to:

- Misplacement.
- Repetition of a previous course with a passing grade.
- Placement in a course prior to receipt of a transcript from the former district(s).
- Parent request

iQ Academy California - Los Angeles will not allow class/schedule changes beyond the first ten (10) days of each new semester.

Request for class/schedule change must be made in writing via email, or via the phone. The Guidance Counselor will follow up with mentor/ coach within 1 school day of receiving a request via email, or phone.

All work must be made up immediately upon entering the new course. This is the sole responsibility of the student.

Withdrawing from a Course

Student request for withdrawal from an assigned course will be honored according to the guidelines listed in the Change in Class Schedule policy. The withdrawal must be completed **within the first three weeks of each semester.**

The deadline to drop a course without receiving a grade of “F” is the end of the third week of each semester.

Progress in Classes

The goal of the High School is to educate your student(s). We cannot be successful if your student does not participate in school.

Attending an independent study program requires that students are able to complete work independently as outlined in the enrollment requirements and as scheduled by their subject teachers. If students are unable to complete and submit their assignments as assigned by their teachers, it may be an indication that independent study is not an appropriate placement.

In order to have successful progress in each class:

- Student will complete and/or submit all daily lessons in each course
- Student will make continuous progress (actively engaged, completing assignments and submitting assignments) in each course.
- Student will use the K12 curriculum exclusively and/or K12 contracted curriculum.
- Student must submit coursework at the direction of the teacher
- Student will attend all ClassConnect sessions as required

- During extended travel time student must be progressing (actively engaged and completing assignments) in the curriculum

If a student is not actively participating, iQ Academy California - Los Angeles may withdraw for not meeting enrollment requirements

Late Work Policy

Completing assignments on time is essential to student academic success. iQ Academy California – Los Angeles has a quarterly due date policy that requires that all unit course work is completed on or before the quarterly dates. Assignment and extension of unit coursework is up to the discretion of the teacher.

The belief and expectation of our faculty and school governance structure is that our students will work to exceed their goals and personal expectations. The iQ Academy California - Los Angeles faculty strives to support all students in this endeavor. Students are expected to complete all work as assigned by their classroom teacher on or before the due date. Makeup work for students in grades 9-12 shall be designated by the individual classroom teachers in accordance with the educational objectives of the class and/or course and provided according to the teacher's policies within that course. Grading and content penalties may apply to late assignments once submitted.

High School Physical Education

Physical education is a required course for ninth and tenth grade. Students are to complete an average of 40 minutes of physical activity per day or minimum of 400 minutes every 10 school days.

Learning Coaches are responsible for monitoring and supervising physical activity, logging PE attendance on the Online School (OLS) and completing required PE logs.

PE physical activity may be varied. There are many options/choices of physical activity accepted in HS PE. Examples are provided in the PE course syllabus.

Grading Scale for High School

Your grades will be determined based on how you perform on assignments within each course. Teacher graded activities include:

- Practice Lessons
- Web Explorations
- Labs
- Journal Entries
- Class Discussions
- Quizzes

- Tests
- Participation
- Essays and other written assignments

Assignments will be teacher graded or computer graded, depending on the assignment. During the semester, you can view your grades in the grade book. Your teachers, administrators, and parents also have access to your grade information.

High School Grading Scale

Grademmark	Percentage
A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	59% and below

Physical Education and homeroom is graded as pass/fail. All other courses follow the above grading scale.

Report Cards

iQ Academy California - Los Angeles will provide a written report card for each student at the end of each semester. The report card will include a letter grade earned in each of the core courses as defined above, as well as a comment provided by the child's teacher.

Credit Recovery

Credit recovery is a term used to describe a wide variety of educational strategies and programs that give high school students who have failed a class the opportunity to redo coursework or retake a course through alternate means—and thereby avoid failure and earn academic credit. iQ Academy California - Los Angeles evaluates credit recovery needs and makes credit recovery options available in-year and during the summer term. Please reach out to your guidance counselor to discuss what credit recovery options may be applicable to your student.

Teacher Conferences

Throughout the year, both you and your child(ren) will meet with your teacher(s) via phone, via Newrow and/or in-person on a regular basis. These meetings provide an excellent time for you to celebrate your successes, voice concerns, obtain enrichment ideas and discuss your student's progress through the K¹² curriculum. In addition, meetings provide your teacher with the opportunity to develop a strong learning partnership with you and your student through the use of dialogue, observation, and assessment.

Your teacher will work with you to arrange the date, time and location of all meetings. In person conferences will take place at a location that is mutually agreeable to both you and your teacher. It is both you and your teacher's responsibility to provide at least 24 hour notice should one of you become unavailable for the meeting. If a conference is canceled, your teacher will call to reschedule within the same learning period. A conference with your teacher will take place at least once per quarter; however, depending on your child's level of need, your teacher may require that you meet more often. Failure to meet this requirement may indicate that Independent Study is not the appropriate placement for your child, and may result in your child's withdrawal from iQ Academy California - Los Angeles.

Your teacher will use these meetings to:

- Review the work completed by your student
- Provide additional instructional services (as is necessary)
- Assign work for the next learning period
- Conduct assessments in core subjects, as needed

Credit Award Policy – Examination or Proof of Mastery

Students are expected to meet the requirements as stated in order to receive a diploma. There are times when a student may have a special circumstance that needs to be treated differently. Although iQ Academy California - Los Angeles does not routinely offer credit by examination, correspondence education or work experience education, administration may deem these in the best interest of the student on a case-by-case basis, as long as the student can demonstrate mastery of the California State Standards.

Foreign Language Instruction at a Private School: Students who wish to continue a foreign language program in which they are currently enrolled may be able to enroll in 1 foreign language course at a private school per semester.

Students may also pursue Concurrent Enrollment as explained in this handbook.

Grade Appeal Policy

The role of an effective learning coach and engaged student includes monitoring academic progress on a consistent basis. Parents and students have constant access to view assignments and course grades through the Online School. If a concern arises about a specific grade on an assignment, or progress report, the assigned teacher should be notified immediately via e-mail. These issues are best resolved within the assigned grading period, when possible.

The grade earned by each student shall be the grade determined by the teacher of the course when grades are earned for any course of instruction. In the absence of any of the grounds listed below, the grade shall be final. Within thirty (30) school days of the date that grades are mailed, the Education Rights holder for the student may request a change of a student's grade only on the following grounds:

1. Mistake
2. Fraud
3. Bad faith
4. Incompetency

Teacher level

1. Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make then request to the teacher within thirty (30) school days (for purposes of this policy and procedure, "school days" are defined as days when the relevant student is or should be in school, excluding summer school and intersession) of the date the grade report was mailed. This request must reference the teacher's grading criteria and shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.
2. If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent's written request.
3. If the teacher does not agree to change the grade, the teacher shall notify the parent and the Academic Administrator of the teacher's decision, in writing, within ten (10) school days following the date the teacher received the parent's written request. The teacher shall forward a copy of the written request and decision to the Academic Administrator at the same time as the decision is provided to the parent.
4. If the teacher is no longer employed at the school, the parent may proceed directly to the next level.

Academic Administrator Level

1. In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the Academic Administrator. A parent must make the written request to the Academic Administrator within ten (10) school days of the date of the teacher's written decision not to change the grade.
2. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.
3. The Academic Administrator shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input.

This meeting must be scheduled within ten (10) school days of the date the Academic Administrator received the parent's written appeal.

4. Following the meeting with the parent/guardian/student, the Academic Administrator will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the Academic Administrator, the Academic Administrator shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be affected within thirty (30) business days of the date the Academic Administrator received the parent's written request for review.

Head of School (HOS) Level

1. In the event the Academic Administrator decides not to change the grade, the parent may appeal the teacher's decision to the Head of School (HOS) within 10 days of the Academic Administrator's written decision not to change the grade.
2. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.
3. The HOS shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the HOS received the parent's written appeal.
4. Following the meeting with the parent/guardian/student, the HOS will discuss the appeal with the Academic Administrator and teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the HOS, the HOS shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be affected within thirty (30) business days of the date the HOS received the parent's written request for review.

Math Placement Policy

This policy has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th-grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:
 - a. School and statewide mathematics assessments, including interim and

- summative assessments;
 - b. Recommendation, if available, of each student's 8th-grade mathematics teacher based on classroom assignment and grades;
 - c. Recommendation, if any, of each student's 9th-grade mathematics teacher based on classroom assignments and grades, provided at the beginning of the school year;
 - d. Final grade in mathematics on the student's official, end of the year 8th-grade report card;
 - e. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.
2. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit a reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th-grade students will assess the mathematics placements for each 9th-grade student assigned to the teacher's mathematics class. The teacher's assessment may include, but are not limited to, the student's classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other teachers regarding the student's mathematics placement. Based on the assessment, the teacher will then recommend that the student remains in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.
3. The Head of School, or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background.
4. iQ Academy California - Los Angeles offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement, as follows:
- a. A parent/legal guardian of any 9th-grade student may submit a written request to the Head of School, or his or her designee, that:
 - i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Head of School or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.
 - ii. Requests that the student retake the diagnostic test, in which case the Head of School or designee will attempt to facilitate the retest within

two (2) weeks.

- iii. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within ten (10) school days of receipt, the Charter School Head of School or designee shall respond in writing to the parent/legal guardian's request. The Head of School or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this policy. Based on this assessment, the Head of School or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Head of School shall specify the mathematics course or level recommended for the student. The Head of School's or designee's response must provide the determination as well as the objective academic measures that the Head of School or designee relied upon in making that determination.
- b. Notwithstanding the foregoing, if the Head of School or designee requires additional time to respond to a parent/legal guardian's request, the Head of School or designee will provide a written response indicating that additional time is needed. In no event shall the Head of School's or designee's response time exceed one (1) month.
- c. If, after reconsideration of the student's mathematics placement by the Head of School or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Head of School or designee, acknowledging and accepting responsibility for this placement.

Awards and Special Certifications

iQ Academy California - Los Angeles honors their students through varying achievements and commendations that our students have achieved during high school. Below is a comprehensive list of ways that our students are given honors.

- **High Honor Roll:** All students (9-12) at the end of the fall and spring semester that have earned a GPA of 3.50 or greater, with no fails will receive High Honor Roll recognition indicated on the semester report card. Student report card will indicate award earned.
- **Honor Roll:** All students (9-12) at the end of the fall and spring semester that have received a 3.0-3.49, with no fails will receive Honor Roll recognition indicated on the semester report card. Student report card will indicate award earned.

- **Valedictorian:** A graduating student with the highest cumulative GPA (minimum 3.5) will receive a Valedictorian Medallion during at graduation. Students are notified of their valedictorian status prior to graduation.
- **Golden State Seal Merit Diploma:** Students may be eligible to receive a high school diploma and have demonstrated the mastery of the curriculum in at least six subject matter areas, four of which are English-language arts (ELA), mathematics, science, and U.S. history, with the remaining two subject matter areas selected by the student. Student's diploma and transcript will display the GSSMD insignia.
- **State Seal of Biliteracy:** This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. Student's diploma will display the insignia.
- **IQLA-Only Valedictorian:** The distinction of being named the IQLA-only Valedictorian is reserved for the student who exemplifies excellence throughout their high school journey at IQLA. The IQLA-Only Valedictorian will receive a Valedictorian Medallion at graduation. Students are notified of their valedictorian status prior to graduation.

Eligibility requires students to have been enrolled at IQLA for all four years of their high school experience and to have consistently met the academy's standards. The primary criterion for selecting the IQLA-only Valedictorian is the achievement of a 4.0GPA attained by a student who exclusively attended IQLA for high school. In the event of a tie in GPA, the following tiebreaker criteria are applied:

- First Tiebreaker: If the tie is between a student who completed the A-G requirements and those who did not, the A-G completer will be designated as the IQLA-Only Valedictorian.

In the scenario where multiple IQLA-only A-G completers share the same GPA; the following points are awarded:

- Attendance Records: Perfect attendance garners 5 points, 1-3 absences garners 4 points, 4-6 absences are 2 points and 7-9 garners 1 point. 10 or more absences merits 0 points.
- Dual Enrollment Courses- Each college unit earned for dual enrollment courses passed with a C or better receives 1 point per credit. Example: a college class worth 3 units garners 3 points for that course.
- CTE certifications: Any CTE certification earned garners 5 points.
- Leadership Positions: Holding leadership roles in school organizations such as CTE skills leadership, ASB, or an IQLA Club leader earns 5 points per leadership position.
- Club Participation: Active involvement in school organizations such as CTE skills leadership, ASB, or an IQLA Club results in 3 points per club participation.

If a tie persists even after considering these criteria, multiple IQLA-only valedictorians will be recognized. This selection process ensures that the IQLA-only Valedictorian embodies the highest standards of academic achievement and engagement within the IQLA community.

Outings

Outings provide an opportunity for students, parents, and staff to come together for the purposes of socialization, community-building and hands-on learning experiences outside of the classroom environment. Students may receive academic and attendance credit for time spent at iQ Academy California - Los Angeles outings when the outing is educational in nature. Parents are responsible for any incurred costs including, but not limited to transportation, entrance fees, meals, etc. A parent or legal guardian must accompany the student to all outings in which the student participates.

If you have questions regarding the accessibility of the outing for a child with a disability, please contact the Special Education or 504 Coordinator.

Concurrent Enrollment

High School Concurrent Enrollment permits high school students the opportunity to enroll in courses at a local community college or at the high school site for educational enrichment. The purpose of the program is to provide “advanced scholastic,” “educational enrichment opportunities for a limited number of eligible students” as defined by Education Code, Section 48800 and 76002.

The Intent – The intent of the Education Code in allowing concurrent enrollment is to provide high school students with accelerated academic or vocational study that is not otherwise available in the home school of high school students (and occasional exceptional middle school students).

The Profile – Students who can benefit from accelerating their academic or vocational careers are eligible and welcome. Students who need remedial work (work to make-up for failed high school classes or middle school classes) are not eligible and must be served by iQ Academy California - Los Angeles.

Remediation – The intent to take classes in order to make up for classes that have been failed in high school is not allowed.

Policies and Requirements for Concurrent Enrollment

iQ Academy California - Los Angeles High School students wishing to enroll in a community college must complete all forms with their high school counselor. The guidance counselor will help students select classes that meet their educational needs. Students will only be permitted to register for classes that their counselor approves.

Each form needs to be signed by the counselor. The student must be in good academic standing with iQ Academy California - Los Angeles to be approved for concurrent enrollment.

Students under 18 years of age must have the signature of a parent or guardian authorizing the student's participation in the program. Students must submit a copy of the high school concurrent enrollment application to the counselor prior to enrollment each semester in which they wish to participate. Students are limited to six units, or two classes, per semester.

All coursework taken will appear on the student's community college transcript. If the coursework is pre-approved the student will receive credit from iQ Academy California - Los Angeles on his or her high school transcript. The community college is not responsible for the supervision of minor students anywhere on campus outside of the classroom setting. Faculty staff is not expected to wait with students until their ride arrives. At times, classes may be dismissed early.

Students must adhere to all college policies on course requirements, attendance, dates and deadlines, and any other applicable policies and procedures including the Student Code of Conduct. See college catalog or schedule of classes for policies.

Steps for High School Concurrent Enrollment

1. Read the class schedule and choose a course you would like to take.
2. Get your parent's approval for attending a college class and have them sign the high school concurrent enrollment form (if under 18).
3. Email the high school concurrent enrollment to your school counselor to obtain his/her signature and discuss your selection.
4. Complete an admissions application from the community college and take it to the Admissions & Records Office along with the high school concurrent enrollment form.
5. You will be required to take assessment tests if you enroll in English, math, or ESL courses and you must adhere to any prerequisite requirements.
6. You must fill out a separate high school concurrent enrollment form for each semester you wish to attend.

In order for your student to receive the concurrent credit, the iQ Academy California - Los Angeles office must receive the final transcript with the class taken from the community college.

Transfer of Courses

Upon transfer to another public high school, iQ Academy California - Los Angeles sends a transcript to the public school the student is transferring to. According to EdCode, EC Section 47605(b)(5)(A)(ii), a school district governing board may establish criteria for accepting course credits earned at another school and may disallow credits where it deems it appropriate to do so. If a school does not accept credits from iQ Academy California - Los Angeles, the Guidance Counselor and/or Head of School will call the school to discuss the issue at hand.

California High School Proficiency Exam

The California High School Proficiency Examination (CHSPE) is a testing program established by California law (*Education Code Section 48412*). If eligible to take the test, you can earn the legal equivalent of a high school diploma by passing the CHSPE. The CHSPE consists of two sections: an English-language Arts section and a Mathematics section. If you pass both sections of the CHSPE, the California State Board of Education will award you a Certificate of Proficiency, which by state law is equivalent to a high school diploma (although not equivalent to completing all coursework required for regular graduation from high school).

A person may take the CHSPE only if he or she meets one of the following requirements on the test date:

- He or she is at least 16 years old, OR
- He or she has been enrolled in the tenth grade for one academic year or longer, or
- He or she will complete one academic year of enrollment in the tenth grade at the end of the semester during which the CHSPE regular administration (spring or fall) will be conducted. For more information on the CHSPE or to register for the exam, please visit <https://www.chspe.net>

Release of Liability

My student has my permission to participate in any iQ Academy-sanctioned activity for the school year 2026-2027. This includes, but is not limited to, field trips, park days, testing and graduation ceremonies.

The undersigned parent or guardian assumes all risks in connection with the student's participation in any and all of the iQ Academy activities.

I, the undersigned, intending to be legally bound, do hereby for myself and heirs, executors, administrators and assigns, forever waive release and discharge iQ Academy it's officers, employees and agents from all liability, claims or demands for any damage, loss or injury to the student, the student's property, or parent's property or to myself in connection with participation in these activities, unless caused by the negligence of iQ Academy.

I do hereby certify that to the best of my knowledge and belief said minor is in good health. In case of illness or accident, permission is granted for emergency treatment to be administered. It is further understood and agreed that the undersigned will assume full responsibility for any such action, including payment of costs.

I attest and verify that said minor is physically fit and able to participate in school events and acknowledge that I am aware of the inherent risks in participating in any athletic event. Please make sure to notify the school if your child has had allergies, medicine reactions or an unusual physical condition which should be made known to a treating physician or which could limit participation in outings or in person events.



SIGNATURE OF RECEIPT AND ACKNOWLEDGEMENT:

By signing below, you are agreeing to the policies and procedures of the Parent handbook. Including (but not limited to):

- Enrollment Requirements
- Attendance
- Academic Progress
- Academic Integrity
- Appropriate behavior
- State testing requirements
- Grading system
- Release of Liability

Student Name (Please Print): _____

Student Signature: _____ Date: _____

Parent Name (Please Print): _____

Parent Signature: _____ Date: _____

Appendix A: Annual Notices

Cal Grant Program Notice

The Charter School is required by state law to submit the Grade Point Average (“GPA”) of all high school seniors by Oct. 1 of each year, unless the student (if the student is 18 years of age or older) or parent/guardian (for those under 18 years of age) opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

CalKIDS Program Notice

California Kids Investment and Development Savings Program (CalKIDS) is a program established by the State of California that funds up to \$1,500 in free money for eligible low-income public school students to save for college and career training. Visit CalKIDS.org for more information about your child’s eligibility and to you claim your child’s account.

California Healthy Kids Survey

The Charter School will administer the California Healthy Kids Survey (“CHKS”) to students at grades five, seven, nine, and eleven whose parent or guardian provides written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

College Preparatory Course Offerings

Students enrolled in grades [8-12 also have the option of dually enrolling in the following courses at [Norco Community College and Irvine Community College

- Use this link for the course list: [COURSE LIST](#)

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

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

A copy of the information sheet regarding type 2 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: <https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years. This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances. Synthetic drugs include but are not limited to synthetic cannabinoids (“synthetic marijuana,” “Spice,” “K2”), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health (“CDPH”) has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent. Social media platforms may be used as a way to market and sell synthetic drugs, such as fentanyl.

Additional information regarding fentanyl from the CDPH’s Substance and Addiction Prevention Branch [can be found here](#).

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *“Foster youth”* means any of the following:
 1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code (“WIC”).
 2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child’s home by juvenile court).
 3. A child who is the subject of a petition filed pursuant to WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.

4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - c. The nonminor is participating in a transitional independent living case plan.
 5. 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.¹
 6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- *“Former juvenile court school student”* means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School.
 - *“Child of a military family”* refers to a student who resides in the household of an active duty military member.
 - *“Currently Migratory Child”* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
 - *“Newcomer pupil”* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years. This also includes a “pupil participating in a newcomer program,” as defined in Education Code section 51225.2, as that section read on January 1, 2023, who was enrolled in the Charter School before January 1, 2024. The Charter School may, in its

¹ The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

discretion, also extend the rights in Education Code sections 51225.1 and 51225.2 to a “pupil participating in a newcomer program,” as defined in Education Code section 51225.2, as that section read on January 1, 2023.

- *“Educational Rights Holder” (“ERH”)* means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- *“School of origin”* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, “school” as used in the definition of “school of origin” includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
- *“Best interests”* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- *“Partial coursework satisfactorily completed”* includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent/guardian” or “ERH.”

Foster and Mobile Youth Liaison: The Head of Schools or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Erin Wiebe

School Culture and Climate Coordinator
50 Moreland Rd.,
Simi Valley, CA 9306
erwiebe@igla.com
805-581-0202

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.

2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

High School Graduation Requirements: Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and newcomer pupils who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption. For a newcomer pupil, enrollment in grade 11 or 12, based on the average age of students in the third or fourth year of high school, may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer

opportunities available through the California Community Colleges.

3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of Foster and Mobile Youth.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the student's ERH.
5. For a student identified as a foster youth, consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Head of Schools or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and their ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to

graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;
2. Provide written notice to the pupil, the pupil's ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the pupil's ERH of the pupil's options to:
 - i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
 - ii. Upon agreement with the pupil's ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the pupil's ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this notice, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other

than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency (“LEA”), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student’s special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational recordkeeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth’s grades as a result of the student’s absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School’s Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements

outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. 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;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

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

School Liaison: The Head of Schools or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Erin Wiebe
School Culture and Climate Coordinator
50 Moreland Rd.,
Simi Valley, CA 9306
erwiebe@igla.com
805-581-0202

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by Charter School personnel through outreach and coordination activities with other entities and agencies and through the annual housing questionnaire administered by the Charter School
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.

9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability: The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter

School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian² in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

High School Graduation Requirements: Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for pupils with significant gaps in school attendance, the pupil's age as compared to the average age of pupils in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the

² "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

student, the student's educational rights holder ("ERH"), and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be

entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the student's ERH.
5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3 within the student's fifth year of high school, the Head of Schools or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student and the student's ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is **not** eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;
2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil's options to:
 - iii. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
 - iv. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

English Learners

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, 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. The Charter

School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents. Questions may be directed to the ELL Coordinator:

Anita Garza
agraza@igla.com

Information Regarding Financial Aid

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid (FAFSA) or 2) the California Dream Act Application as appropriate, at least once before the student enters 12th grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
 - <https://studentaid.gov/h/apply-for-aid/fafsa>
- The California Dream Act Application and information regarding the California Dream Act is available at:
 - <https://www.csac.ca.gov/post/resources-california-dream-act-application>

The Charter School shall confirm that each of its students in grade 12 completes and submits a FAFSA to the United States Department of Education, or if the student is exempt from paying nonresident tuition pursuant to Education Code section 68130.5, a California Dream Act Application to the Student Aid Commission. Students who are exempt or whose parent/guardian (if the student is a minor) have opted-out will not be required to comply.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

Entering 7th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement. At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.
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Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action (“Involuntary Removal Notice”). The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student’s basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School’s expulsion procedures. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School’s suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall include a copy of the Charter School’s expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student’s last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Lost or Damaged School Property

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

Mental Health Services

The Charter School recognizes that when 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/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – School based counseling services are provided to students with IEP in which counseling is a service provided for in their IEP. For all other mental health support, iQ Academy works alongside CalHOPE, a state funded and provided mental health program for all California children. If your child is in need of mental health support, including counseling, due to academic stress, transition to changes in their environment, or social concerns, including isolation, you are encouraged to contact your child's teacher, guidance counselor or any administrator. If you are in doubt of who this might be, please contact the office at (805)581-0202. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact us at sped_eval@iqcala.com to request an evaluation.

Available in the Community:

- BrightLife Kids and Soluna are CalHOPE programs to support the behavioral health of everyone ages 0–25 who lives in California. Both programs are 100% paid for by the State of California.
- [Community Resources](#)
- [County based mental health clinics and hotlines.](#)

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

Charter School does not discriminate against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources or school and recreation facilities and resources that support or enable these programs.

The Charter School Board of Directors (“Board”) shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups.

Instruction and instructional materials shall be factually accurate and align with the adopted curriculum and standards and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. A teacher shall not give instruction and Charter School shall not sponsor any activity that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or pursuant to a characteristic listed in Section 220. Discriminatory bias in instruction and school-sponsored activities does not require a showing of direct harm to members of a protected group. Members of a protected group do not need to be present while the discriminatory bias is occurring for the act to be considered discriminatory bias. The Board shall take corrective action if it finds that instruction or school-sponsored activities are discriminatory.

The Board shall not adopt or approve the use of any textbook, instructional material, professional development materials, supplemental instructional material, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220, or if the professional development materials or services promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a pupil to unlawful discrimination pursuant to Section 220.

If the Board knows or has reason to know that materials were used in a classroom, that professional development materials or services were used, or that an action occurred that violated Education Code section 220, the Board shall investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability).

The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs.

The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Krista Mount
Director of Categorical Program
50 Moreland Rd.,
Simi Valley, CA 93065
kmount@caliva.org
805-581-0202

The lack of English language skills will not be a barrier to admission or participation in the Charter School's programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Oral Health Assessment

Students enrolled in transitional kindergarten or kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are

required to present proof of having received an oral health assessment completed by a dental professional that was performed within 12 months before the student's initial enrollment in a public school. Please contact the main office if you have questions about this requirement.

Parent and Family Engagement Policy

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. Parents may visit <https://igacademyca.k12.com/> to view the Parent Involvement Policy.

Physical Examinations and Right to Refuse

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Head of Schools a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. 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, the child 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.

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students 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 student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student'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 student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it

is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Krista Mount
Director of Categorical Program
50 Moreland Rd.,
Simi Valley, CA 93065
kmount@caliva.org
805-581-0202

A copy of the UCP is available 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 Head of Schools.

Notice Of Policy Regarding Immigration Enforcement Activity

This notice summarizes our Policy Regarding Immigration Enforcement Activity. The complete policy is available in the main office and at 50 Moreland Road, Simi Valley, CA, 93065.

OUR COMMITMENT TO ALL STUDENTS

We provide a safe, welcoming environment for all students regardless of immigration status or religious beliefs. We limit immigration enforcement activities at our facilities consistent with California law.

YOUR RIGHTS AND PROTECTIONS

Non-Discrimination: We prohibit discrimination, harassment, intimidation, and bullying based on immigration status, nationality, race, ethnicity, citizenship status, religion, national origin, or ancestry. We promptly investigate all complaints and take appropriate action.

Enrollment: We do not request citizenship or immigration documentation for enrollment, other than documents we might review but not retain to establish a child's birthdate. We accept various documents to establish residence (utility bills, rental agreements, pay stubs, declarations of residency) and age (birth certificates, baptism certificates, passports, or affidavits). Students experiencing homelessness may enroll even without typical documentation if otherwise eligible.

Privacy of Information: We do not collect or maintain information about students' or families' citizenship or immigration status except when required by law for specific education programs.

If we do, we collect such information separately from enrollment and do not use it to discriminate or prevent school attendance.

Social Security Numbers: We do not require Social Security numbers for enrollment. We may request the last four digits of an adult household member's number only to establish eligibility for free or reduced-price meals. Students can still qualify without providing this information if they meet income requirements.

INFORMATION SHARING LIMITS

We do not share student information that might indicate immigration or citizenship status unless authorized by the Family Educational Rights and Privacy Act (FERPA) or required by valid court orders, warrants, or subpoenas. We provide parents notice before responding to such requests (except in child abuse cases or when prohibited).

Immigration Enforcement Officers: Without written parental consent, we do not provide student information to immigration enforcement officers unless they present a valid judicial warrant, judicial subpoena, or court order signed by a judge. ICE administrative warrants do not authorize access to nonpublic school areas or student information.

CAMPUS ACCESS PROCEDURES

Immigration enforcement officers carrying out immigration enforcement activities may not enter nonpublic school areas without a valid judicial warrant or court order. In the event of an enforcement activity authorized by a judicial order, our staff will:

- Request credentials and documentation from any officer
- Contact the schoolsite administrator before granting access
- Request that officers not interrupt instruction
- Document all interactions and notify parents, staff, and students pursuant to the procedures outlined in our Comprehensive School Safety Plan
- Report attempts to access campus or students to the California Department of Justice and to the Charter School Board of Directors

ANTI-BULLYING AND HATE CRIMES

We educate students about respecting all peers and the harmful effects of bullying based on protected characteristics. We train staff to eliminate hostile environments and respond to harassment. Students who experience hate crimes have the right to report them. Review our complete Harassment, Discrimination, Intimidation, & Bullying Policy and Uniform Complaint Procedures in the main office.

SUPPORT FOR FAMILIES

Emergency Contacts: You may update your student's emergency contact information anytime. We encourage you to include a trusted adult or multiple adults who can care for your child if you become unavailable. We use this information only for emergencies.

Caregivers Authorization Affidavit: We encourage families to support relative caregivers in completing a Caregivers Authorization Affidavit. We will rely on a signed, completed Affidavit to

allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit. This form is available [HERE](#).

If Parents Are Detained: We release students to emergency contacts or anyone with a Caregiver's Authorization Affidavit. We contact child protective services only if we cannot arrange care through provided contacts.

Family Safety Plans: We encourage families to develop safety plans identifying trusted adults who can care for students and locations of important documents (birth certificates, passports, medical information).

Resources for Detained Family Members:

- **ICE Detainee Locator:** <https://locator.ice.gov/odls#/search>
- **Legal Assistance:** California organizations accredited by Board of Immigration Appeals at <https://www.justice.gov/eoir/recognition-accreditation-roster-reports>; Self-Help Centers at <http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>
- **Consulates/Embassies:** Contact your country of origin's consulate for assistance

[Safe Storage of Firearms](#)

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.

- The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

School Safety Plan and Asbestos Management Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office.

Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the 504 Coordinator:

Samantha Johnson Gonzales
sjohnson-gonzales@iqia.com

A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in **grades 7-12**. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. The Charter School does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students’ health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student’s attitudes concerning or practices relating to sex) may be administered to students in **grades 7-12**. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the Charter School has received a written request from the student’s parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Special Education /Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities Education Improvement Act (“IDEA”), Education Code requirements, and applicable policies and procedures of the East San Gabriel Valley SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact:

Samantha Roan
Program Specialist
sroan@igcala.com
916-500-4681

State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress [“CAASPP”].) Notwithstanding any other provision of law, a parent’s or guardian’s written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Student Records, including Records Challenges, Directory Information, and CCGI Notice

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Head of Schools or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Head of Schools or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Head of Schools must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the

record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;

3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

“Directory Information” is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent’s or eligible student’s prior written consent. The Charter School has designated the following information as directory information:

1. Student’s name
2. Student’s address
3. Parent’s/guardian’s address
4. Telephone listing
5. Student’s electronic mail address
6. Parent’s/guardian’s electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child’s education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment.

Please notify the Head of Schools at: Nick Stecken nicstecken@igla.com

A copy of the complete Policy is available upon request at the main office.

Charter School shall not release directory information regarding a student identified as a homeless child or youth under the McKinney Vento Homeless Assistance Act in the absence of parent, guardian, or eligible student’s written consent, except as follows:

- a. When the directory information is released for the purposes of facilitating the student’s access to an oral assessment or eye examination required by Charter School, unless the parent/guardian opts out of the examination.

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System (“CALPADS”³) pursuant to state law, will be shared with the California College Guidance Initiative (“CCGI”⁴) and will:

- 1) Be used to provide pupils and families with direct access to online tools and resources.
- 2) Enable a pupil to transmit information shared with the CCGI to both of the following:
 - a. Postsecondary educational institutions for purposes of admissions and academic placement.
 - b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Please visit the CCGI website at CaliforniaColleges.edu to access resources that help students and their families learn about college admissions requirements.

Surveys About Personal Beliefs

Unless the student’s parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student’s, or the student’s parents’ or guardians’ personal beliefs or practices in sex, family life, morality, or religion.

Teacher Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student’s teacher:
 - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

³ CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

⁴ CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state’s efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education (“CDE”).

- b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Head of Schools Nick Stecken at nicstecken@igla.com to obtain this information.

Uniform Complaint Procedure (“UCP”)

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) or 244(a).
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Adult Education;
 - Career Technical and Technical Education;
 - Career Technical and Technical Training;
 - Child Care and Development Programs;
 - Consolidated Categorical Aid;
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Every Student Succeeds Act;

- Migrant Education Programs;
 - Regional Occupational Centers and Programs; and/or
 - State Preschool Programs.
3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
 - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Head of Schools or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Krista Mount
Director of Categorical Program
50 Moreland Rd.,
Simi Valley, CA 93065
kmount@caliva.org
805-581-0202

Only complaints regarding pupil fees, LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.

4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If Charter School fails to issue an investigation report within the required sixty (60) calendar day timeline, a party to a written complaint of prohibited discrimination may appeal directly to the SSPI. The complaint must provide evidence supporting the basis for direct filing and explain why immediate action is necessary.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by the Charter School. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. Complainants alleging a violation of Education Code section 220, 243, 244, 51500, 51501, or 60044, may seek civil remedies after sixty (60) calendar days have elapsed from the filing of an appeal with the CDE. before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Head of Schools.

Use of Student Information Learned from Social Media

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Head of Schools.

Workplace Readiness Week and Work Permits

The week of each year that includes April 28 shall be known as "Workplace Readiness Week." All public high schools, including charter schools, shall annually observe that week by providing information to students on their rights as workers.

Beginning August 1, 2024, any minor seeking the signature of a Charter School verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at: <https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.pdf>

Appendix B: Title IX Policy Prohibiting Discrimination on the Basis of Sex

Title IX Policy Prohibiting Discrimination On The Basis Of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of IQ Academy California – Los Angeles ("IQLA") to address sex discrimination, including but not limited to sexual harassment, occurring within IQLA's education program or activity.

IQLA does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.⁵

This Policy applies to conduct occurring in IQLA's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom IQLA does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the IQLA Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by IQLA.

Prohibited Sexual Harassment

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of IQLA conditioning the provision of an aid, benefit, or service of IQLA on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to IQLA's education program or activity; or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct

⁵ IQLA complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through IQLA.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in IQLA's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that IQLA investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in IQLA's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to IQLA's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or IQLA's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of IQLA ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Erin Wiebe
50 Moreland Rd.
Simi Valley, CA 93065
erwiebe@igla.com
805-581-0202

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Cathy Wilson
Director of student engagement
805-581-0202
cawilson-rademacher@iqcala.com

The Coordinator is responsible for coordinating IQLA's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to IQLA, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within IQLA's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Head of Schools, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. IQLA will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

IQLA acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

IQLA prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related

to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

IQLA will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

IQLA's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in IQLA's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. IQLA will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair IQLA's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

IQLA has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with IQLA's Uniform Complaint Procedures,

its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

IQLA requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by IQLA to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

IQLA will treat complainants and respondents equitably. IQLA presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

IQLA may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

IQLA allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by IQLA, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

IQLA will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.⁶ Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

IQLA must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in IQLA's education program or activity; or
- Did not occur against a person in the United States.

IQLA may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by IQLA;

⁶ Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent IQLA from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable IQLA policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- IQLA's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that IQLA prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

IQLA may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with IQLA's policies.

IQLA may remove a respondent from IQLA's education program or activity on an emergency basis, in accordance with IQLA's policies, provided that IQLA undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under IQLA's Title IX grievance procedures, IQLA may offer an informal resolution process to the parties. IQLA will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, IQLA will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. IQLA has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless IQLA obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited

from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, IQLA will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within twenty (20) business days after IQLA sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of IQLA's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that IQLA provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of IQLA's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Director of Student Engagement, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or IQLA's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from IQLA or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by IQLA.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

IQLA will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND Harassment COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize IQLA to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from IQLA.

Signature of Complainant

Date: _____

Print Name

To be completed by IQLA:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Appendix C: Harassment, Intimidation, Discrimination, and Bullying Policy

Harassment, Intimidation, Discrimination, And Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, IQ Academy California – Los Angeles ("IQLA") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or any combination of those characteristics, association with a person or group with one or more of these actual or perceived characteristics or any combination of those characteristics, or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, IQLA will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. IQLA school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other

electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom IQLA does business, and all acts of IQLA's Board of Directors ("Board") in enacting policies and procedures that govern IQLA.

IQLA complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student ⁷ or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by IQLA.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device.

⁷ "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
 - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

IQLA has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

IQLA advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

IQLA informs its employees, students, and parents/guardians of IQLA's policies regarding the use of technology in and out of the classroom. IQLA encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

IQLA employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. IQLA advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at IQLA and encourages students to practice compassion and respect each other.

IQLA educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

IQLA's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

IQLA informs IQLA employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

IQLA annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other IQLA employees who have regular interaction with students.

IQLA informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items

- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

IQLA also informs certificated employees about the groups of students determined by IQLA and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

IQLA encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for IQLA’s students.

Complaint Procedures

Scope of the Complaint Procedures

IQLA will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the IQLA UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

IQLA will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of IQLA’s Title IX Policy or comply with the writing, timeline, or

other formal filing requirements of the UCP. A copy of IQLA's Title IX Policy and UCP is available in the main office.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Head of Schools or designee (or the Chair of the Board if the complaint is against the Head of Schools) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and IQLA will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Head of Schools, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

IQLA acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by IQLA on a case-by-case basis.

IQLA prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Head of Schools or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Head of Schools or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Head of Schools or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Head of Schools, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at IQLA will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from IQLA or termination of employment.

Right of Appeal

Should a complainant find IQLA's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of IQLA's decision or resolution, submit a written appeal to the Head of School or Designee, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize IQLA to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

To be completed by IQLA:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

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Appendix D: Suspension and Expulsion Policy and Procedures

Suspension and Expulsion Policy and Procedures

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students attending IQ Academy – Los Angeles (“Charter School” or “IQ-LA”). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular instruction. This shall serve as the Charter School’s policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be distributed annually as part of the Parent Student Handbook, which will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians⁸ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available on the Charter School’s website.

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

⁸ The Charter School shall ensure that a homeless child or youth’s educational rights holder; a foster child or youth’s educational rights holder, attorney, and county social worker; and an Indian child’s tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term “parent/guardian” shall include these parties.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

While the Charter School expects these situations to be rare, a student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to while participating in any school-sponsored activity and/or during transport to/from any school-sponsored activity. Additional discipline may include advising and counseling students, conferring with parent/guardian, and the use of alternative educational environments as appropriate.

B. Enumerated Offenses

1. Discretionary Suspension and Expulsion Offenses: Students may be suspended or recommended for expulsion when it is determined the student:

- a) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- b) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- c) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- d) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- e) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- f) Committed an obscene act or engaged in habitual profanity or vulgarity.
- g) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- h) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- i) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- j) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- k) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- l) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal

degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

- m) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- n) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- o) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- p) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- q) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students

which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.

- (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - r) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee’s concurrence.
- 2. Non-Discretionary Suspension and Expulsion Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee’s concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Head of School or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor, or Charter School employee who referred the student to the Head of School or designee.

The conference may be omitted if the Head of School or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student’s parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Head of School or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Head of School or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student

should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act “FERPA”) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation.
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations

that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

Hearings involving sexual assault or battery offense(s) shall be conducted in a manner consistent with Education Code Section 48918.5.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

I. Expulsion Decision

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

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status

and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Head of School or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Head of School or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. Disciplinary Records

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

L. No Right to Appeal

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

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon

expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Head of School or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Head of School or designee shall make a recommendation to the Board of Directors following the meeting regarding the Head of School's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Missed Assignments

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after **two missed assignments**, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Non-Compliance Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

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

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School

supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Appendix E: Professional Boundaries: Adult/Student Interaction Policy

Professional Boundaries: Adult/Student Interaction Policy

This policy applies to all IQ Academy LA ("IQLA" or "School") School employees, volunteers, contractors, and governing board ("Board") members⁹ (collectively referred to as "adults" herein).

The School recognizes its responsibility to make and enforce all rules and regulations governing student and adult behavior to bring about the safest and most learning-conducive environment possible. This policy is available on IQLA's website.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the individuals, students, staff or other persons or to prevent damage to property.

⁹ This policy does not apply to student board members under Education Code 47604.2, or otherwise.

For clarification purposes, the following examples are offered for direction and guidance of School employees, volunteers, contractors, and Board members:

A. Examples of permitted actions (i.e., not corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring a student on an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of prohibited actions (i.e., corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Adult/Student Behavior

This policy is intended to guide adults in conducting themselves in a way that reflects the high standards of behavior and professionalism required of them and to specify the boundaries between adults and students.

Although this policy gives specific, clear direction, it is each adult's obligation to avoid situations that could prompt suspicion by parents/guardians, students, colleagues, or School leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by an adult while interacting with a student, whether during school hours or outside of school hours, including through social media platforms, text messaging, and other forms of communication that do not otherwise include a student's parent/guardian. Trespassing the boundaries of a student/adult relationship is deemed an abuse of power and a betrayal of public trust.

Professional boundaries apply not only between students and staff, volunteers, and contractors, and Board members, but also among and between students, and among and between adults employed, volunteering, or under contract with the School. All members of the School community are expected to maintain professional conduct that models appropriate behavior and fosters a safe and respectful learning environment. Additionally, all facilities/areas under School control shall be

effectively supervised to promote a safe environment for students and individuals performing services on behalf of the School.

Some activities may seem innocent from an adult's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent/guardian point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between adults and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Adults must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all adults learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/adult interactions must have boundaries surrounding potential activities, locations, and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, they must immediately report the matter to a School administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse, child abuse, or neglect.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the School.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- (k) Communication with students via an employee's personal accounts, such as email and/or social media.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has written parent/guardian and supervisor permission.)

- (a) Giving students a ride to/from School or School activities.
- (b) Being alone in a room with a student at School with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages, or letters to students if the content is not about School activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents/guardians' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off School property for activities such as field trips or competitions.
- (c) Emails, text, phone, and instant messages to students within School-provided platforms must be professional and pertain to School activities or classes (Communication should be limited to School technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents/guardians informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Principal about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any student with special needs.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) High fives, fist bumps, and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.