



ACADEMY CALIFORNIA
Los Angeles
a network^k/2 school

2024-2025

**Parent & Student
Handbook**

IQ Academy California - Los Angeles

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Simi Valley, California 93065

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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 18th 2024

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.

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.

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 2024-2025 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.

2024-2025 SCHOOL CALENDAR

2024-2025		
Independence Day	July 4th -5th	
School Begins	August 15th	
Labor Day	September 2nd	
Colombus Day	October 14th	
Veterans Day	November 11th	
Thanksgiving Break	November 22-29	
Winter Break	December 23rd - January 3rd	
Martin Luther King's Day	January 20th	
Non-Student Days	January 21st - 24th	
Presidents' Day	February 17th	
Spring Break	April 7th - 14th	
CAASPP Testing (state testing)	April 28th - May 30th	
Memorial Day	May 26th	
School Ends	June 6th	
Juneteenth	June 19th	
Extended School Year (ESY)	June 30th - July 28th	
Quarters	Dates	Days
Quarter 1	August 15th - October 18th	45
Quarter 2	October 21st - January 17th	48
Quarter 3	January 27th - March 28th	44
Quarter 4	Martch 31st - June 6th	43
Attendance Calendar	Dates	Days
Month 1	8/15/2024 - 09/06/2024	16
Month 2	9/09/2024 - 10/04/2024	20
Month 3	10/07/2024 - 11/01/2024	19
Month 4	11/04/2024 - 12/06/2024	18
Month 5	12/09/2024 - 01/17/2025	20
Month 6	01/20/2025 - 02/14/2025	15
Month 7	02/17/2025 - 03/14/2025	19
Month 8	03/17/2025 - 04/11/2025	15
Month 9	04/14/2025 - 05/09/2025	19
Month 10	05/12/2025 - 06/06/2025	19

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.

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 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. 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.

Parent Involvement Policy

iQ Academy California - Los Angeles recognizes that, when schools and parents form strong partnerships, students' potential for educational success improves significantly. As part of our Educational Partner feedback processes, parents are given the opportunity to be involved in advising, making decisions, about the school's educational programs, the use of categorical funds to support these programs, and the school's plan to involve parents in their children's education. Parents may visit <https://iqacademyca.k12.com/> to view the Parent Involvement Policy.

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.

Immunizations

California law requires that an immunization record be presented before a child can be enrolled in school. The school requires written verification from a doctor or immunization clinic of the following immunizations:

- Diphtheria
- Measles
- Mumps, except for children who have reached the age of seven years
- Pertussis (whooping cough)
- Poliomyelitis
- Rubella
- Tetanus
- Hepatitis B
- Varicella (chickenpox)
- TDAP (pertussis) (The TDAP must be administered after a student's seventh birthday, but before entering 7th grade.)

The school's verification of immunizations is through written medical records from your doctor or immunization clinic. Exceptions are allowed under the following conditions:

The parent provides a signed doctor's statement verifying that the child is to be exempt from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.

Current California law allows students who do not have complete immunizations to enroll in IQLA. The school is required to collect and report immunization information for all newly enrolled students and students entering 7th grade.

Any child leaving the United States for a short vacation to any country considered by the Center for Disease Control and Prevention (CDC) to have an increased risk of TB exposure (such as Mexico, the Philippines, India, or Southeast Asia) must call the County Tuberculosis Clinic, for a TB Screening upon return.

Physical Examinations

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in Kindergarten. Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment. The school recommends that children undergo a yearly speech, hearing and eye examination.

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 Online School (Online School)

The 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 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.

[Online Middle School \(OLMS\) and High School \(OLHS\)](#)

The New Online platform implemented in 2015 replaced the Learning Management System for courses in Grades 9-12 and replaced the Online School in Grades 6-8 in 2016. After logging into the Online School, Middle and High School students will access the Online Middle School / Online High School, where they can find their courses, email, ClassConnects, and school calendars.

[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.



Account Sign Up

Choose a username:

lsmith306

Or choose your own username

Recovery Email Address

Used for recovering password and username

Mobile Phone Number

*Optional

Password

Security Question

Select a question.

Security Question Answer

SIGN UP

[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!**

lsm212

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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TAKE charge!

Photo by Ava N. • 11th Grade

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.

Welcome to School Name

We are excited to start the school year with you!

As part of attending CAVA-LA, each student must create a unique username and password that will be used to complete all schoolwork in the Online School. By using their unique student account, your student takes accountability for their schoolwork and we are best able to help them in their individualized learning path.

Please take time to [create student account and passwords now](#).

Whenever your student completes schoolwork, they must do so after signing in with their student username and password.

As the Learning Coach, you will have your own username and password that enables you to work with your student, access your own email account, enter attendance, check progress, and help monitor your student's schoolwork.

We recommend you log into your learning coach account daily. While you are logged into your learning coach account you will have access to your student's account and teacher guides. It is important you keep your password secure.

[Create Student Account](#)

1. Click to begin account setup for your student(s)

Create Your Student Accounts

Please create usernames for the following students:

Student Name	Username
Dylan Lopez	dlopez
Emma Lopez	Click here to setup username

2. Click to setup username and password for this student

My Account

My Account Information

Username
 Password
 Verify Password

Preferred Name: Emma
 Email: galsent@iq12.com
 Home Phone: 650766817

Shipping Address: 1611 Mariposa Ct, #202
 San Jose, California 95128-0847
 County: Ventura
 ZIP: 91375-2123

To update your address:

Visual Academics & International Academy
 Visual Academics & International Academy
 Visual Academics & International Academy
 Visual Academics & International Academy

3. Enter a Username and Password and then Verify Password

4. Click Save

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

Objectionable Materials

There may come a time when you find certain lessons in a particular unit of study, certain books, or certain materials to be objectionable for various personal reasons. If you find objectionable material, please contact your assigned teacher. Your teacher will work with you to identify alternative lessons to meet the lesson objectives. You may also voice your concerns to K¹² directly using the feedback button under the 'Help' link on the Online School.

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.

Confidentiality

Every effort is used in maintaining the confidentiality of students attending iQ Academy California - Los Angeles. Parents must give permission before a student's name or image can be displayed in a public manner. Before confidential student information is transferred over the internet, it is encrypted and can only be decrypted by another party employed or assigned by iQ Academy California - Los Angeles. Student files are accessible only to employees of iQ Academy California - Los Angeles who have an interest in the education of its students. Learning Coaches and students should be careful not to share their K¹² Online School (OLS) username and password with any unauthorized individuals. In any case, where a parent or teacher believes the security of the Online School has been compromised, the parent should use the tools provided in the Online School to change their username and password. In addition, parents are advised to avoid using personal information in e-mails. For example, using a student's first initial is preferred to using a student's first name.

Family Educational Rights and Privacy Act (FERPA)

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 45 days after the day iQ Academy California - Los Angeles receives a request for access.

According to Education Code 56043(n), families may inspect or review their child's records within five (5) business days of the school receiving the request. The record must be viewed in the presence of an iQ Academy California - Los Angeles administrative staff member. The school will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- *Education Code Section 56043(n): "The parent or guardian shall have the right and opportunity to examine all school records of the child and to receive complete copies within five business days after a request is made by the parent or guardian, either orally or in writing, and before any meeting regarding an individualized education program of his or her child or any hearing or resolution session pursuant to Chapter 5 (commencing with Section 56500), in accordance with Section 56504 and Chapter 6.5 (commencing with Section 49060) of Part 27."*

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 iQ Academy California - Los Angeles to amend a record should submit this request in writing to the Head of School clearly identifying the part of the record they want to be changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the 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.

3. The right to provide written consent before the 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 school officials with legitimate educational interests. A school official is a person employed by the 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 school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the 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, or therapist; 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 school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. FERPA requires that the school, with certain exceptions, obtain a parent's or eligible student's written consent prior to the disclosure of personally identifiable information from a child's educational records. However, the school may disclose "directory information" without written consent, unless you, the parent of eligible student, have advised the school in writing that you do not want all or part of the directory information disclosed. The primary purpose of directory information is to allow the school to include the following information from education records in certain school publications or disclose it to certain parties. Examples include:

- Shipment of computer and school materials to and from the student's home
- Entry of student enrollment information into a computer database for use by school officials
- Honor roll or other recognition lists
- School publications

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. In addition, federal law requires the school to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents or eligible students have advised the school in writing that they do not want their student's information disclosed without prior written consent.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by iQ Academy California - Los Angeles to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

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. 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:

- Student illness – no more than three (3) consecutive days. If the student is absent more than three (3) consecutive days, a doctor's note is required.
- Illness or medical treatment of child for whom student is the custodial parent – no more than three (3) consecutive days. If the student is absent more than three (3) consecutive days, a doctor's note is required.

- Religious reasons (see below)
- Funeral – Attending funeral services for a member of student’s immediate family, as long as the absence is not more than one (1) day if the service is conducted in California and not more than three (3) days if the service is conducted outside of California.

Should the student not attend school 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. Unexcused absences may result in the student’s non-compliance with iQ Academy California - Los Angeles’s enrollment requirements. Refer to the non-compliance policy herein 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.

Absences from school interfere with the academic achievement of your child. Students who are absent three (3) or more school days in an attendance period or have missed two assignments (as defined in the non-compliance policy); or five (5) or more cumulative days, may be subject 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.

Absences for Religious Reasons

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at their respective places of worship or at other suitable place or places away from school property designated by the religious group, church, or denomination, which shall be in addition and supplementary to the instruction received from iQ Academy California - Los Angeles. No pupil shall be excused from school for such purpose on more than four days per school month. Requests for religious absences must be made in writing to the iQ Academy California - Los Angeles Administration prior to the absence.

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.

Indications that a student is not actively participating in our program include non-attendance (three (3) or more days), missing or refusing to schedule meetings, being unable to contact, missing daily assignments, not logging into the Online School daily, and/or not meeting additional enrollment requirements.

For purposes of this policy, a student missing the equivalent of three (3) or more school days' worth of work in an attendance period will be found to have "one missed assignment." Students who have two attendance periods with "one missed assignment" will be found to have "missed two assignments" and thus will be evaluated as to whether it is in the best interest of the student to remain in independent study. Parents/guardians will be informed of this policy as part of the Independent Study Master Agreement signed annually. The evaluation shall take place during an evaluation conference, which shall be conducted by the Head of School or designee. The Head of School or designee shall provide written notification to the parent/guardian or adult student of the evaluation conference. For the purpose of this policy, a student missing two school appointments will be considered to have "missed two assignments" and thus will be evaluated as to whether it is in the best interest of the student to remain in independent study. Parents/guardians will be informed of this policy as part of the Independent Study Master Agreement signed annually.

A school appointment may be defined as conferences, classes, tutoring, any required testing appointments, special education meetings, etc.

In these instances iQ Academy California - Los Angeles will:

- 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.

Evaluation Conference

Students who have missed two assignments, school appointments/classes or have missed three (3) or more days of school in an attendance period or five (5) cumulative days of school may be required to attend an evaluation conference to determine whether it is in the best interest of the student to remain in independent study. 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.

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 shall be withdrawn from enrollment with the IQ Academy California - Los Angeles and the parent/legal guardian or adult student shall immediately enroll in a site-based program through the local school district or other appropriate educational program. Notes detailing the discussion and outcomes of this conference shall be filed in the student's cumulative file.

Appeal

The Academic Administrator's or designee's decision shall be subject to an appeal to the Head of School or designee. The parent/guardian or adult student shall submit a written request to the Head of School, outlining the reasons for the appeal.

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 withdrawal
- Depending on the severity of each action, iQ Academy California - Los Angeles reserves the right to withdraw student upon the first action

This document describes the policies and guidelines for the use of the iQ Academy California - Los Angeles 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 will result in the:

- Involvement with law enforcement agencies and possible legal action.
- Withdrawal from our program.

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.
- 4th offense – student may be withdrawn from iQ Academy California - Los Angeles and placed back in their school of residence. The incidents will be noted in the student's permanent file.

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.

Discipline

The Pupil Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This policy and its Administrative Procedures will be distributed as part of the Parent Student Handbook, which will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, and the use of alternative educational environments, suspension, and expulsion. Suspension, expulsion, or involuntary removal shall be implemented consistent with the Charter School's Suspension and Expulsion Policy and Procedures, Board Policy # 12, and 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.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act ("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 regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the 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.

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:

- Illegal activities
- Offensive content of any kind, including pornographic material
- Content that promotes discrimination on the basis of race, gender, national origin, age, marital status, sexual orientation, religion or disability
- Threatening or violent behavior
- Gambling or wagering
- Commercial messages

- Religious, political or racial messages
- Messages that misrepresent yourself
- Download of any software on the iQ Academy California - Los Angeles computer
- Web sites or chat rooms that are not for the purpose of iQ Academy California - Los Angeles related education

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;
 - o 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
 - o 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.

Harassment Reporting

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.

Harassment/Bullying Policy

iQ Academy California – Los Angeles strives to provide a safe and welcoming environment for all students to learn. Harassment and/or bullying on the basis of actual or perceived characteristics including disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics is unlawful and will not be tolerated. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's or another's reputation.

- Harassment or bullying on the basis of sex includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student's actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.
- Harassment or bullying on the basis of race, color, or national origin refers to intimidation or abusive behavior toward a student based on actual or perceived race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of race, color, or national origin constitutes racial harassment.
- Harassment or bullying on the basis of disability refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct

may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of disability constitutes disability harassment.

Complaint and Reporting Procedure

Any student, employee, or agent who believes he or she has been harassed by an employee, agent, or student of the school should promptly report the facts of the incident(s) and the name of the individual(s) involved to an adult staff member with whom they feel comfortable, and that person shall report the incident to the Academic Administrator using “The Incident and Harassment Bullying Form” found in Appendix B of this handbook. If the alleged harasser is the Academic Administrator, the person may report the incident to the Head of Schools. A written report of the alleged incident will be developed by the Academic Administrator or Head of Schools (report form attached). A copy of the report, along with a copy of this policy, shall be mailed to the parent of the student who initiated the complaint.

All staff, upon personal knowledge of an incident of sexual harassment, are obligated to report it to the Director and the Title IX Coordinator, or if the harasser is the Director, the report shall be made to the Head of Schools. Failure to do so is a violation of this policy. Failure of staff to report student allegations of sexual or gender-based harassment within three (3) school days violates this policy.

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

Filing Complaints with State and Federal Agencies

Aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including:

U.S. Office for Civil Rights
50 United Nations Plaza, Room 239, San Francisco, CA 94102
(415) 556-7000

Confidentiality

An allegation of harassment and the results of the investigation shall be kept confidential to the extent reasonably possible under the investigative process. Witnesses and those interviewed

shall be informed of the confidential nature of the issues and the investigation and shall be informed that it will be a violation of this policy to disclose the allegation or the nature of the investigation to others and shall be subject to disciplinary action as defined in this policy.

Retaliation is prohibited

The complainants are protected from retaliation. The school shall advise complainants of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws.

Time Limits

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

Disciplinary Action

Any student who engages in bullying on school platforms (Newrow), or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with school policies and regulation. The guideline for consequences is below.

- Warning – consequences would depend on the situation and could include limiting ways the student can interact with other students (i.e. requiring supervision or suspension from CC sessions, limiting classroom privileges, limiting participation in clubs, etc.)
- Certified letter
- Admin phone conference
- Possible w/d

The report, investigation notes, and discipline plan, shall be submitted to the Academic Administrator. The Head of School and Academic Administrator will monitor for repeat offenders and act when needed. All documents will be stored on OneDrive where the Head of School and Academic Administrators have access.

Appeal Procedures

Either the complaining party or the accused may appeal the findings of an investigation to the Governing Board of the school. Appeals shall be made in writing within ten (10) business days from the date of a finding.

Hate Motivated Behavior and Hate Crime Reporting Procedure

Every student has the right to be protected from "hate-motivated" behavior. The Head of School shall promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage,

gender, gender identity or expression, sexual orientation, physical/mental attributes or religious beliefs or practices shall not be tolerated and may be considered "hate-motivated" speech or "hate-motivated" behavior. A "hate-motivated" comment or "bias incident" is biased conduct, speech, or expression that has an impact, but does not involve a criminal action.

Hate crimes (vandalism, physical assault, arson, etc.) are crimes that are motivated, in whole or in part, by bias, by the targeted individual or group's characteristics or perceived characteristics of disability, gender, gender identity or expression, nationality, race or ethnicity, religion, sexual orientation, religious beliefs or association with a person or group who has one of these characteristics. "Hate crimes" should be reported to law enforcement.

School Climate

Everyday acts of intolerance and/or hate may manifest in a variety of ways: name-calling, slurs, sexual harassment, casual put-downs regarding race, ethnicity, gender, size, abilities, perceived sexual orientation, or gender identification. Administrators and teachers should actively work to promote a positive school climate. School staff is encouraged to:

- Work to establish a climate where casual slurs are uncommon and are challenged when they do occur. Set expectations of how students should speak to each other (in-person and online), whether they are in or out of earshot of a teacher or administrator.
- Create a no-slur school by stating clear support for a safe, open learning environment free of slurs. Be specific: no insults related to ability, appearance, culture, gender, home language, race, ethnicity, religion, sexual orientation, or social class will be tolerated.
- Check for signs of hostility, depression, or a marked change in behavior or academic performance, and reach out to the student's parents or guardians and/or the school counselor as appropriate.
- Model inclusive, pro-social behavior and interrupt moments of bias among staff.

If a "hate-motivated" comment or action occurs, school staff should be prepared to discuss how the school will respond.

Reporting

Any student who feels that they are a victim of "hate-motivated" behavior shall immediately contact the principal or any trusted staff member with whom the student has a relationship. Reports can be made in writing or verbally and all complaints should be reported to an administrator. If the student believes that the situation has not been remedied by the principal or designee, the student may file a complaint through the Uniform Complaint Procedures.

Staff who receive notice of "hate-motivated" behavior or personally observe such behavior shall notify the principal.

Grievance Procedures & Investigation

When a staff member first hears "hate speech" or "bias speech," they should immediately interrupt, address, and admonish the student making such comments. The staff member should

do an initial inquiry with the victim-student to determine if a full investigation is needed. Included in that initial inquiry should be questions regarding the harm that the student has suffered, the frequency and persistence of the behavior, and the history between the students. If the administrator determines that a full investigation is needed to learn more about the incident and/or to determine what happened, s/he should reference and complete the "Hate Speech/Discrimination Investigation Form" as they conduct their investigation. At the completion of the investigation, the administrator is responsible for providing the Investigation Form and supporting documents to the Director.

Once an administrator receives a report of "hate-motivated" behavior and determines that a full investigation is needed, the administrator/investigator should begin their investigation immediately. If the administrator determines that a full investigation is needed, the Administrator shall conduct a thorough and equitable investigation into the allegations and inform the victim-student/family regarding the status of the investigation. During the course of the investigation, the administrator should consider the following factors:

- Put safety first, denounce the act, investigate, involve others where necessary, provide accurate information and dispel misinformation, support targeted students, seek justice, avoid blame, and promote healing.
- A student who has been found to have demonstrated "hate-motivated" behavior shall be subject to discipline in accordance with the law, and Code of Conduct.
- Once the full investigation is complete, the administrator should:
 - Debrief with their Director, investigation team, and staff to discuss the investigation process to review lessons learned,
 - Expand the discussion to include relevant students, parents and guardians, and community members, keeping in mind that an individual student's disciplinary record is confidential under state law and FERPA,
 - Take notes about all suggestions and comments and include those with the Investigation Form and Discuss all follow-up steps and use them to create a road map for change (if needed).

Prohibiting the Aiding and Abetting of Sexual Abuse

Background/Purpose

Under section 8546 of the ESSA(20 U. S. C. § 7926), every state, state educational agency (SEA), and/or local educational agency (LEA) that receives ESSA funds must have in place laws, regulations, or policies that prohibit the SEA, LEA, or school, as well as any school employee, contractor, or agent, from providing a recommendation of employment for an employee, contractor, or agent that the SEA, LEA, or school, or the individual acting on behalf of the SEA, LEA, or school, knows, or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law. The SEA, LEA, school, or individual acting on behalf of one of those entities would not be prohibited from following routine procedures regarding the

transmission of administrative or personnel files but would be prohibited from doing more than that to help the employee obtain new employment.

Purpose

To inform all employees of iQ Academy California – Los Angeles (the “School”) of the requirement to Prohibiting the Aiding and Abetting of Sexual Abuse through the provision of recommendations for a new job for an individual who engaged in sexual misconduct with a student or minor in violation of the law.

Policy Statement

A school employee, contractor, or agent of the school is prohibited from assisting another school employee, contractor or agent in obtaining a new job if the individual knows or has probable cause to believe, that such other employee, contractor, or agent engaged in sexual misconduct with a minor or student in violation of the law. Such assistance would include, but not be limited to the provision of references.

“Assisting” does not include the routine transmission of administrative and personnel files.

Exceptions to giving such assistance may only be made where the exception is authorized by the Every Student Succeeds Act Sec. 8038 (20 U. S. C. 7926).

These exceptions are:

- (1)(A) the matter has been properly reported to a law enforcement agency with jurisdiction over the alleged misconduct;
- (B) the matter has been properly reported to any other authorities as required by Federal, State, or local law, including Title IX of the Education Amendments of 1972 (20 U. S. C. 1681 et seq.) and the regulations implementing such title under part 106 of title 34, Code of Federal Regulations, or any succeeding regulations; and
- (2)(A) the matter has been officially closed or the prosecutor or police with jurisdiction over the alleged misconduct has investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law;
- (B) the school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated of the alleged misconduct; or (C) the case or investigation remains open and there have been no charges filed against, or indictment of, the school employee, contractor, or agent within 4 years of the date on which the information was reported to a law enforcement agency.

All allegations must be shared with the Human Resources Administrator or designee.

If you have questions regarding this policy or your responsibilities under it, please reach out to the Head of School or Human Resources Administrator.

[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

Title IX and Non-Discrimination

iQ Academy California-Los Angeles complies with the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights, and opportunities in the educational institutions of the state. (Education Code Section 200.)

No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid. (Education Code Section 220.) Further, iQLA does not discriminate on the basis of any protected class including but not limited to race, color, national origin, sex, age, religion, or disability in the programs or activities which it operates or the employment therein or admission thereto.

iQLA complies with applicable non-discrimination, anti-harassment and anti-bullying laws including but not limited to Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., which prohibits discrimination on the basis of sex which can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. iQLA's policy specifically prohibits discrimination, harassment, intimidation, and bullying based on the following actual or perceived characteristics: disability, gender, gender identity, gender

expression, nationality, race or ethnicity, religion, and sexual orientation. Discrimination, harassment, intimidation, or bullying directed at someone associated with a person or group with one or more of the listed actual or perceived characteristics is also prohibited. iQLA prohibits discrimination, harassment and bullying in the school environment, whether or not it initially occurred off school grounds or outside iQLA's education programs or activities. The school environment includes school facilities, class connect sessions, and school-sponsored activities (such as extracurricular events or field trips).

iQ Academy California-Los Angeles is committed to providing a safe environment in which students can learn. As such, iQLA strives to maintain a nondiscriminatory environment protecting students from discrimination, harassment, and bullying. iQLA encourages students, parents, and staff to work together to prevent acts of harassment of any kind including bullying. If any iQLA school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities that receive federal financial assistance. All federal agencies that provide grants of assistance are required to enforce Title IX. The U.S. Department of Education gives grants of financial assistance to schools and colleges and to certain other entities, including vocational rehabilitation programs.

Examples of the types of discrimination that are covered under Title IX include sex- or gender-based harassment or bullying; the failure to provide equal opportunity in athletics; discrimination in a school's courses and programs; and discrimination based on pregnancy or parenting status. To review a comprehensive list of the Title IX issues addressed by the US Department of Education's Office of Civil Rights, please review information located [here](#). The Title IX regulation is enforced by the Office of Civil Rights and is in the Code of Federal Regulations at [34 CFR Part 106](#).

Complaints or questions regarding discrimination, harassment or bullying should be directed to the iQLA Title IX Coordinator:

Erin Wiebe
50 Moreland Rd.
Simi Valley, CA 93065
323-813-5445
TitleIX@iqcala.com

Additionally, you may contact the Office of Civil Rights by calling 800.421.3481.

[Grievance Policy \[PDF\]](#)
[Title IX Compliant Form \[PDF\]](#)
[Title IX Training \[PDF\]](#)

Dissemination of Information

iQ Academy shall notify applicants for admission and employment, students, parents/guardians of elementary and secondary school students, employees, and sources of referral of applicants for admission and employment, that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

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

Uniform Complaint Procedures

iQ Academy California – Los Angeles has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination and complaints alleging a violation of state or federal laws governing educational programs.

iQ Academy California – Los Angeles shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board.

Complaints must be filed in writing with the following compliance officer:

Director of Categorical Programs
50 Moreland Dr.
Simi Valley, CA 93065

Pursuant to Education Code Section 35186, iQ Academy California – Los Angeles complies with the procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities, and teacher vacancy or misassignment.

A copy of the Board-approved Uniform Complaint Procedure and/or a complaint form may be obtained, free of charge, by contacting the school office. You may also download a copy of the California Department of Education complaint form, along with a copy of the full policy and procedures from the following Web site: <http://www.cde.ca.gov/re/cp/uc/index.asp>.

McKinney-Vento

iQ Academy California – Los Angeles is committed to supporting school success for all students including those experiencing homelessness. Homeless students are defined as lacking a fixed, regular nighttime residence. Homeless students are provided with enrollment assistance, supplementary academic support, school-related transportation assistance, case management, and referrals to community agencies. Referrals for support can be made by teachers, school staff, and parents/guardians by contacting the homeless liaison. Disputes should be addressed using the board adopted grievance policy and/or uniform complaint procedures outlined in this handbook.

iQ Academy California - Los Angeles wholeheartedly embraces a commitment to nurturing the distinct educational, emotional, and social needs of all students, including those who are unhoused. iQ Academy recognizes that these hardships can create additional stress and anxiety, which may impact a child's ability to concentrate on their studies. To ensure no student is left unsupported, Homeless and Foster support staff collaborates with school administration, teachers, and families to build a comprehensive system of support that caters to the unique requirements of each student and family. This may include providing hotspots, school supplies, hygiene kits, and assistance with connecting to local resources. iQ Academy's goal is to create a

safe and inclusive learning environment where every individual can flourish academically, emotionally, and socially.

Homeless & Foster Youth Liaison

Erin Wiebe

erwiebe@iqcala.com

323-813-5445

50 Moreland Rd

Simi Valley, CA 93065

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.

Students in Foster Care

In an effort to provide educational stability, iQ Academy California - Los Angeles strives to assist any student who is currently placed or newly placed in foster care (either temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district. A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the school's established testing windows. A student who is placed in foster care and who is moved outside of the school's attendance boundaries is entitled to continue enrollment at the school. In addition, if a student in grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to receive a

diploma from iQ Academy California - Los Angeles if he or she meets the criteria to graduate from iQ Academy California - Los Angeles.

In addition, for a student in the conservatorship of the state and likely to be in care on the day preceding the student's 18th birthday, the school will:

- Assist the student with the completion of any applications for admission or for financial aid;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations;
- Coordinate contact between the student and a liaison officer for students who were formerly in the conservatorship of the state.

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.

Special Education

iQ Academy offers a full continuum of special education support and services per all applicable federal and state laws. iQ Academy delivers services based on the student's Individualized Education Program (IEP). Depending on the student, this can include general education placement with additional support and services from the special education department. There are also alternative curriculum and placement options as appropriate. For students whose IEP requires alternative placements, this can mean the school may offer options such as Special Day Classes in a nearby school district, Non-Public Schools (NPS), and/or Residential Treatment

Center (RTC) placements. These services are available per the student's IEP for all students who have been identified as qualifying for special services. In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the California Education Code, IQ Academy works to both identify and serve eligible children. Any parent who suspects that his or her child may have a disability should discuss his or her concerns with the child's general education teacher. Any concerns regarding services/support for a child that is already in our special education program should be directed to your child's special education case manager.

For additional support please contact:
Director of Special Education
IQCA Admin <admin@iqcala.com>50 Moreland Rd.
Simi Valley, CA 93065

RELATED SERVICES TRANSPORTATION

Every student's IEP team will determine the need for special education and related services. Transportation is considered a related service and is required to be provided if it is necessary to assist a child with a disability to benefit from special education. Also, as required for any special education program, the service must be provided to meet the criteria for a free, appropriate public education. If you have questions or concerns regarding your child's transportation needs as they relate to his or her IEP, please contact your special education case manager.

English Language Development Program (ELD)

Our English Language Development (ELD) Program is designed to support individuals learning English as a second language. We assess each student's proficiency level and create a personalized learning plan that focuses on reading, writing, speaking, and listening skills. Our experienced instructors provide small group classes, emphasizing practical application through speaking and listening practice, as well as developing writing and reading abilities. We integrate cultural aspects to enhance understanding and offer flexible scheduling options. Regular assessments and feedback are provided to monitor progress and guide each student's language learning journey.

IQ Academy has processes in place to identify, assess (ELPAC), reclassify (RFEP), and support English learners. Parents have the right to opt out of ELL services.

Questions, Opt out Requests, or support requests should be directed to the ELD coordinator:
Anita Garza
ELD Coordinator
agarza@iqcala.com
(916)-803-5024

Child Find

(California Education Codes 56300-56304,
34 CFR 300.111, 20 U.S.C. 1412(a)(3))

Our school strives to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, as stated in IDEA, includes such conditions as hearing, visual, speech, or language impairment, specific learning disability, emotional disturbance, cognitive disability, other health or physical impairment, autism, and traumatic brain injury.

The process of identifying, locating, and evaluating these children is referred to as Child Find. As a public charter school, we will respond vigorously to federal and state mandates requiring the provision of a Free Appropriate Public Education regardless of a child's disability or the severity of the disability. In order to comply with the Child Find requirements, the school will implement procedures to help ensure that all students with disabilities, regardless of the severity of their disability, who are in need of special education and related services—are identified, located, and evaluated—including students with disabilities who are homeless or students who are wards of the state.

Section 504 Plans

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education. Section 504 provides: "No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..."

The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. These regulations require identification, evaluation, provision of appropriate services, and procedural safeguards in every public school in the United States. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

Students may be eligible for certain accommodations or services if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable laws. IQ Academy will ensure that qualified students with disabilities have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, the school will provide students with disabilities the necessary educational services and supports they require to access and benefit from their educational program. This is to be done without discrimination or out-of-pocket cost to the student or family for the essential supplementary aids, services, or accommodations determined to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities and to the extent required by the laws.

Click here for a [LINK TO FEDERAL OR STATE DOE 504 INFORMATION](#) for more information related to Section 504 of the Rehabilitation Act of 1973.

Parents/guardians have the right to revoke consent for services after initial placement. Please note, a revocation of consent removes the student from ALL special services and supports outlined on the 504 Plan. A revocation of services should be put in writing to the school, and the school will respond with a Prior Written Notice confirming receipt of the revocation request. Please reference additional information on revoking consent from the California Department of Education [here](#).

Questions, or support requests should be directed to the 504 coordinator:

Samantha Gonzalez

504 Coordinator

sajohnson-gonzalez@iqcala.com

(760)-903-4826

Related Services Transportation

Every student's IEP team will determine the need for special education and related services. Transportation is considered a related service and is required to be provided if it is necessary to assist a child with a disability to benefit from special education. In addition, as required for any special education program, the service must be provided to meet the criteria for a free, appropriate public education. If you have questions or concerns regarding your child's transportation needs as they relate to his or her IEP, please contact your special education case manager.

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.

Student Records

A student record is any item of information directly related to an identifiable student and maintained by the school or required by an employee in the performance of his/her duties. Your student's records may be viewed at any time pursuant to the Notification of Rights under Federal Education Rights and Privacy Act (FERPA). Please review the FERPA Notice located in this handbook. Please provide our Registrar with five (5) days' notice so that the record may be pulled. The record must be viewed in the presence of an iQ Academy California - Los Angeles administrative staff member.

Students who transfer into iQ Academy California – Los Angeles will complete the Release of Student Records form included in the student enrollment package. Our office will send this form to your student's previous school upon receipt in order to obtain your student's records. It is the responsibility of your previous school to mail the records to the iQ Academy California - Los Angeles offices at that time.

Should you decide to withdraw from the into iQ Academy California – Los Angeles and transfer to a new school, your new school will contact the iQ Academy California - Los Angeles offices to request your student's records and we will mail the records to them.

Should you decide to withdraw from the iQ Academy California – Los Angeles and teach in the home, please contact our school offices and we will mail a copy of your student records to you.

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.

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.

[Married/Pregnant/Parenting Students](#)

Married/Pregnant/Parenting Students

The Governing Board of IQ Academy California Los Angeles recognizes that early marriage, pregnancy, or parenting may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

The school shall not discriminate against any student based on the student's marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery.

Any education program or activity, including any class or extracurricular activity, that is offered separately to married/pregnant/parenting students shall be comparable to that offered to all students. A student's participation in such programs shall be voluntary.

Any complaint of discrimination based on pregnancy, or marital or parental status shall be addressed through the school's uniform complaint procedures in accordance with 5 CCR 4600-4687.

For school-related purposes, a married student under the age of 18 years shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved.

The Head of School or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on participation rates in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

Pregnant and Parenting Students

Pregnant and parenting students shall retain the right to participate in any comprehensive school or educational alternative program.

When necessary, the school shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. For in-person school activities to the extent that the school has control of the facility, a lactating student shall have access to a private location, other than a restroom, to breastfeed or express milk for her infant child.

Should the student require a Home/Hospital placement, the school will refer to the student to her district of residence for placement.

A student may be required, based on her pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician indicating that she is physically and emotionally able to participate in an educational program or activity, if other

students with physical or emotional conditions or temporary disabilities are required by the school to provide such certification.

Pregnant or parenting students may be excused for absences related to confidential medical appointments in accordance with the school’s attendance policy.

The Head of School or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by her physician. At the conclusion of the leave, the student shall be reinstated to the status she held when the leave began.

A pregnant or parenting student also may request exemption from attendance because of a related physical or mental condition or because of personal services that must be rendered to a dependent. (Education Code 48410)

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 3 Summit	ELA 3 Summit	Social Studies Grade 3 Summit	Science 3	Art 3 Spotlight on Music 3
4 th Grade	Math 4 Summit	ELA 4 Summit	California Studies 4 Summit	Science 4	Art 4 Spotlight on Music 4
5 th Grade	Math 5 Summit	ELA 5 Summit	Early American History A	Summit Science 5	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. 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
- Bader 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 the last day of the 3rd quarter of the school year.

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 Curriculum Specialist. 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 Bader 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 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 K-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 Newrow 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.

Parent and Family Engagement Policy

iQ Academy recognizes that, when schools and parents form strong partnerships, students' potential for educational success improves significantly. The 'Every Student Succeeds Act' (ESSA), requires that local educational agencies and schools, conduct outreach to all parents and family members to implement programs, activities, and procedures for the involvement of parents and family members.

Parents may visit <https://fw.unitymg.com/rdr/D:2784> to view the Family Engagement Policy.

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 Bridge MTH08B Summit Math 8 Bridge
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 CA HST06B Summit World History I CA	HST07A Summit World History II CA HST07B Summit World History II CA	HST08A Summit American History to Late 1800s CA 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‡ (Optional)	MS Spanish Yr. 1 or Yr. 2 MS French Yr. 1 or Yr. 2 MS Chinese Yr. 1 or Yr. 2	MS Spanish Yr. 1 or Yr. 2 MS French Yr. 1 or Yr. 2 MS Chinese Yr. 1 or Yr. 2	MS Spanish Yr.1 or Yr. 2 MS French Yr.1 or Yr. 2 MS Chinese Yr.1 or Yr. 2

**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.

California Healthy Youth Act

In compliance with California state law (EC 51930-51939), all eighth graders are enrolled in Health 8 for a portion of the Spring Semester. The law requires that both comprehensive sexual health and HIV prevention education are taught once in middle school and once in high school. “Comprehensive sexual health education” means education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections (EC 51931).

“HIV prevention education” means instruction on the nature of human immunodeficiency virus (HIV) and AIDS, methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS (EC 51931).

Parents have the right to opt out of this curriculum.

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
- Bader 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.
- Bader 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 Bader (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

Grademark	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.

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.

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.

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.

- A. History/Social Science (30 Credits)
 - a. Modern World Studies (2 semesters)
 - b. Modern US History or AP US History (2 semesters)
 - c. US Government and Politics (1 semester)
 - d. US and Global Economics (1 semester)

- B. English (40 Credits)
 - a. Literary Analysis and Composition 1 (2 semesters)
 - b. Literary Analysis and Composition 2 (2 semesters)
 - c. American Literature (2 semesters)
 - d. British and World Literature (2 semesters)

- C. Math (20 Credits) (Algebra 1 required)
 - a. Pre-Algebra (2 semesters)
 - 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, Physics (2 semesters)

- E. World Language or Fine Art (20 credits) – minimum of 1 year of a World Language required
 - a. Spanish I, II, or III (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)

Starting in the 2024-2025 school year 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.

Graduation Requirements (Only apply to students whose graduation cohort is on or after the 2029-2030 graduation cohort).

- A. History/Social Science (35 Credits)
 - a. Modern World Studies (2 semesters)
 - b. Modern US History or AP 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. Literary Analysis and Composition 1 (2 semesters)
 - b. Literary Analysis and Composition 2 (2 semesters)
 - c. American Literature (2 semesters)
 - d. British and World Literature (2 semesters)
- C. Math (30 Credits) (Algebra 1 required)
 - a. Pre-Algebra (2 semesters)
 - 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
 - b. Chemistry, Physics

- E. World Language or Fine Art (20 credits) – minimum of 1 year of a World Language required
 - a. Spanish I, II, III (2 semesters each)
 - b. Fine Art (2 semesters)
- F. Electives (50 credits)
 - a. Various electives offered
- G. Physical Education (20 credits) (2 semesters each)
- H. Skills for Health (5 credits) (1 semesters)

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

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

Admission Requirements 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/> 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
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

Grademark	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 2024-2025. 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

Mental Health Referral Process

2024-2025

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.

Appendix B

Bullying and Harassment Incident Reporting

2024-2025

Bullying and Harassment Incident Reporting Form

Please send completed form to the Academic Administrator.

Date: Time: Reporting Person:

Student Name (Target of the Bullying): SID#: Grade:

Name(s) of Alleged Bully:

On what date(s) did the incident occur?

Location of the incident?

Describe what occurred:

Witnesses: *Names of staff or students who witnessed this incident:*

Was administration or school staff notified of this incident? *If yes, please indicate the administrator notified and the date and time of notification:*

Any other relevant information or details about the incident:

IQ Academy – Los Angeles

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/guardians¹ 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

¹ 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.

unless otherwise agreed during the period of suspension or expulsion.

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. Students may be suspended or expelled 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 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.