



2022-2023 Family Guidebook

Board Approved: June 23, 2022

Free To Think. Inspired To Lead.

INTRODUCTION

Welcome to iLEAD Online Charter School, which is designed to meet each child's individual needs to foster a love of learning and the desire to be the leaders of the future. As a learner at iLEAD Online Charter School, each child will participate in an interdisciplinary academic learning environment where they will make connections among various areas of study including language arts, math, social studies, science, the arts, and technology. The independent study setting supports learners as they grow academically using a variety of learning strategies. Each child will be empowered to take ownership of their learning experience. They will also have the opportunity to learn experientially through many field study events visiting local parks, organizations, businesses, and museums.

iLEAD Online Charter School's parents/guardians are actively involved in their child's education. It is a team environment with frequent collaboration between the staff, parent/guardian, and child. Educational facilitators (EFs) are credentialed teachers of record who partner with families to provide support and guidance to the learner.

This Guidebook is designed to share iLEAD Online Charter School's philosophy, expectations for learners and families, along with other school information.



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SECTION 1:

iLEAD Online Charter School EDUCATIONAL OVERVIEW

OUR MISSION AND VALUES

iLEAD Online Charter School Mission Statement

Free to Think. Inspired to Lead.

iLEAD Online Charter School Values

iLEAD Means...

International

Learning foreign languages and cultures makes our learners compassionate, open-minded world citizens.

Leadership

Practicing for a lifetime of listening, collaborating, inspiring and leading.

Entrepreneurial Development

Encouraging learners to work in teams, take risks and learn from failure, nurtures the ability to innovate and ignites their entrepreneurial spirit.

Arts

Creating & exploring the world through the artistic experience enhances all subject areas for our learners.

Design Thinking

Participating in project-based learning leads to more meaningful experiences and a deeper understanding for our learners.

Through personalized, customizable instruction, iLEAD's mission is to inspire learners to become creative problem solvers, compassionate servant-leaders, conscientious collaborators, and responsible citizens who develop a lifelong love of learning. iLEAD Online Charter School promotes active learning methods and opportunities for self-directed learning.

OUR METHODOLOGY

Project-Based Learning (PBL)

Over the past 100 years, the world we live in has radically changed. If we as a society are going to keep up, the way we educate our children must also change. Project-based Learning (PBL) is a teaching methodology that actively engages learners by challenging them to deeply investigate a personally interesting and complex question, problem or challenge. Then from this deep investigation, create and publically present something unique and original and authentic in response.

Project-Based Learnings' time has come. The experience of thousands of teachers across all grade levels and subject areas, backed by research, confirms that PBL is an effective and enjoyable way to learn – and develop deeper learning competencies required for success in college, career, and civic life. Why are so many educators across the United States and around the world interested in this teaching method? The answer is a combination of timeless reasons and recent developments.

Through the PBL methodology, our learners develop the skills, aptitudes, and attitudes necessary to discover their own path and lead the way into the future. The development of rigorous, authentic projects helps learners bridge the gap between simply remembering instructions and becoming independent lifelong learners.

PBL makes school more engaging for learners. Today's learners, more than ever, often find school to be boring and meaningless. In PBL, learners are active, not passive; a project engages their hearts and minds, and provides real-world relevance for learning.

PBL improves learning. After completing a project, learners understand content more deeply, remember what they learn and retain it longer than is often the case with traditional instruction. Because of this, learners who gain content knowledge with PBL are better able to apply what they know and can do to new situations.

PBL builds success skills for college, career, and life. In the 21st century workplace and in college, success requires more than basic knowledge and skills. In a project, learners learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively.

PBL helps address standards. The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. PBL is an effective way to meet these goals.

PBL provides opportunities for learners to use technology. Learners are familiar with and enjoy using a variety of tech tools that are a perfect fit with PBL. With technology, facilitators and learners can not only find resources and information and create products, but also collaborate more effectively, and connect with experts, partners, and audiences around the world.

PBL makes teaching more enjoyable and rewarding. Projects allow teachers to work more closely with active, engaged learners doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their learners.

PBL connects learners and schools with communities and the real world. Projects provide learners with empowering opportunities to make a difference, by solving real problems and addressing real issues. Learners learn how to interact with adults and organizations, are exposed to workplaces and adult jobs, and can develop career interests. Parents and community members can be involved in projects.

Not just knowing but also DOING

PBL allows learners to apply their learning in real-world scenarios.

High levels of engagement

PBL gives learners a voice in their own education, activating their interest, which allows for greater and deeper learning!

True learning

PBL allows us to teach, observe, and measure growth of marketable 21st Century skills such as communication, critical thinking, and collaboration.

Focusing on your learner, not the curriculum, brings learning to life

PBL develops self-empowered learners who can analyze the world they live in, design a better tomorrow, and go create it!

**What is PBL? and PBL Outcomes from [Buck Institute](#)*

Social and Emotional Learning (SEL)

It takes more than book-smarts to be an effective leader in the 21st century. Today's leaders must possess the ability to successfully manage themselves and others. In the digital world we live in, these vital skills are becoming more and more scarce. If schools are not teaching them, we are not preparing our learners. **Social and Emotional Learning (SEL)** teaches learners to manage their emotions, resolve conflict, and make responsible and well thought out decisions.

Implementation and evaluation (assessment) of SEL has become an integral part of our approaches to teaching and learning through Project-Based Learning. Based on practices such as the [7 Habits of Highly Effective People/Kids/Teens®](#) (Stephen/Sean Covey) and [Character Lab®](#) aspects (Learner Outcomes), we measure and report SEL progress as part of every project, ILP (Individualized Learning Plan) goals, and Reports of Progress. We have also developed SEL and Academic Rigor rubrics that add a well-balanced approach to mindfulness and reflective practice for facilitators, learners, parents, and administrators.

Other elements of SEL implementation, practice and assessment include: Leader Led Conferences (LLCs); Presentations of Learning (POLs); Passion Projects; Individualized Learning Plans (ILPs); Advisory Program; Learner Driven Ambassador Groups and Class Greeters.

CURRICULUM

Facilitators support learners and their individual interests and learning styles. Beyond a singular curriculum, facilitators incorporate a variety of materials and experiences to best meet the needs of individual learners.

California State Academic Standards

Curriculum is implemented using the Common Core academic standards that were developed and adopted by the state of California. They are rigorous, internationally benchmarked, and research- and evidence-based.

Each state and each district in California decides how they will teach and what resources they will use. More information can be found at www.cde.ca.gov/re/cc/ or www.corestandards.org. California's computer-based student testing system, the California Assessment of Student Performance and Progress (CAASPP), incorporates the standards for English language arts, mathematics, and science. The assessments include the Smarter Balanced Assessment Consortium Assessments, California Science Tests (CAST), California Alternate Assessments (CAA), and Standards-Based Tests in Spanish (STS) for Reading/Language Arts. Parents/Guardians can exempt their child(ren) from CAASPP testing by submitting a letter in writing annually. More information about CAASPP can be found at www.cde.ca.gov/ta/tg/ca/ [EC 60119, 60604.5, 60615].

Engaging Curriculum Options

Curriculum options support the California content standards through relevant learning experiences engaging each learner's interests as they discover underlying concepts and develop a deep understanding of subject matter. Learners are active participants in meaningful exploration, hands-on activities, and experiences that build on their prior knowledge. Projects are used as a teaching tool to focus on higher-order thinking and real-world skills.

English Learners Identification Notice

State law requires that parents/guardians of English learners are to be notified annually if they are identified as one of the following: Long-term English Learner or English learner at risk of becoming a Long-term English Learner. The school coordinator for English Language Development will be sending these notices at the beginning of each school year.

Facilitator Continuity (Looping)

Multi-year relationships between the facilitator and learner provide for a deeper connection to guide instructional decisions and familiarity with the social-emotional health of a learner (Anderson and Pavan, 1993).

Advisory/Morning Meetings

Research shows that when learners feel connected to their school, they do better academically. One of the ways we achieve this with Middle and Diploma Programme learners is through our advisory program. In small group settings, we explore the causes and effects of cultural, personal, and community events. Our primary learners participate in daily morning and/or 'family' (classroom) meetings that provide an opportunity to witness and display social problem solving skills and interactions. These meetings provide learners with the forum to develop social and emotional skills needed to thrive in a collaborative environment.

Global Understanding

21st century learners are encouraged to engage in an increasingly interdependent world where knowledge is constantly developing and evolving in a global marketplace.

Healthy Youth Act

The California Healthy Youth Act requires charter schools to provide pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. iLEAD Online Charter School provides this course to 7th and 9th grade learners. It is intended to ensure that pupils in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes the understanding of sexuality as a normal part of human development.

Parents/Guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education.
3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act.
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants.
5. Receive notice by email or another commonly used method of notification fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.
6. Be informed when the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, including the date of the instruction, and the name of the organization or affiliation of each guest speaker.

INDIVIDUAL LEARNING PLANS (ILPs) and LEARNER LED CONFERENCES (LLCs)

Each year, learners along with their facilitator(s) create an ILP to guide instruction. Each learner, along with their family and facilitator, work together to monitor the ILP and make adjustments, as needed. The primary goal of the ILP is to ensure that each child will be treated as an individual and therefore will be working toward attainable goals appropriate to their individual development.

Throughout the year, learners will review learning outcomes and set individual goals. They will learn to evaluate their progress toward those goals, starting at a basic level when they are younger and improving their ability to self-assess over time. Throughout the year, learners will meet with their facilitator and their parent(s) to look critically at what they have accomplished both in formal settings as well as at home with their families. At the end of the spring semester our learners will present their progress in the Learner Led Conference (LLC) Presentations.

Portfolio-based LLCs will help ensure that learners are accountable to themselves, their families, their teachers, and the school community as a whole. Additionally, the experience creates a powerful incentive for learners to develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit learners' distinct learning styles.

INDIVIDUALIZED EDUCATIONAL PLAN (IEP)

Charter school enrollment is open to all; however, parents/guardians should carefully consider the charter's educational offerings, including independent study and other non-classroom based options, prior to enrollment. Generally, a learner with special needs may only participate in an independent study program if their individualized education plan (IEP) specifically provides for this type of program (see California Education Code section 51745). If a learner enrolls in iLEAD Online Charter School and the learner's IEP does not provide for independent study or non-classroom based instruction, then iLEAD must convene an IEP meeting to discuss the learner's needs and determine whether independent study is appropriate for the learner.

If the IEP team determines that independent study is appropriate, then they may offer the program as "free appropriate public education" (FAPE) for the learner by including it in the IEP and obtaining parental/guardian consent. Whether virtual or in-person, special education services can only be rendered to learners who are physically in the state of California. No special education services will be rendered to learners outside of the state of California. [EC 48853, 56020 et seq., 56040, 56301; 5 CCR 4622; 20 USC 1412, (10)(A)(ii), 1412(a)(6)(A); 34 CFR 300.121]

The availability of related services and support will be considered when discussing the appropriateness of an independent study or non-classroom based program, as will the methods and feasibility of monitoring the learner's progress on IEP goals. If the IEP team determines that independent study is not appropriate for the learner, then the team will discuss and offer alternative program options. iLEAD Online Charter School will work with the local school districts and the SELPA to offer a program and placement that is appropriate for the learner.

SECTION 2:

GENERAL OPERATIONS

OFFICE HOURS 8:30am to 4:00pm

Front Desk Phone Number: 661-644-8701

INSTRUCTIONAL CALENDAR

See the Online Charter School website at ileadonline.org for the current year's Instructional Calendars. If minimum or pupil-free staff development days are scheduled after the start of the school year, the school will notify parents and guardians of affected pupils as early as possible.

STAFF

See the Online Charter School website at ileadonline.org for staff listings and biographies.

POLICIES

Our school is governed by a set of Policies and Procedures that are updated regularly. If you are interested we encourage you to make an appointment to review the policies and procedures by contacting registrar@ileadonline.org.

SECTION 3:

DAILY OPERATIONS

MASTER AGREEMENT AND ASSIGNMENT WORK RECORD (AWR)

The school's guidelines require a detailed agreement between the learner, parent/guardian, and the credentialed teacher. This agreement is called the Master Agreement, and it must be completed and signed by the learner, parent/guardian, and educational facilitator on or before the learner's start date. In addition to the Master Agreement, learners complete the work and activities on their Assignment Work Record (AWR) as assigned by their educational facilitator each learning period. The primary goal of the AWR is to ensure that each child is working toward grade-level standards, personal goals, and social-emotional growth.

Master Agreement Addendum

In specific instances, such as a course change, a master agreement addendum must be signed by the facilitator, learner, and parent in order to reflect the change.

Attendance

As an independent study program of public charter school, iLEAD Online Charter School has guidelines that govern how attendance is calculated. In independent study, attendance is granted by evaluating two components - the daily engagement (learning log) and completion of assigned work (time value).

1. **Engagement:** Learners must be engaged in assigned educational activities listed on the Assignment Work Record on every school day listed on the school calendar. If a learner does not engage in an assigned educational activity listed on the Assignment Work Record on a school day, they will be marked absent. The number of days that a learner receives credit for engagement is reflected on the activity log that the parent/guardian signs at the end of each learning period (LP). Engagement is based on daily activities for each school day.
2. **Time Value:** Learners must complete, show, and discuss the body of work with their facilitator in all academic subjects as assigned on the Assignment Work Record. Generally, the Assignment Work Record will reflect about an hour of work per subject per day (a little less for TK/K). If a learner does not complete the assigned work in a given subject for the learning period, they will not receive full time value for that subject.

When attendance is claimed at the end of a learning period, the facilitator takes into consideration both engagement and time value and must claim the lesser of the two.

TRUANCY AND COMPLIANCE

Per the Master Agreement, learners not meeting program requirements will be evaluated to determine whether

independent study is an appropriate strategy/program. The process may include interventions, Inadequate Progress contracts, and student success team meetings. The school will contact learners and families by phone, email, or in-person meetings to determine interventions needed for success. Any violation of the Master Agreement could result in removal from iLEAD Online Charter School's independent study program.

Per California Education Code Section 51747, the governing board of iLEAD Hybrid Charter School maintains this board policy establishing the criteria before an evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study.

Inadequate Progress

Inadequate Progress, established by this policy, occurs when the student fails to attend one learning period meeting, fails to complete at least 75% of work assigned for one learning period, and/or accumulates 20 absences due to insufficient work completion and/or engagement as evaluated by the facilitator. This is referred to as "Inadequate Progress." Learners making Inadequate Progress are considered to be truant.

Evaluation After Truancy

Once the learner meets the criteria for truancy, an evaluation will be conducted by school administration including the learner's supervising teacher to determine whether it is in the best interest of the learner to remain enrolled in independent study (herein referred to as the "Evaluation"). The Evaluation may include items as outlined on the student's Master Agreement, but is not limited to the review of the following:

1. Attendance based on completion of assigned work and daily engagement as quantified by the supervising teacher
2. Learner's demonstration of adequate and appropriate progress toward Common Core State Standards due to lack of engagement or insufficient work completion
3. Attendance at scheduled school appointments
4. Appropriate learning environment
5. Parent/Guardian's ability to monitor student learning in the home

As part of the Evaluation process, the learner, parents/guardians, or the learner's educational rights holder (if the learner is a foster child or youth or a homeless child or youth), will be invited to present evidence to the individual(s) conducting the Evaluation. During the Evaluation, the School will determine whether it is in the best interest of the student to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the student's mandatory interim record.

Additional Consideration for Students with a Section 504 Plan or IEP

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

1. Whether the Inadequate Progress (e.g. missed assignments) was caused by or had a direct and substantial relationship to the learner's disability.
2. Whether the Inadequate Progress (e.g. missed assignments) was the direct result of the school's failure to implement the IEP or Section 504 Plan, as applicable.

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

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

This meeting may be combined with the Evaluation at the discretion of the school.

Notice of Decision and Opportunity to Request a Hearing Prior to Removal

Once the Evaluation is complete, if it is determined that it is not in the best interest of the learner to remain enrolled in the independent study program, the parents/guardians shall be notified in writing of the school's intent to remove the learner as it is not in their best interest to remain in independent study (hereinafter referred to as the "Notice"). The Notice shall be in the native language of the parents/guardians and provided no less than five (5) school days before the effective date of learner's removal. The Notice shall include the following:

1. The school's intent to remove the learner as it is not in their best interest to remain in independent study.
2. The opportunity of the parent/guardian to request a hearing that follows the same procedures as the school uses for expulsions. Parents/Guardians (or the learner if over 18) must submit the request for hearing in writing and the request must be received by the School within five (5) calendar days from the date of the Notice.
3. If parents/guardians or learner over 18 requests a hearing:
 - a. It will be scheduled following the school's expulsion hearing procedures as outlined in the school's approved charter.
 - b. The learner shall remain enrolled and shall not be removed until the school issues a final decision.
4. If no hearing is requested, the learner shall be removed from the charter school on the date listed on the Notice. The learner's district of residence will be notified of the removal.

The learner and/or parents/guardians will receive a copy of the Notice.

NON-TRUANT ABSENCES

Based on how attendance is granted in independent study, the school is required to report attendance based on daily engagement and work completion. If learners are unable to engage or complete work on a school day, they will be marked absent but not considered truant if any of the following circumstances apply.

- a) Notwithstanding Section 48200, a learner shall be excused from school when the absence is:
 1. Due to illness, including an absence for the benefit of the pupil's mental or behavioral health.
 2. Due to quarantine under the direction of a county or city health officer.
 3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
 4. For the purpose of attending the funeral services of a member of the immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
 5. For the purpose of jury duty in the manner provided for by law.

6. Due to the illness or medical appointment during school hours of a child of whom the learner is the custodial parent/guardian.
 7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the learner's absence is requested in writing by the parent/guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
 8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
 9. For the purpose of spending time with a member of the learner's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
 10. For the purpose of attending the learner's naturalization ceremony to become a United States Citizen.
 11. For the purpose of participating in a cultural ceremony or event.
 12. Authorized at the discretion of a school administrator, as described in subdivision (c) of section 48260.
- b) A learner absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a learner is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the learner missed during the absence.
 - c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
 - d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
 - e) "Immediate family," as used in this section, means the parent/guardian, sibling, grandparent, or any other relative living in the household of the learner.

Chronic Absenteeism

A learner is considered a chronic absentee when they are absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and learner engagement.

Concurrent Enrollment

All learners may only be enrolled in one school at a time. Learners may not be enrolled in a public and/or charter school and a private school or a public school and charter school at the same time. The school may request proof of disenrollment from previous school prior to registration.

High School Class Enrollment

All learners enrolled in grades 9th-12th must be enrolled in a minimum of four classes with the school to maintain full time enrollment.

ENRICHMENT ACTIVITIES

iLEAD Online Charter School offers ongoing in person field study opportunities and virtual social events and festivals several times a year. These opportunities are posted in our weekly Monday Message emails to learners and families.

TRANSPORTATION

iLEAD Online Charter School does not provide transportation. Families need to arrange their own transportation to and from campus/studio. Field Studies participation includes transportation details and are arranged on a per field study basis. Please see individual Field Study documentation for further information.

Prior to departure on a school activity trip, all learners riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

LOTTERY GUIDELINES

As a charter school, iLEAD Online Charter School is a school of choice, and may have more learners interested in attending the school than there are spaces available. If the number of learners who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

SECTION 4:

LEARNER CONDUCT

EXPECTATIONS FOR SCHOOL BEHAVIOR

iLEAD Online Charter School strives to present our learners with opportunities that exceed those available at most traditional schools. Our learners also accept a sense of responsibility that in many ways exceeds that which is expected at a traditional school. We expect each child to do their best, both academically and behaviorally. If there's a problem, we personally speak with the learner, discuss the options for making good decisions, set appropriate consequences, and strive to help the learner internalize the importance of taking responsibility for their own learning and behavior. As a framework for this, we have expected learning results.

At iLEAD Online Charter School we utilize **Love and Logic®** to embrace each learner's uniqueness while modeling and expecting appropriate behavior. Our iLEAD Online Charter School expectations for school behavior are:

- I will do nothing to harm myself or others
- I am responsible for my behavior
- We are each other's keepers
- I take pride in myself and in my work
- I will leave it better than I found it.

At the beginning of the school year, and at intervals throughout the year, we discuss these goals and principles with the learners, come to a common understanding of what they mean and why they are important, and then help our learners to incorporate them into their daily lives. Parents/guardians are encouraged to participate in the Love and Logic® courses offered at iLEAD Online Charter School throughout the year.

Consequences

In addition to Love and Logic, our school focuses on Restorative Practices. This is an approach to resolving conflict and is used for preventative measures. Restorative Practices refer to a range of approaches including talking circles and peer mediation and utilizes strategies to rebuild relationships.

There are age appropriate consequences for not adhering to the behavior guidelines. Along with the Restorative Practice approach, family and staff will work together to make decisions that are in the best interest of the child. The following are examples of consequences that allow flexibility for individuals and varying situations.

- **Warning and reminder:** This may take place in or out of the classroom.
- **Reflection time:** This allows children to cool off and the situation to diffuse before it becomes a larger issue. A reflection time may take place in the office or outside of a classroom.
- **A respectful, related consequence:** This step allows the flexibility for a child or adult created consequence. For instance, if a child wrote on a table, the consequence may be to clean the tables.

- **A disciplinary referral to the office:** This consequence reflects the seriousness of the situation. At this time, the learner will meet with an administrator, describe what happened, what they could have done differently, and what could be changed at the school that could prevent this from happening again.
- **Suspension/parental/guardian supervision :** The child would not be allowed to attend school. This would include extra-curricular activities during the suspended time period.
- **Emergency Removal:** See *Emergency Removal* section on the next page.

Suspension/Expulsion Procedures

Rules of suspension and expulsion must follow due process mandates. They are stated below.

Suspension

- The school administrator or administrative designee can suspend a child.
- No suspension shall exceed five (5) school days.
- The administrator must directly contact parent/guardian regarding the learner suspension and reasons why.
- The learner must be given the right to appear at a conference before the Administrator. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them, and shall be given the opportunity to present their version and evidence in their defense.
- A written notice of suspension must be sent or given within one school day to the parent/guardian or custodian of the learner. The notice must contain the reasons for the suspension and the right of the learner to appeal the suspension.
- A parent/guardian has the right to appeal the suspension, which must be submitted, in writing, to the Administrator within fourteen (14) calendar days of the written notice of suspension. The Administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD as the Board of Director's designee.

Note: A learner under a suspension shall have the right to make up all academic work missed. From the day they return to school, the number of days given to accomplish this make-up work shall equal the number of suspension days.

Expulsion

- Only the School Director can recommend expulsion. *EDN 48900*
- The School Director may grant an extension of time. If granted, the Administrator must notify all parties, in writing, of the new time and place for the meeting.
- The written notice is to include reasons for the recommended expulsion.
- The learner and parent/guardian must have an opportunity to appear, on request, before the school Administrator to challenge the recommendation for expulsion, or to otherwise explain the learner's actions that led to the intended expulsion.
- The parent/guardian may be given the opportunity to withdraw the learner before a decision to expel takes place. It should be noted, however, that when such learner is withdrawn, the expulsion process must continue to be followed to its conclusion
- Only the governing board may make the decision to expel a learner. Following that decision:
- The letter of expulsion is sent.

- Within one (1) school day, the Administrator shall notify the Registrar, in writing of the decision to expel.
- The parent/guardian has the right to appeal the expulsion, which must be submitted, in writing, to the school Administrator within fourteen (14) calendar days of the written letter of expulsion. The Administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD Education as the Board of Director's designee.

Emergency Removal

The school Administrator may perform an emergency removal of a learner from curricular or extracurricular activities or from the grounds if a learner's presence poses a threat and/or danger to any person or property, or if the learner's presence poses an on-going disruption to the educational process. This removal may be done without immediate notice or hearing.

If the removal leads to a suspension any learner so removed shall be given written notice and provided with a hearing within three (3) school days after removal as defined in the Suspension section of this Handbook. If it is probable that the learner is going to be recommended for expulsion, the expulsion process shall be conducted in accordance within the Expulsion section of this Guidebook.

Testing

Learners are expected to participate in all assessments required by the state of California as well as any required school-wide benchmark assessments to ensure the longevity and accountability of the program. Parents/Guardians will be notified of the testing required for each learner. Parents/Guardians are responsible for ensuring their learners attend the required testing. Tests include:

- Mathematics Placement Test (MAP Growth): For Grade 9 learners new to the school
- CAASPP (California Assessment of Student Performance and Progress): Grades 3-8 and 11 in the spring
- CAST Science (California Science Test): Grades 5, 8, and a high school grade level (as determined each year) in the spring
- Physical Fitness Test: Grades 5, 7, and 9 during the second semester
- MAP (Measures of Academic Progress) Growth Test*: Grades TK-12 in the fall and spring

**Internal benchmark testing is a program requirement to determine academic progress and the appropriate allocation of instructional funds. Refusal to participate will result in limited choices of instructional funds.*

Academic Dishonesty

The school expects learners to do their own work and to succeed in school by their own efforts. Academic dishonesty includes using someone else's answers, writings, or ideas and submitting the work as their own. It also involves using answer keys, teacher's editions, the internet and/or a mobile device to find answers without permission. Additionally, providing answers or allowing someone to use their work is not allowed.

For any learner caught plagiarizing (copying) the writings or ideas of another, providing work for another to copy, or cheating by any other means, disciplinary actions will be taken as deemed appropriate by the

facilitator and/or School Director or designee.

Parent/Guardian Responsibility

Parents/guardians are liable for all the damages caused by the willful misconduct of their minor children, which result in death or injury to other learners, school personnel, or school property. Parents/Guardians are also liable for any school property loaned to the learner and willfully not returned.

If a child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, the parent/guardian may be required to attend a portion of a school day in their child's classroom. [EC48900.1]

Electronic Nicotine Delivery Systems (E-Cigarettes)

The school prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all school property and in school vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin. Learners using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code.

Student Search

The school director or administrative designee may search the personal property of a learner, the learner, or the backpack or purse if there is a reasonable suspicion to believe the learner may have a concealed weapon, narcotics, stolen property, or contraband. [U.S. Supreme Court Case: New Jersey v. T.L.O. (1985) 469 U.S. 325]

Release of Learner to Peace Officer

If an iLEAD Online Charter School official releases a learner from school to a peace officer for the purpose of removing them from the school premises, the school official shall take immediate steps to notify the parent/guardian or a responsible relative of the learner, except when a learner has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent/guardian. [EC 48906; PC 11165.6]

SECTION 5:

LEARNING PERIOD EXPECTATIONS

ASSIGNMENT WORK RECORD (AWR)

The Assignment Work Record (AWR) lists assignments and activities that must be completed by the learner during each learning period. The EF ensures that the assignments and activities support grade-level content standards and social-emotional learning. The AWR also serves as a grade book and goal-setting tool for learners and families. As the credentialed teacher of record, the facilitator will review the assignments and activities listed from each learning period at the meeting, and provide feedback, suggestions, and grade determinations. Learners who are not meeting grade-level expectations are provided intervention support.

The AWR is maintained by the EF and incorporates assignments that will utilize a variety of materials, resources, and activities. The facilitator will guide the discussion at learning period meetings to plan, review and assign work on the AWR in collaboration with the learner. The unique learning styles and interests of each learner are considered in the development of assignments reflecting state standards. At monthly learning period meetings, the body of work, as listed on the AWR, is showcased by the learner. The EF will collect samples in each subject area as listed on the Master Agreement.

The AWR reflects the grade-level guidelines as defined by the state of California and include:

Instructional Time Requirements (CDE)		
Grade	Min/Year	Average Daily
TK/Kinder	36,000 min	205 min/day
1st - 3rd	50,400 min	288 min/day
4th - 8th	54,000 min	308 min/day
9th - 12th	64,800 min	370 min/day

- a. **Assignments:** Curriculum guide, pacing plans, field studies, projects, reports, presentations, videos, writing, experiments, journals, graphic organizers, logs, etc.
- b. **Time Value:** The assignments must meet the instructional time requirements for charter schools as listed by the CDE. The assignments reflect time value for an average student to complete their work by grade-level guidelines.
<https://www.cde.ca.gov/fg/aa/pa/instructionaltimetabl e.asp>

LEARNING PERIOD MEETINGS

Learners must participate in regularly scheduled mandatory learning period (LP) meetings at a minimum of every 20 instructional days in addition to weekly check ins. Meeting frequency is subject to California Education Code, and the credentialed teacher can request more meetings as needed to support learner

progress. At these meetings, the educational facilitator will review the body of work and collect work samples for each subject as listed on the Master Agreement. The learner will showcase, discuss, and provide work assignments such as projects, essays, assessments, clear photos/videos, and other items that allow the learner to demonstrate learning experiences. Additionally, the facilitator will assign work for the next learning period meeting. Should an emergency arise, the parent/guardian or learner should communicate with the educational facilitator to reschedule the meeting as soon as possible.

Chronic absences in the form of insufficient work completed and/or missed learning period meetings may result in an evaluation to determine whether independent study is an appropriate strategy/program for the learner. Any violation of the Master Agreement could result in removal from iLEAD Online Charter School's independent study program.

MONTHLY WORK SAMPLES

At the learning period meeting, learners will discuss and show the body of work assigned in the AWR by their facilitator. This includes all completed assignments from which the educational facilitator will collect work samples per subject listed on the Master Agreement each learning period. Work samples should:

- Demonstrate learning in accordance with the work assigned and grade-level standards as listed for each subject on the AWR.
- Reflect original learner work submitted as a hard copy, emailed as a scanned copy, or photo(s).
 - Photo samples: The images should be clear, well-lit, and include the entire sample in the frame. Learners should write (or dictate for primary grades) a caption or description of the learning taking place in the photos. Photos should include learners with their projects when possible.
- Not contain any religious materials or references unless the course on the Master Agreement requires a study of world religions.
- Show math problems worked out or explained by the learner.
- Be evaluated by the educational facilitator.

If the educational facilitator determines additional samples are needed to demonstrate progress and learning in specific areas, the educational facilitator may assign additional work or ask the learner to revise what they have already submitted.

SYNCHRONOUS INSTRUCTION AND DAILY LIVE INTERACTION

Learners will be provided opportunities for daily synchronous instruction for grades TK through three, daily live interaction and at-least weekly synchronous instruction for grades four through eight, and at-least weekly synchronous instruction for grades nine through twelve. Participation in the synchronous instruction and daily live interaction are optional but highly encouraged for learners. If a learner does not participate in these optional offerings letters/emails will be sent encouraging learners to attend in order for the school to be in compliance with tiered reengagement.

SECTION 5: TECHNOLOGY

NETWORK USE GUIDELINES

Please read the following carefully. This will give information about the privileges and responsibilities of using the Internet as part of the learner's educational experience. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual people.

Learners will have access to:

1. Electronic mail (e-mail) communication with people all over the world.
2. Information and news from a variety of sources and research institutions.
3. Public domain and shareware software of all types.
4. Discussion groups on a wide variety of topics.
5. Many university libraries, the Library of Congress, and more!
6. Educational Software

Giving our learners the skills to thrive in the 21st Century means giving them access to technology. With computers as part of every classroom curriculum, iLEAD Online Charter School uses very strong guidelines for Web usage and Internet security. We comply with the level of security that the Children's Internet Protection Act requires. While we have filters at the network level for inappropriate Websites, there are still instances when those Websites can come through. Please be assured that iLEAD remains committed to restricting the use of such Websites.

Our school is taking reasonable precautions to restrict access to "harmful matter" and to materials that do not support approved educational objectives. However, on a public network it is impossible to control all materials. "Harmful matter" means matter that, taken as a whole by the average person applying contemporary statewide standards, describes in a patently offensive way material which lacks serious literary, artistic, political, or scientific value for minors (Penal Code, section 3 13).

The facilitators/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their learners. iLEAD Online Charter School takes no responsibility for the accuracy or quality of information from Internet sources. Use of any information obtained through the Internet is at the user's risk.

The purpose of schools having access to the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of the internet must be in support of education and research and consistent with the educational objectives of iLEAD Online Charter School.

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, the distribution of:

1. Any information which violates or infringes upon the rights of any other person.
2. Any defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
3. Advertisements, solicitations, commercial ventures, or political lobbying.
4. Any information which encourages the use of controlled substances or the use of the system for the purpose of inciting crime.
5. Any material which violates copyright laws.
6. Any vandalism, unauthorized access, "hacking," or tampering with hardware or software, including introducing "viruses" or pirated software, is strictly prohibited.
7. The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of these privileges.

NETIQUETTE (Network Etiquette)

The use of the Internet requires that learners abide by accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not send abusive messages to anyone.
2. Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden.
3. Maintain privacy. Do not reveal the personal address or phone numbers of yourself or other persons. Before publishing a learner's picture, first name, or work on the Internet, the school must have on file a parent/guardian release authorizing publication.
4. Respect copyrights. All communications and information accessible via the network should be assumed to be the property of the author and should not be reused without their permission.
5. Do not disrupt the network. Do not use the network in a way that would disrupt the use of the network by others.
6. Security on any computer system is a high priority, especially when the system involves many users. If a learner feels they can identify a security problem, they must notify iLEAD Online Charter School staff.
7. Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses.

SUPERVISION AND MONITORING

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline or security of any learner or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

CYBERBULLYING

iLEAD Online Charter School provides learners with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates learners about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying. School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/Guardians, learners, and community members also may be provided with similar information.

Any learner who engages in cyberbullying on school premises, 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 in accordance with school policy. If the learner is using a social networking site or service that has terms of use that prohibit posting of harmful material, the School Director or designee may also file a complaint with the Internet site or service to have the material removed.

SECTION 7: HIGH SCHOOL

GENERAL OVERVIEW

iLEAD Online Charter School is a strong proponent of passion-based learning and the development of 21st century skills to pursue lifelong endeavors. The high school program enables families to work closely alongside with school staff to determine the high school path that best aligns with each learner's academic and vocational goals.

GRADUATION PATHS

iLEAD Online Charter School offers several paths to fulfill graduation requirements. A collaborative effort between the learner, family, and high school staff will direct, support and encourage the learner on their graduation path.

UC/CSU A-G Path

California State University and the University of California school systems have established seven admission requirements labeled A-G. Learners who are planning on directly attending a University of California (UC) or California State University (CSU) are required to complete these specific [UC Admissions Requirements](#) during their high school experience. This track requires 230 credits to graduate. More information on the A-G requirements can be found on the [University of California website](#). A-G courses are approved by the UC system. A list of iLEAD Online Charter School's currently approved A-G courses may be found in [UC Doorways](#).

iLEAD Online: UC/CSU Graduation Requirements

iLEAD Online UC/CSU graduation requirements prepare learners to be eligible for UC/CSU admissions upon graduation (completing the A-G requirements)

English 40 credits required

English 9 (10 Credits)

English 10 (10 Credits)

English 11 (10 Credits)

English 12 (10 Credits)

History 30 credits required

US History (10 Credits)

World History Modern Civ (10 Credits)

US Government (Sem) (5 Credits)

Economics (Sem) (5 Credits)

Math 30 credits required

Algebra 1 or Integrated Math 1(10 Credits)

Geometry (10 Credits)

Algebra 2 (10 Credits)

Science 20 credits (3 years= 30 credits recommended)

Biological Science (10 Credits)

Physical Science (10 Credits)

World Language : 2 Years 20 credits (3 years= 30 credits recommended) of same language

Year 1 (10 Credits)

Year 2 (10 Credits)

Visual & Performing Art : 1 Years 10 credits

Year 1 (10 Credits)

PE 10 credits

Sem 1 (5 Credits)

Sem 2 (5 Credits)

Electives: 70 credits (must include 10 credits "g" college prep elective)

Course 1 (10 Credits)

Course 2 (10 Credits)

Course 3 (10 Credits)

Course 4 (10 Credits)

Course 5 (10 Credits)

Course 6 (10 Credits)

Total Credit Requirements: 230 Credits

All A-G classes must be passed with a "C" or better to qualify

[More information on UC/CSU requirements here](#)

General Path

The general graduation path offers increased flexibility and options for learners who are looking for a more individualized high school experience and path to future college and career goals. This path requires 200 credits to graduate depending upon the learner's passions and goals.

iLEAD Online: Graduation Requirements

Required courses for iLEAD Online Charter School

English 40 credits required

English 9 (10 Credits)

English 10 (10 Credits)

English 11 (10 Credits)

English 12 (10 Credits)

History 30 credits required

US History (10 Credits)

World History (10 Credits)

US Government (Sem) (5 Credits)

Economics (Sem) (5 Credits)

Math 20 credits required

Algebra 1 or Integrated Math 1(10 Credits)

Geometry (10 Credits)

Science 20 credits

Biology (10 Credits)

Physical Science (10 Credits)

World Language or Visual & Performing Art or CTE : 1 Year 10 credits

Year 1 (10 Credits)

PE: 10 credits

Sem 1 (5 Credits)

Sem 2 (5 Credits)

Electives: 70 credits

Course 1 (10 Credits)

Course 2 (10 Credits)

Course 3 (10 Credits)

Course 4 (10 Credits)

Course 5 (10 Credits)

Course 6 (10 Credits)

Course 7 (10 Credits)

Total Credit Requirements: 200 Credits

Basic Path

Learners in special circumstances may qualify for reduced graduation requirements and be placed on the basic graduation path according to the California State Graduation Requirements. This path requires 180 credits to graduate and requires administrative approval.

Exemptions

Under Ed. Code 51225.1, the following learners may be exempted from iLEAD Online Charter School's graduation requirements under specific circumstances:

- Foster Youth
- Homeless Youth
- Former Juvenile Court Youth
- Children of Military Families
- Migrant Youth
- Newcomer Youth

Should a learner in one of the above groups meet the requirements under EC 51225.1, school counselors will work with the learner who will either choose to:

- Complete a 5th year at iLEAD Online Charter School in order to meet iLEAD Online Charter School diploma requirements, OR
- Complete the iLEAD Online Charter School Graduation Requirement Exemption waiver to become eligible for a diploma under California's minimum graduation requirements.

Certificate of Completion

Learners with modified curriculum as indicated on their IEP may be placed on the Certificate of Completion path. This path does not result in a high school diploma as learners work towards their IEP goals, not the state graduation requirements. Learners on the Certificate of Completion path may be enrolled until the age of 22.

NCAA

Core courses at iLEAD Online are NCAA eligible. It is the family's responsibility to verify eligibility through the NCAA portal. For more information, visit <https://ncaa.egain.cloud/kb/EligibilityHelp/home>.

Golden State Seal

The Golden State Seal Merit Diploma (GSSMD) insignia is awarded jointly by the State Board of Education and the State Superintendent of Public Instruction to recognize students who have demonstrated mastery of the high school curriculum in at least six subject areas. Learners who are eligible for the GSSMD will automatically receive one upon graduation. The insignia will be placed on the learner's official transcripts and diploma.

Biliteracy Seal

The State Seal of Biliteracy (SSB) is a recognition conferred by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. Learners who are eligible for the seal will automatically receive one upon graduation. The insignia will be placed on the learner's official transcripts and diploma.

CAREER AND TECHNICAL EDUCATION (CTE)

Career Technical Education (CTE) is an opportunity for high school learners to gain exposure and experience in careers in which they are interested and meet the school's graduation requirements through CTE courses. Learners will take courses and work with industry professionals to gain the knowledge and skills needed for entry into further training and career opportunities in the chosen industry sector. This work will set them on the path toward certifications, preparation for college majors, and experience for the workforce. CTE pathways are a 3 year commitment culminating in a capstone course project where learners create a college/career portfolio with components needed to be competitive in college admissions and the workforce. CTE programs will offer additional college and career counseling, industry certification opportunities, extra curricular leadership opportunities, and work-based learning and internship experiences through each course in the 3-year pathway. Career and Technical Education pathways are available for the 2022-2023 school year. Additional offerings may be available through community college. Contact Valencia.Johnson@ileadonline.org for more information.

HIGH SCHOOL ADVISEMENT

School Counselors

School Counselors serve high school learners in the areas of academic, college and career, and social emotional. School counselors partner with the learner and family to guide course selection and ensure the completion of all graduation requirements in alignment with future college and career goals. School Counselors are available to conduct regular graduation checks and provide necessary support to prepare learners for life after graduation.

College and Career Planning Tools

iLEAD Online Charter School has partnered with Scoir for college and career planning.

- **Scoir:** Scoir is a college search and exploration tool which allows learners to find and connect with thousands of colleges. Scoir offers virtual tours and videos, tracks deadlines and testing requirements, and allows quick access to the college advisor for pressing questions. College planning and the application process are completed through Scoir.
- **College Admissions/Planning:** School counselors and staff provide support for learners and their families assistance with college planning and application process.

HIGH SCHOOL POLICIES AND PROCEDURES

Transcripts

- **PSA/Private:** Learners who have previously filed a Private School Affidavit (PSA) or attended a private school must provide a transcript during the enrollment process. In addition, learners may be asked to submit a portfolio and/or work samples to verify previously completed coursework in order to grant credits accordingly. Unless courses were taken through an online program with approval, these courses will be listed without the A-G designation. (Verify your charter's policy)
- **Transfer:** Learners transferring from another public school must provide an official transcript during the enrollment process to verify previously completed coursework.

- **Requests:** Transcript requests (unofficial and official) can be made on the website under the Contact section.
- **College Credit Courses:** Learners must request official transcripts from the college for final grade assignments when they participate in college credit courses. Learners are assigned an incomplete grade until the official transcript is received from the community college.

Course Load

Learners must be enrolled in at least four courses per semester. In order to fulfill the credits necessary for graduation, it is recommended that learners take six to seven courses each semester.

Honors Courses

Honors courses will be offered and accessible to all learners and are assigned weighted grades. For UC A-G credit, honors-level courses are specialized, advanced courses designed for 10th-, 11th- or 12th-graders who have already completed foundation work in the subject area. High school courses offered at the grade 9 level that schools might locally designate as “honors” are not eligible for the UC honors designation.

AP Courses

It is not required to enroll in AP courses in order to take AP exams. AP courses are assigned weighted grades. It is the family’s responsibility to register for AP exams directly through the College Board before the October 1 deadline. Eligible high school learners may receive financial assistance to cover the costs of the Advanced Placement examination fees, or both. Please contact online.classes@ileadonline.org for information. iLEAD Online College Board Code: 051338

Find more information under College Testing or visit the College Board website. (<https://apcentral.collegeboard.org/courses/exam-dates-and-fees>)

Add/Drop Deadlines

Using the following guidelines, learners may drop a class and/or add a replacement class:

DEADLINES		
	Track C	Track A
Drop without a “W”	3 days from course start	20 days from course start
Drop with a “W”	Recommended no later than 3 weeks prior to the end of the semester	Recommended no later than 3 weeks prior to the end of the semester

Incomplete Grade

A grade of "I" (Incomplete) is a temporary grade which may be assigned at the end of a term for learners who have requested and received approval for a course extension. This grade may be made up to a passing grade within the approved course extension time frame. The "I" (Incomplete) will be changed to an "F" (Failing) if work is not satisfactorily completed within the agreed upon time frame.

Course Extensions

Course extensions of up to 15 days or a time as approved by a school administrator may be granted by school administration. If the learner does not complete the course within the time period allotted, the actual grade earned for the coursework completed (points earned/points possible) will appear on the learner's transcript.

Math Placement

View math placement policy [here](#).

Middle School Learners Seeking High School Credit

Learners who show readiness for high school level material may take high school level courses during middle school. This option is primarily reserved for 8th graders and is permitted in math or foreign language courses only. If a learner chooses to follow the high school guidelines and requirements for those courses, then the course title will be reflected on the learner's high school transcript, but with 0 credits. Only courses taken after July 1 of the learner's freshman year will be considered for graduation credit, including community college courses. Courses taken must be rigorous enough to ensure that the learner will be successful in the next level placement upon entering high school.

Academic Honesty

The school expects learners to practice Academic Honesty by doing their own work and succeeding in school by their own efforts. Academic dishonesty includes using someone else's answers, writings, or ideas and submitting the work as their own. It also involves using answer keys, teacher's editions, the internet and/or a mobile device to find answers without permission. Additionally, providing answers or allowing someone to use their work is not allowed.

For any learner caught plagiarizing (copying) the writings or ideas of another, providing work for another to copy, or cheating by any other means, disciplinary actions will be taken as deemed appropriate by the facilitator and/or School Director or designee to help support growth and prevention of future plagiarism activity.

Grading Scale

Assignments will be reviewed and evaluated by the course facilitator. Report of Progress grades are provided at the end of the semester grading period. High school grades are based on evidence of the learner's progress shown through learner work and assessments. Insufficient, weak, late or missing assignments will affect the learner's grades.

GRADE SCALE

Letter Grade	Standard GPA	Honors/AP GPA	Dual Enrollment
A	4.0	5.0	5.0
B	3.0	4.0	4.0
C	2.0	3.0	3.0
D	1.0	N/A	N/A
F	0.0	N/A	N/A

Grade Appeals

Grade appeals must be requested within two weeks after issuance of reports of progress. The learner (or parent/guardian if under age 18), wishing to appeal a final grade in a course must submit a written grade appeal request to their course facilitator and counselor. The learner will be required to re-submit any past completed assignments where re-evaluation is requested. The course facilitator will respond to the learner's questions in writing. If the learner/guardian is not satisfied, they may request an evaluation of the identified course grades by the High School administrator or designee. The High School administrator's or designee's decision is considered final.

Work Permits

Learners interested in employment under the age of 18 who have not passed the CHSPE are required to obtain a school issued work permit. Work permits are contingent upon good academic standing and attendance. Learners on academic probation are not eligible for a work permit (EC§49130). Download the B1-1 Form from the [CDE website](#) and have the employer complete the workplace information. Return the signed form to the learner's academic coach. Please note that the school maintains the right to withdraw work permits based on academic standing or violation of school policy. [Work Permit Policy](#)

Entertainment Permit

An application for permission to work in the entertainment industry is conditional upon satisfactory school attendance and academic performance. To request permission, download the [DLSE-277](#) form and complete the personal information but do not sign until the approved form is returned in the mail. Forward the form to the learner's academic coach. Once returned to the family from the school, please sign the form and return it to the Labor Commissioner. Please note that the school maintains the right to withdraw work permits based on academic standing or violation of school policy. [Work Permit Policy](#)

High Schoolers Age 18+ Dual Enrollment

To remain enrolled at iLEAD Online Charter School, learners turning 18 who attend community college courses must continue to submit special admit forms to obtain signatures prior to registration. It is the family's responsibility to obtain the special admit form directly from the community college.

High Schoolers Age 18+ Privacy Policy

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents/guardians certain rights with respect to their children's education records until they are age 18. For more information on FERPA, visit the U.S. Department of Education's website at: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Educational Rights for Adult Learners

Once a learner turns 18, the learner has the legal ability to be the sole educational decision maker for themselves. Nothing prevents an educational agency or institution from disclosing education records, or personally identifiable information from education records, to a parent/guardian without the prior written consent of an eligible student if the disclosure meets the condition. (e.g. if learners are dependents of the parents/guardians under IRS tax codes or for a health or safety emergency). Please reach out to registrar@ileadonline.org to request all educational rights to be transferred to the learner as an adult learner.

Cal Grant Program - EC 69432.9

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CASC) electronically by a school or school district official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that **they do** not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself or herself out, and can opt in if the parent/guardian had previously decided to opt out the student. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents/guardians by January 1 of the students' 11th grade year.

Federal Student Aid - EC 51225.8

Under state law, schools are to ensure that learners prior to entering 12th grade are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application at least once. This information should be available in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first served basis. All family and learner personal information will be protected according to state and federal privacy laws and regulations. iLEAD Online College and Career Counselor will notify families of this annual information.

Education of Homeless Youth: Right to Apply for Financial Aid

Learners experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every charter school must appoint a homeless liaison to assist learners and families. Please contact:

pamela.vanvelsireadonline.org for more information of services and policies related to homeless education rights.

California High School Proficiency Exam

The California High School Proficiency Exam (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible pupils who pass the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. A pupil who receives a Certificate of Proficiency may, with verified approval from the parent/guardian, leave high school early. The Certificate of Proficiency is equivalent to a high school diploma; however, it is not equivalent to completing all course work required for regular graduation from high school. Pupils planning to continue his or her studies in a college or university should contact the admissions office of the institution to find out if the Certificate of Proficiency will meet admission requirements.

A pupil is eligible to take the CHSPE only if they meet one of the following requirements on the test date: 1) is at least 16 years old; 2) has been enrolled in the tenth grade for one academic year or longer; or 3) will complete one academic year of enrollment in the tenth grade at the end of the semester during which the CHSPE regular administration will be conducted. A fee for each examination application shall not be charged to a homeless or foster youth under the age of 25. For more information, including administration dates and registration deadlines, visit the following website: <http://www.chspe.net/>.

Educational Equity: Immigration and Citizenship Status

The Equity in Higher Education Act, states that all persons, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic such as hairstyles, equal rights and opportunities and adds this opportunity to apply for financial aid for higher education to also be equitable, and an application may not be denied of a student based on their immigration status. This does not guarantee any final eligibility, but simply an ability to apply for financial aid just like any other student, without discrimination.

COLLEGE TESTING

To learn more about college admissions testing requirements, visit www2.calstate.edu/apply, fairtest.org, or admission.universityofcalifornia.edu/.

College Entrance Examination Board (CEEB) Code: 051338

Learners taking college entrance exams will be asked to report their school's CEEB code. Learners should have CEEB code **051338** on hand on the day of testing.

PSAT

All 10th and 11th grade learners are encouraged to take the PSAT/NMSQT exam which is offered in early October. The PSAT exam tests knowledge in reading, writing, language, and math and is a practice test for the SAT which is typically taken during spring of junior year. The junior year test is also the qualifying exam for the national merit scholarship. Visit [College Board PSAT](http://CollegeBoardPSAT) for specific testing questions and free practice exams.

SAT/ACT

Learners interested in attending a four year university are encouraged to take the Scholastic Aptitude Test (SAT) or American College Test (ACT) during their junior or senior year before applying to colleges/universities. Both of these exams are offered in the fall and spring each year at various locations. Registration is available through College Board (SAT) or ACT Test Center websites.

While both tests generally cover the same topics, the school recommends researching which tests (or both) would be right for the learner: [SAT vs ACT: Which Test is Right for You?](#) For practice tests and more information visit [ACT Testing](#) and [College Board \(SAT\)](#).

CLEP

CLEP exams help learners receive college credit for content that has been mastered in a particular subject area. Not all colleges recognize CLEP exams for college credit, so it is important to check the college admissions handbook prior to pursuing this option.

Additionally, colleges may place a limit on the total amount of credit a learner can earn through CLEP, or may only grant exemptions to specific courses but not award credit toward a degree. For further information, please visit: <https://clep.collegeboard.org>

Advanced Placement (AP) Courses and Exams

Colleges may provide transfer or exemption credit based on a minimum passing score determined by each individual college. Review the AP credit policy at the prospective college/university for further information. Registration for AP exams is available through the College Board and a learner must be present at our school's designated testing site.

Services for Students with Disabilities (SSD)

Learners with an IEP or 504 plan may qualify for accommodations through the College Board. The process can take up to two months to process. To initiate the application process, contact samin.davari@ileadonline.org

DUAL ENROLLMENT

Dual enrollment is a popular option for learners on both the A-G and customized paths. Most semester-long college courses fulfill a year's worth of high school credit. While learners in all high school grades are allowed to register for community college courses, it is important that a learner is socially, emotionally, and academically ready for the rigor and content of college level classes. College classes do not count towards the learners' full time enrollment at the school.

Registering for College Courses

Families are responsible for registering for courses on their own and paying for all course material fees and requests for transcripts. Colleges require signatures from high school officials before learners are permitted to register. The Special Admit form must be submitted directly to the school counselor. The California Department of Education limits the number of courses taken by a high school learner to 5 units over summer and 11 units during the regular fall/spring terms. Check the local community college for their specific policy. Courses taken through dual enrollment are listed on permanent college transcripts. .

Credit Evaluation

All college courses will be evaluated by the school counselor to determine high school credit. College courses worth a minimum of 3 or more units generally receive 10 credits toward graduation requirements when a C or above is earned. Foreign language courses may be equivalent to 2 years of high school foreign language credit if they are listed that way in the college's catalog. College courses taken prior to 9th grade are not eligible for high school graduation credit, but may fulfill UC/CSU admission requirements. It is the learner's responsibility to be aware of both the college and high school add/drop dates.

Grade Evaluations

The grade earned in the course by the professor will be the same grade issued on the high school transcript. Facilitators will issue an incomplete grade at the end of the semester until official college transcripts are received.

Transcripts

Upon course completion, official transcripts must be requested and sent to the high school.

- Please request e-transcripts to be sent directly to: registrar@ileadonline.org
- For paper transcripts, please have the college forward official sealed transcripts to iLEAD's address upon course completion each semester: 3720 Sierra Hwy Suite A, Acton CA 91350

HIGH SCHOOL ACTIVITIES

Graduation

iLEAD Online Charter School offers an end-of-the-year graduation ceremony for all graduates who have completed diploma and Certificate of Completion course requirements. This event celebrates each learner's hard work and achievements throughout their high school career. Friends and family members are invited to participate

SECTION 8: POLICIES AND PROCEDURES

ACCELERATION AND RETENTION PROCEDURES

Learners are expected to progress through each grade within one year. In unique circumstances, learners may be considered for acceleration or retention. The acceleration and retention process involves parents/guardians, credentialed teachers, counselors, and administrators who carefully review the learner's progress, testing results, academics, and social-emotional needs to make a final decision that is in accordance with state law and board policies. The decision to accelerate or retain a learner is a joint decision between the student study team (including the parent/guardian of the learner) and the school/program director or designee. If a consensus cannot be reached, the final decision resides with the school/site director or designee according to the Board's Acceleration and Retention policy.

ASBESTOS MANAGEMENT PLAN

The School maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact online.classes@ileadschools.org.

BULLYING

iLEAD Online Charter School is committed to the prohibition of discrimination, harassment, intimidation, and bullying. Annual training will be provided to all staff who work with learners, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: <https://www.cde.ca.gov/ls/ss/se/bullyres.asp> If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact pamela.vanvelsire@ileadonline.org to assist you in identifying and stopping this behavior.

CHILD ABUSE AND NEGLECT REPORTING

iLEAD Online Charter School is committed to protecting all learners in its care. All employees are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. School employees may not investigate to confirm a suspicion. All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (*i.e.*, Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

CIVILITY ON SCHOOL GROUNDS

Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars (\$500). It is unlawful for any person, except a parent/guardian acting toward their minor child, to intentionally or to attempt to injure, intimidate,

interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

COMPLAINT PROCEDURE

It is always our intent to resolve concerns in the simplest manner for all. If a parent/guardian has a classroom concern, it is expected that they will try to resolve the concern with the classroom facilitator. If the concern is not resolved, please bring this concern to the school administration. Every effort will be made to find a fair resolution through a personal conference or a meeting between the parties involved.

CUSTODY ISSUES AND EDUCATIONAL RIGHTS

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent/guardian access to their child and/or school records. The only exception is when signed restraining orders or legal divorce papers specifically indicate limitations on visitation or educational rights. This paperwork must be on file with the school. Unless the parent/guardian provides court documentation stating that the other parent/guardian does not have educational rights or access to school records, both parents/guardians will have access to educational records. Any learner release situation which leaves the learner's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene.

Parents/Guardians are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent/guardian when a parent/guardian or any other person not listed on the emergency card attempts to pick up a child.

DIRECTORY INFORMATION

"Directory Information" includes one or more of the following items: learner's name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the learner. Directory information may be disclosed without prior consent from the parent/guardian unless the parent/guardian declines upon registration denying access to their pupil's directory information.

DISEASE PREVENTION STRATEGIES

The following procedures should be followed to promote everyday disease prevention strategies according to the Department of Education (<https://www.ed.gov/coronavirus>):

- If you are sick or feeling unwell, stay home.
- Avoid close contact with those who are already sick.
- Cover your nose and mouth when coughing or sneezing with a tissue or the crook of your arm.
- Wash your hands often with soap and water.
- Avoid touching eyes, nose, or mouth.

DRUG AND ALCOHOL/TOBACCO PREVENTION

iLEAD Online Charter School functions as a drug, alcohol, and tobacco free workplace.

EDUCATIONAL RIGHTS FOR ADULT LEARNERS

Once a learner turns 18, the learner has the legal ability to be the sole educational decision maker for themselves. Nothing prevents an educational agency or institution from disclosing education records, or personally identifiable information from education records, to a parent/guardian without the prior written consent of an eligible student if the disclosure meets the condition. (e.g. if learners are dependents of the parents/guardians under IRS tax codes or for a health or safety emergency). Please reach out to registrar@ileadonline.org to request all educational rights to be transferred to the learner as an adult learner.

ELECTRONIC LISTENING OR RECORDING DEVICE

The use by any person, including a learner of any electronic listening or recording device in any classroom without the prior consent of the facilitator and the school director is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the learner willfully in violation shall be guilty of a misdemeanor. Any learner in violation shall be subject to appropriate disciplinary action.

EMERGENCY AND HEALTH PROCEDURES

Emergency Medical Authorization

Each parent/guardian is asked to complete the Emergency Medical Authorization portion of the Enrollment/Information Form and Emergency Contact Information. These forms will include the necessary information the school must have should an emergency arise. It is extremely important that the authorization and Emergency Contact Information be fully completed. If there are any updates to the Emergency Medical Authorization during the year, email registrar@ileadonline.org

LEARNER MEDICATIONS ASSISTANCE

If your learner requires emergency or other medications (such as an inhaler, epi-pen, or oral medication), it must be prescribed by a doctor and will be kept in a locked compartment in the front office. A parent or guardian must complete a Request for Assistance Concerning Learner Medications form prior to the learner attending classes at Online Charter School. This form is available in the front office or on the Online Charter School website at: ileadonline.org

Emergency Treatment for Anaphylaxis

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to learners who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives.

Recent changes to EC 49414 now require schools to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any learner who may be experiencing anaphylaxis, regardless of known history.

Entrance Health Screening

State law requires that the parent/guardian of each pupil provide the school within 90 days after entrance to first grade documentary proof that the pupil has received a health screening examination by a doctor within the prior 18 months. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available for eligible learners through the Child Health Disabilities Prevention Program.

Oral Health Assessment

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the pupil's first school year.

Immunizations

Learners are not required to have immunizations if they attend an independent study program and do not receive classroom-based instruction. However, parents/guardians must continue to provide immunization records for each learner during enrollment. The immunization requirements do not prohibit learners from accessing special education and related services required by their individualized education programs.

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

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

Physical Examination

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

EMERGENCY PROCEDURES

Emergency drills (such as earthquake and fire drills), are conducted during the school year at the iLEAD network school sites. If an emergency occurs during regular school hours, learners will be directed by instructors to follow emergency procedures for the specific event. If an emergency occurs when the learners are at an offsite iLEAD event, learners will be directed to the supervising facilitator, parent/guardian volunteer or other school staff member.

If an emergency extends beyond the end of the school day at the learning studio, learners will not be released until it has been determined that it is safe to do so. In the case of an emergency, parents/guardians or an emergency contact are expected to sign learners out, regardless of grade. Parents/guardians can not leave the premises without signing out the learner.

FACILITATOR QUALIFICATIONS

Parents/Guardians may request the following regarding their child's facilitator(s):

- Licensure and certification information
- Emergency or provisional teaching certificate
- Educational background
- Qualifications of Instructional Aides (if applicable)

FIELD STUDIES

Throughout the school year, learners will take many trips, often planned through facilitator and parent/guardian collaboration. These trips are a part of iLEAD Online Charter School's project-based curriculum and may include walking trips, trips by private or school vehicles, and buses. Participation is a vital part of the learning process and is strongly encouraged.

A walking field trip permission slip is completed as part of the enrollment packet. Signing the form indicates you have granted your child permission to participate in iLEAD Online Charter School's ongoing walking field trip program throughout the school year. Facilitators will not send home trip slips for each individual walking field trip.

Field Trip Permission Slips will be required for all non-walking field trips. Learners must have a permission slip on file in order to participate in a field trip.

Approved volunteers* are encouraged to accompany your child's class on a field trip, please let the facilitator know in advance. We appreciate all volunteers for trips. *See Family Expectations for information on the volunteer process.

FOSTER AND HOMELESS YOUTH

Foster and homeless youth are allowed educational rights, such as: immediate enrollment, remain in school of origin, enrollment in local comprehensive school, partial credits, graduation with state minimum requirements with possible fifth year/exemption from local graduation requirements, and access to academic resources, services and extracurricular activities. Learners experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every charter school must appoint a homeless liaison to assist learners and families. Please contact: pamela.vanvelsire@ileadonline.org for more information of services and policies related to homeless education rights. A local educational agency must provide a remedy to the affected pupil following the Uniform Complaint Procedures.

GUN-FREE SCHOOL ZONE ACT

California prohibits any person from possessing a firearm on, or within 1,000 feet from, the grounds of a public or private school, unless it is with the written permission of the school Director. This does not apply to law enforcement officers, any active or honorably retired peace officers, members of the military forces of California or the United States, or armored vehicle guards engaged in the performance of, or acting in the scope of, their duties. A person may also be in possession of a firearm on school grounds if the firearm is unloaded and in a locked container or within the locked trunk of a motor vehicle. A violation of this law is punishable by imprisonment in a county jail for up to six months, a fine of up to \$1,000, or both imprisonment and fine.

HARM OR DESTRUCTION OF ANIMALS

Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform their facilitator of the objection. Objections must be substantiated by a note from the pupil's parent/guardian.

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the facilitator believes that an adequate alternative education project is possible. The facilitator may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

LCFF and LCAP

The school LCAP is available for viewing on our website and is updated annually.

MENTAL HEALTH AND SUICIDE PREVENTION POLICY

The Governing Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to reduce suicidal behavior and its impact on learners and families, the Director(s) or designee have developed preventive strategies, intervention and postvention procedures. The purpose of this policy is to protect the health and well-being of all learners by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

In order to initiate access to available pupil mental health services, you may contact the following mental health provider: kathy.tempco@ileadschools.org Our school will notify parents at least twice per year. This is one time through our Annual Notifications, we will also notify you again a second time each school year via email.

NON-DISCRIMINATION

iLEAD Online Charter School is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The school's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental/guardian status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with

a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender learners shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field studies) and to use facilities consistent with their gender identity. The School assures that lack of English language skills will not be a barrier to admission or participation in School programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process.

The Uniform Complaint Procedures (UCP) complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance. The person who receives the complaint shall respond to the parent/guardian in writing within 60 days. The parent/guardian may appeal to CDE within 15 days if not in agreement with the final report. As laws change, the guidebook will be updated. Please contact online.classes@ileadschools.org if you would like more information on how to file a complaint with the school, prior to appealing to the CDE. For more information you may go to the CDE website: <https://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp>

PESTICIDE USE

iLEAD Schools may utilize outside companies to control pests. If, in any given situation, non-chemical methods of pest management are ineffective and it is deemed necessary to use a pesticide during the school year, the area of application will be placarded in advance, as required by law. Parents/Guardians who wish to be personally notified of any pesticide applied at an iLEAD location, please contact the office.

PROPERTY DAMAGE

Parents/Guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid.

PUPIL FEES

iLEAD Online Charter School is a tuition-free public school and does not have any mandated fees.

SAFE PLACE TO LEARN ACT

iLEAD Online Charter School is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incident and/or to receive a copy of the school's

antidiscrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the school office at online.classes@ileadschools.org

SCHOOL ACCOUNTABILITY REPORT CARD

The school SARC is available for viewing on <http://sarconline.org> and is updated annually.

SCHOOL SAFETY PLAN

A Comprehensive School Site Safety Plan has been adopted at iLEAD Online Charter School. This plan is available upon request from the school office.

SERVICES TO DISABLED LEARNERS

If a parent/guardian has reason to believe their learner has a disability requiring special services or accommodations, contact the learner's facilitator. The learner will be evaluated to determine whether they are eligible for free special or modified instruction or services. The school has policies guiding procedures for identification and referral. Learners identified with special needs will receive a Free Appropriate Public Education (FAPE) in the least restrictive environment. Certain special education services can only be provided while the learner is in the state of California. Please contact the case manager or school office if you will be out of state.

Child Find System

Under state law, each public school system is responsible to find children with disabilities in its area Free Appropriate Public Education (FAPE) - Each public school system is responsible for ensuring that each child with disabilities is served appropriately, at no expense to the parent/guardian in the least restrictive environment.

Instruction for Pupils with Temporary Disabilities

Charter schools are not allowed to provide Home Hospital.

A pupil with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. It is the responsibility of the parent/guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the pupil will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

A pupil with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting, the total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital

setting, depending upon the temporary doctor orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the pupil is able to return to the regular school program. An honorary high school diploma which is clearly distinguishable from the regular diploma of graduation may be awarded to a pupil who is terminally ill, from the resident governing school board, a county office of education or a charter school.

SEXUAL HARASSEMENT

iLEAD Online Charter School is committed to maintaining a learning and working environment that is free from sexual harassment. Any learner who engages in sexual harassment of anyone in or from the school may be subject to disciplinary action up to and including expulsion. The school strongly encourages any learner who feels that they are being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another learner or adult to immediately contact their facilitator, the director, or any school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the [director](#). Once notified the director or designee shall take the steps to investigate and address the allegation.

Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the school's sexual harassment policy or to report incidences of sexual harassment, please contact the school office at: online.classes@ileadschools.org

STUDENT RECORDS

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

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

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

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

an applicable program of the U.S. Department of Education.

FERPA gives parents/guardians certain rights with respect to their children's education records.

For more information on FERPA, visit the U.S. Department of Education's website at:

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Pupil Records Obtained from Social Media: The school may gather information in the forms of video, photograph, blog, texts, and emails, to maintain school and learner safety. All social media information gathered will be destroyed within one year after the learner turns 18 years or older one year after the learner is no longer enrolled, whichever comes first.

SUDDEN CARDIAC ARREST

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. In a school district, charter school, or private school that elects to conduct athletic activities, the athletic director, coach, athletic trainer, or authorized person must remove from participation a pupil who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A pupil who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. A pupil who is removed from play may not return to that activity until they are evaluated by, and receive written clearance from, a physician or surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the pupil and the pupil's parent/guardian before a pupil participates in specific types of athletic activities which generally does not apply to those conducted during the regular school day or as part of a physical education course.

SURVEYS

Our school will not use tests, questionnaires, surveys or examinations containing any questions about the pupil's personal beliefs or practices in sex, family life, morality, and religion, unless the parent/guardian is notified in writing that the test, questionnaire, survey, or examination is to be administered and the parent/guardian consents in writing.

TITLE IX

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female pupils and employees, as well as transgender pupils and pupils who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, pupils may not be discriminated against based on their parental/guardian, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including

extracurricular activities, for which they qualify. For more information about Title IX, or how to file a complaint of noncompliance with Title IX, contact: online.classes@ileadschools.org

WILLIAMS COMPLAINT POLICY & PROCEDURES

Every school must provide sufficient instructional materials. Every learner, including English learners, must have instructional materials to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no facilitator vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained at

https://ileadaguadulce.org/wp-content/uploads/2020/02/charter_school_complaint_ad-hybrid-online-empower.pdf . Parents/Guardians, learners, facilitators or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school director before completing the complaint forms to allow the school to respond to these concerns.

SECTION 9: COMMUNICATION

COMMUNICATION METHODS

WEBSITE

The best way to keep updated with current events and activities at iLEAD Online Charter School is via the website: <https://ileadonline.org/>

MONDAY MESSAGE

Each Monday, school information and reminders are sent home via the Monday Message. You can sign up using a link on the iLEAD Online Charter School website homepage <https://ileadonline.org/>

CLASS NEWSLETTERS/WEBSITE

Most facilitators/grade level teams have an informational website. Your learner's facilitator will provide this website information at Meet the Facilitator Night.

PHONE/TEXT

You will receive periodic phone calls and/or texts our automated calling system. These phone calls will contain important information and reminders. In the event of inclement weather or an emergency, we will also utilize this system. Please make sure that we have your current phone number in our system at all times.

To update your information, email: registrar@ileadonline.org

SECTION 10:

FAMILIES AND iLEAD Online Charter School WORKING TOGETHER

FAMILY PARTICIPATION EXPECTATIONS

iLEAD Online Charter School seeks to make education a community passion. To this end, parent/guardian participation is essential to the success of the education process. Parents/Guardians are strongly encouraged to participate in the operation of the school as an integral part of the staffing and support team and with the charter staff in the development and successful completion of the individual learning plan for your child.

It is because of families like you that we are able to offer such a unique program for our children here at iLEAD Online Charter School.

Volunteering and participation are always optional. We do strongly encourage participation in order to foster the home-school connection and work tirelessly to create a culture where families feel welcome to come onto campus often, but of course, we understand that is not an option for every family. I

EXAMPLES OF FAMILY VOLUNTEER WORK

- In-class support as an educator aide
- Adult workshops – parents/guardians teaching other parents/guardians
- Outside research in support of specific school projects
- Driving on field trips (must register as driver)
- Organizing a community service project for learners
- Hosting an activity in your home or business

NOTE: All volunteers working with children must have a current TB test on file which are valid for 4 years, as well as a LiveScan criminal background check. LiveScan screenings are valid for the full duration of stay at the school. LiveScan can be obtained at various LiveScan locations and could take up to 2 weeks to clear. Please see the iLEAD Online Charter School website at <https://ileadonline.org/> for a list of locations as well as the necessary LiveScan paperwork.

SECTION 11: GOVERNANCE

HISTORY

iLEAD Online Charter School's Governing Board is comprised of community leaders passionate about providing innovative educational opportunities within Southern California. Each of these Board members came to iLEAD Online Charter School with the vision and ability to create and maintain a successful school. For a list of current board members, please visit the iLEAD Online Charter School website.

SCHOOL GOVERNANCE

iLEAD Online Charter School is governed by a California public benefit corporation with IRS 501c3 tax-exempt status. The school is subject to the Bylaws of the corporation. While iLEAD Online Charter School's charter authorizing agency is the Acton Agua Dulce School District, we are self governed, manage our own operations and maintain our own board of directors.

The listing of the current iLEAD Online Charter School Board of Directors can be found on the iLEAD Online Charter School website:<https://ileadonline.org/>

Decisions made by the Board will be on a majority basis. The Board will oversee iLEAD Online Charter School's policies and operations, and will receive regular reports on the school's academic, financial, and operational progress.

Governing board meetings are open to the public and generally regularly on the campus of iLEAD Online Charter School. Meeting notifications are posted on campus prior to the next scheduled Board meeting. Recorded minutes from past meetings are available upon request from the School Administrative office.

iLEAD Online Charter School is an innovative public charter school organization that works closely with our learners, families and communities to develop leaders for the 21st century. We do so through a rigorous, project-based curriculum, which gives a great deal of voice and choice to our learners. We feel that our schools are on the forefront of project-based learning which is giving our children the skills to thrive, not only in the future, but to be active members of their community today. We thank you for joining us on this journey.