



iLEAD Hybrid at Acton Studio

2026-2027 Family Guidebook

Free To Think. Inspired To Lead.

INTRODUCTION

Welcome to iLEAD Hybrid at Acton Studio 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 Hybrid at Acton Studio, 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 Hybrid at Acton Studio parents/guardians/caregivers are actively involved in their child's education. It is a team environment with frequent collaboration between the staff, parent/guardian/caregiver, 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 Hybrid at Acton Studio's philosophy, expectations for learners and families, along with other school information.

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SECTION 1:

iLEAD Hybrid at Acton Studio'S EDUCATIONAL OVERVIEW

MISSION AND VISION

ILEAD SCHOOLS MISSION STATEMENT

Free to Think. Inspired to Lead.

VISION STATEMENT

At iLEAD Hybrid at Acton Studio we strive to be a beacon of innovation and creativity, fostering a culture of curiosity and leadership. Our commitment to unlocking the potential of our learners and the communities we serve is unwavering. We believe that by empowering people to become Lifelong learners, Empathetic citizens, Authentic individuals, and Design thinkers, we can create a better future for all.

SCHOOLWIDE LEARNER OUTCOMES

We believe that education should extend beyond traditional academic knowledge. Our purposeful approach revolves around the iLEAD Hybrid at Acton Studio Schoolwide Learner Outcomes; a collective vision that encapsulates our aspirations for each individual's education. The iLEAD Hybrid at Acton's Schoolwide Learner Outcomes serve as our compass, guiding us in shaping a child's educational journey. In the course of a child's career with iLEAD Hybrid at Acton, our learners will engage with a relevant and rigorous curriculum that will prepare them for success personally and professionally. The following are the expected Schoolwide Learner Outcomes that our learners develop:

iLEAD Hybrid at Acton Studio by being a/an...

Lifelong Learner

I am a self-directed learner, focused on personal growth and development.

Empathetic Citizen

I seek to understand and appreciate what others are thinking, feeling, or experiencing.

Authentic Individual

I am true to myself, my personality, values, beliefs, and principles.

Design Thinker

I am a creative, imaginative individual who explores original ideas, takes risks, and develops innovative solutions that I share with others.

OUR METHODOLOGY

Through individualized learning, project based learning (PBL), and social emotional learning (SEL), iLEAD Hybrid at Acton's hope is to inspire learners to become lifelong learners, empathetic citizens, authentic individuals and design thinkers. iLEAD Hybrid at Acton Studio promotes active learning methods and opportunities for self-directed learning.

INDIVIDUALIZED LEARNING

Individualized learning is an educational approach that tailors instruction to the unique needs, abilities, and interests of each learner. It recognizes that individuals have distinct learning styles, paces, and preferences, and aims to create a personalized learning experience to optimize their educational outcomes. Through the use of a wide variety of technology, materials, activities, and assessments, individualized learning provides learners with customized content, pace, and feedback, allowing them to progress at their own speed, explore areas of interest, and receive targeted support where needed. This learner-centered approach promotes autonomy, engagement, and mastery by acknowledging and addressing the diverse learning needs of each learner.

To that end, at the start of each school year, each learner, together with their facilitator and parents/guardians, creates an Individualized Learning Plan (ILP) that includes individual academic goals (aligned to Common Core State Standards) and social and emotional goals. These goals are incorporated into projects throughout the year, monitored, assessed, and reflected on by the learner and their facilitator. This 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.

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/Guardians 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) we measure and report SEL progress as part of every project, ILP (Individualized Learning Plan) goals, and Reports of Progress.

7 Habits of Highly Effective People

Stephen Covey's best-selling book *The 7 Habits of Highly Effective People* has been influential in the shaping of iLEAD Hybrid at Acton's approach to lifelong learning. Regular implementation of these habits is encouraged to support positive interactions with oneself and others:

- **Habit 1: Be Proactive**
Proactive people take responsibility by focusing their time and energy on things they can control instead of reacting to or worrying about conditions over which they have little or no control.
- **Habit 2: Begin With the End in Mind**
Each day, task, or project should begin with a clear vision of one's desired direction and destination, and then continue by flexing proactive muscles to make things happen.
- **Habit 3: Put First Things First**
Life management — define one's purpose, values, roles, and priorities.
- **Habit 4: Think Win-Win**
Win-win is a frame of mind and heart that constantly seeks mutual benefit in all human interactions. A win-win approach means agreements or solutions are mutually beneficial and satisfying.
- **Habit 5: Seek First to Understand, Then Be Understood**
- This habit helps transform communication by actively listening with the intent to understand another's perspective versus filtering things through one's own life experiences and frame of reference.
- **Habit 6: Synergize**
This habit promotes cooperation, teamwork, open-mindedness, and the adventure of finding new solutions to old problems. It thrives on the idea that the whole is greater than the sum of the parts.
- **Habit 7: Sharpen the Saw**
Living a life in balance means taking the necessary time to renew one's self. To "sharpen the saw" means having a balanced program for self-renewal in the four areas of life: physical, social/emotional, mental, and spiritual.

CURRICULUM

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

CALIFORNIA STATE ACADEMIC STANDARDS

California along with most other States developed and adopted common academic standards in core curriculum areas. 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 learner testing system ties the standards for English language arts, mathematics, and science called the California Assessment of Student Performance and Progress (CAASPP). 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/Guardian/Caregivers can exempt their child(ren) from CAASPP testing by submitting a letter in writing annually. More information about the CAASPP can be found at www.cde.ca.gov/ta/tg/ca/. [EC 60119, 60604.5, 60615]

ENGAGING CURRICULUM OPTIONS

Our curriculum delivers the California content standards through relevant learning experiences that engage learners' interests as they discover underlying concepts and develop a deep understanding of subject matter. Learners are active participants in meaningful exploration, engage in 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. We will encourage learners to apply their understanding in projects that gradually introduce more complexity, more learner-driven choice of topics and products. The goal is to foster self-motivation and self-directedness, as each learner discovers their unique strengths.

ENGLISH LEARNERS IDENTIFICATION NOTICE

State law requires that parents/guardians/caregivers 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 facilitator and learner provide for deeper knowledge 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 our 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 faced with the challenge of engaging in an increasingly interdependent world where knowledge is constantly developing and evolving. Rigorous curriculum covering global connectivity will give learners a sense of belonging in our ever changing world and prepare them to thrive in the global marketplace upon graduation and post-college. Exploring diverse cultures will give learners a positive attitude toward learning and greater understanding of the world around them.

MULTI-AGE GROUPINGS

Research supports environments with two or more grades that allow learners the flexibility to progress at their own pace along a continuum of achievement. As such, select grade levels at iLEAD Lancaster are multi-age environments.

HEALTHY YOUTH ACT

The California Healthy Youth Act requires charter schools to provide learners with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. It is intended to ensure that learners 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; and menstrual health 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 understanding of sexuality as a normal part of human development.

Parents/Guardian/Caregivers 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 mail 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. 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, be informed of:
 - a. The date of the instruction
 - b. 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. Every Learning Period (approximately every 20 school days) learners will meet with their facilitator and their parents/guardians to look critically at what they have accomplished both in formal settings as well as at home with their families.

Portfolio-based LLCs will help ensure that learners are accountable to themselves, their families, their teachers, and the school community as a whole. Facilitators can maintain daily checks of progress. 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/caregivers 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 Hybrid at Acton Studio 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/caregiver 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 Hybrid at Acton Studio 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

8:00am to 4:30pm

PHONE NUMBER

661-429-3757

SCHEDULE

See the iLEAD Hybrid at Acton Studio's website at ileadhybrid.org for the most up to date hours.

INSTRUCTIONAL CALENDAR

See the iLEAD Hybrid at Acton Studio website at www.ileadhybrid.org for the current year's Instructional Calendar. If minimum or learner-free staff development days are scheduled after the start of the school year, the school will notify parents/guardians/caregivers of affected learners as early as possible.

STAFF

See the iLEAD Hybrid at Acton Studio website at www.ileadhybrid.org for staff listings.

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 AVExplorationRegistrar@ileadav.org or visit ileadhybrid.org

SECTION 3:

DAILY OPERATIONS

WRITTEN AGREEMENT AND ASSIGNMENT WORK RECORD (AWR)

The school's guidelines require a detailed agreement between the learner, parent/guardian/caregiver, and the supervising educational facilitator. This agreement is called the Written Agreement, and it must be completed and signed by the learner, parent/guardian/caregiver, and supervising educational facilitator on or before the learner's start date. In addition to the Written Agreement, learners complete the work and activities on their Assignment Work Record (AWR) as assigned by their supervising educational facilitator each learning period. The Assigned Work Record lists assignments through a platform called See Saw (TK-7) and Google Classroom for 8th graders. Your supervising educational facilitator will assign work weekly. The primary goal of the AWR is to ensure that each child is working toward grade-level standards, personal goals, and social-emotional growth.

WRITTEN AGREEMENT ADDENDUM

In specific instances, such as a course change, a written agreement addendum must be signed by the supervising educational facilitator, learner, and parent/guardian/caregiver in order to reflect the change. The special education case manager will also be required to sign when applicable.

ATTENDANCE

As an independent study program of public charter school, iLEAD Hybrid at Acton Studio 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/caregiver 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. These assignments are posted in SeeSaw. 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.

INADEQUATE PROGRESS & THE INVOLUNTARY DISENROLLMENT PROCESS

Per the Written 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 learner 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 Written Agreement could result in removal from iLEAD Hybrid at Acton Studio's independent study program.

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

NOT MAKING SATISFACTORY EDUCATION PROGRESS (INADEQUATE PROGRESS)

Inadequate Progress, established by the school's Independent Study Policy, occurs when the learner fails to complete at least 75% of work assigned for one learning period, or is not making satisfactory educational progress as defined below, or accumulates 20 absences in a school year due to insufficient work completion and/or engagement, the School Director or designee shall conduct an evaluation to determine whether it is in the best interest of the learner to remain in independent study.

A learner is deemed to be making "satisfactory educational progress" if the learner is on track to enter the next grade level at the completion of the current school year and/or progressing toward meeting their Individualized Education Plan (IEP). The School Director or designee is responsible for making this determination based on all of the following indicators:

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

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim learner record. This record shall be maintained for a period of three (3) years from the date of the evaluation and if the learner transfers to another California public school, the record shall be forwarded to that school.

PROCEDURES FOR TIERED ENGAGEMENT

If a learner does not generate attendance for more than 10% of required minimum instructional time over four continuous weeks of the school's approved instructional calendar, is found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50% of the scheduled times of synchronous instruction in a school month as applicable by grade span, or is in

violation of their written agreement pursuant to Education Code Section 51747(g), the School will:

- Verify current contact information for each enrolled learner ;
- Notify parents, guardians, or caregivers of lack of participation within one school day of the learner's absence or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
- Reach out to the learner directly and/or parents, legal guardians, or caregivers as well as health and social services as necessary, to determine the learner's needs for reengagement; and
- Schedule a learner-parent-educator conference (a meeting involving all individuals who signed the learner's written agreement) to review the learner's agreement and reconsider the independent study program's impact on the learner's achievement and well-being.
- Implement any local programs intended to address chronic absenteeism, as applicable.

ADDITIONAL CONSIDERATION FOR LEARNERS 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 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 attendance/participation 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.

INVOLUNTARY DISENROLLMENT PROCESS

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 parent/legal guardian/caregiver(s) 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 parent/legal guardian/caregiver(s), or if the learner is a homeless child or foster youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the learner is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker.

The Notice shall be provided no less than five (5) school days before the effective date of learner's removal. The Notice shall include the following:

1. Notice of the School's intent to remove the learner.
2. The opportunity of the parent/legal guardian/caregiver(s) (or educational rights holder, attorney, county social worker, or tribal social worker as applicable, hereinafter included within "parent/legal guardian/caregiver(s)") to request a hearing adjudicated by a neutral officer within a reasonable number of days, at which the learner has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the learner has the right to bring legal counsel or an advocate. The parent/legal guardian/caregiver(s) must submit the request for a hearing in writing prior to the effective date of the learner's removal and the request must be received by the School within five (5) school days from the date of the Notice.

If parent/legal guardian/caregiver(s) requests a hearing in accordance with the above:

- The hearing will be scheduled and the family will be notified of the date/time/location of the hearing.
- The learner shall remain enrolled and shall not be removed until/unless the School issues a final decision to disenroll.
- A hearing decision not to disenroll the learner does not prevent the School from making a similar recommendation in the future should learner attendance/participation issues occur or re-occur.

If no hearing is requested, the learner shall be removed from the School on the date listed on the Notice.

The learner's district of residence will be notified of the removal within thirty (30) calendar days. The school shall, upon request, provide that school district with a copy of the cumulative record of the learner, including report cards or a transcript of grades, and health information.

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.

EXTENDED SCHOOL YEAR - MIGRANT EDUCATION

Learners who are identified as a “migrant child” in grades TK-6 may be allowed to enroll in two public schools during summer, winter, or other intersessions – both the school in which they last attended and the next intended school to be entered upon the migration with parents from one agricultural work site to another.

INSTRUCTIONAL FUNDS

Instructional funds are public dollars allocated to the school by the state. iLEAD Hybrid at Acton Studio learners may use these funds for enrichment opportunities or tutoring to support their learning. The educational facilitator, a credentialed teacher within the state of California, will guide families in the selection services from the approved vendor list that supports the educational goals of the learner. As the teacher of record, the facilitator is required to ensure that the learner is in good academic standing in order to use the funds.

Funds will be made available after the completion of the first Learning Period to ensure expectations of the learners are being met. Acknowledgement of Responsibilities, iLEAD Hybrid at Acton Studio's Agreements (including the Community Provider and Family Service Agreement), and High Risk form are required to be signed by the learner and parent/guardian. These forms must be signed in order to participate in workshops, use funds for enrichment activities, and attend meet ups.

IN-PERSON ENRICHMENT WORKSHOPS

iLEAD Hybrid at Acton Studio offers free drop off enrichment workshops

Location: Workshops will be held on Tuesdays and Thursdays at our Acton Studio. The address is 3729 Sierra Hwy, Acton, CA.

Times: There will be two sessions of identical workshops held each day. The first session will be held from 10-11:30 am, and the second will be held from 12:30 pm - 2:00 pm. Please note: There are no workshops offered the last week of each LP. Our EFs will be busy meeting with all their families and won't be available to teach.

Who can attend: Both sessions are open to learners who are in *good academic standing* in TK-8th grade. *All LP expectations must be met in order for your child to participate.* This includes, but is not limited to, completion and submission of all required work samples, and parent/learner attendance at scheduled LP Meetings.

What can my child expect: Our EFs are amazing and have so many wonderful activities for you this year! Plus we will be able to serve more learners with our new expanded Studio!

Due to the increased space we will be able to split our workshop learners into grade level groups so the learners will be with “zoom friends”. Learners will be grouped with other children their age and the

instruction will be differentiated for the various age groups. This change will allow the EFs to target more grade level specific skills and allow the learners to be with other children their own age. And this will still allow our parents/guardians the ability to drop off all their children at one time, regardless of grade level, for a workshop! The learners will work in different areas of the studio with a credentialed teacher leading them in a fun activity.

Can you explain how this will work: Yes! For example the workshop could be a STEM activity such as making catapults to investigate and determine what, if anything, affects the distance or height an object can travel. Although *all* learners will be completing a catapult stem activity, the skills taught within each group will be grade level appropriate. This will allow our older students to go deeper into the subject matter and apply more grade level standards in their group, while the middle and littles can focus on their grade level standards.

How do I sign up? Sign ups will be sent the week prior to a new round of workshops via Parent Square. School events are always announced via the Monday Message, Parent Square email, and/or iLEAD Hybrid at Acton Studio's social media accounts. Please be in the habit of checking your email daily.

Drop Off and Pick Up Valet Service: Parents can drop your child off in our valet in front of our Studio, Unit A door. Staff will be out there to receive your child *5 minutes before the start of class*. Your attention to *prompt pick up is appreciated*. Valet pick up will be held from 11:45 am - Noon for the morning class, and 2:00 pm - 2:15 pm for the afternoon class.

Can I stay at the studio while my child takes a class? Yes! We understand that some learners are not quite ready to leave by themselves yet and that's okay. We also understand that driving to Acton is further out than our old location. We will have a designated parent area, (with coffee) for you to either relax or visit with other families in our program. If you'd like to volunteer in your child's workshop, let us know and we can set that up as well.

What if my child gets sick while at a workshop and I'm not there?

Any child who becomes ill while at iLEAD Hybrid at Acton Studio's Learning Studio will be taken to the office and parents/guardians will be called to pick up their sick child. If you choose to leave your child during workshops, please keep your cell phone ringer on in the unusual instance of us needing to contact you.

In order to return to a workshop that week the child needs to be fever-free/symptom-free for 24 hours. Thanks for helping keep our staff and families healthy!

If a child needs to take prescription medication on a temporary or permanent basis (such as an inhaler or epi pen) while at the studio, an authorization to administer medication must be on file at the school. Please see our office staff for this form.

Can my child bring a water bottle or snack? Water plays an important role in maintaining a learner's overall health. Learners, facilitators and staff are allowed to bring and carry water bottles to school. Please do not send your child with food, unless requested by the EF for an activity. Please make sure they have breakfast or lunch prior to attending workshops.

FAMILY MEET UPS, FIELD TRIPS, & EVENTS

Our program strives to help all families, both the adults and children, feel connected. This is why at iLEAD Hybrid at Acton Studio we offer monthly (at minimum) Meet Ups, Field Trips and Events. Watch your email for announcements and sign ups! Learners may use their funds to pay for any entrance fees to Field Trips. Parents/Guardians or other siblings can usually attend, but will need to pay out of pocket for their entrance fees. If you have ideas for educational trips or meet ups please let us know! We are always looking for great places to take our learners!

TRANSPORTATION

iLEAD Hybrid at Acton Studio does not provide transportation. Families need to arrange their own transportation to and from the studio and/or any events they want to attend.

LOTTERY GUIDELINES

As a charter school, iLEAD Hybrid at Acton Studio 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 Hybrid at Acton Studio Studio is dedicated to providing a safe and respectful learning environment where all learners can thrive both academically and social-emotionally. The school is committed to fostering a safe and caring community, believing that learner missteps provide valuable opportunities for growth and development during a learner's formative years. As issues arise, school personnel will directly engage with the learner, exploring options for positive choices, establishing suitable consequences, and guiding them to understand the significance of owning their decisions and behavior.

To foster the social-emotional well-being of each learner, the school embraces several initiatives aimed at developing their social skills. These include:

- **7 Habits of Highly Effective People:** Encourages positive interactions with oneself and others using the instruction and application of Stephen Covey's principles.
- **Love and Logic:** Provides a discipline and classroom management approach that emphasizes setting clear boundaries with empathy. Learners make choices within these limits, experiencing natural and logical consequences. By empowering learners to make decisions and learn from outcomes, this method promotes responsibility, problem-solving, and self-discipline. Facilitators using Love and Logic often establish a caring, respectful, and motivating classroom, reducing power struggles and enhancing the learning atmosphere.
- **Restorative Practices:** Emphasizes the importance of repairing harm and building relationships using dialogue, empathy, and accountability. Through techniques like community circles and restorative conferences, learners and educators work together to address conflicts, understand the impact of actions, and create solutions that promote healing and a positive school climate. Restorative practices aim to foster a sense of belonging, responsibility, and conflict resolution skills, ultimately leading to a more supportive and inclusive learning environment for all learners.

The school also provides Multi-Tiered Systems of Support (MTSS) to learners requiring additional social-emotional or behavioral assistance, targeting their specific areas of need.

CONSEQUENCES

The school is dedicated to supporting its learners through ongoing, supportive initiatives and the formation of family partnerships. However, there may be instances where consequences are necessary. The following examples provide a flexible framework for addressing individual needs and diverse circumstances:

- **Warnings and Reminders:** School personnel may bring an area of concern to a learner's attention, providing an opportunity for the learner to make an alternative decision.
- **Reflection Time:** This strategy allows for de-escalation of the situation, providing learners with an opportunity for reflection before tensions rise.

- **Office Referral:** Recent legislative changes have eliminated suspensions for willful defiance in grades K-12. However, school employees can still refer learners to administrators for timely in-school interventions and support if they exhibit willful defiance or disruption.
- **Other Means of Correction:** This strategy incorporates a variety of support methods and resources, including respectful, relevant consequences, counseling, community service, research projects, and/or continuing education tailored to the specific area of concern.
- **Suspension:** This disciplinary action is governed by the California Education Code and is to be implemented only after alternative methods of correction have proven ineffective in achieving appropriate learner conduct, with certain specified exceptions as provided by law. A suspended learner is not allowed to attend school for a specified period of time as indicated by the suspension. This would include extra-curricular activities during the suspended time period.
- **Recommendation for Expulsion:** The school director must recommend expulsion for certain severe offenses, as outlined in California Education Code Section 48915. However, expulsion is not mandatory in all cases, as the school director may find that expulsion is inappropriate due to the specific circumstances or that an alternative corrective measure would address the situation.
- **Emergency Removal:** Please see the *Emergency Removal* section below.

Any person who witnesses a concern should promptly report this information to school personnel. In potential disciplinary situations, the school director or designee will prioritize staff and learner safety prior to conducting an investigation. This may include actions such as notifying law enforcement, conducting a threat assessment, acquiring medical assistance, separating learners, executing searches, and/or confiscating any items that might endanger the learner or others. During the investigation, the school director will gather all relevant data, such as witness statements and other forms of evidence. Upon review of the investigative findings, appropriate actions for learner misconduct will be determined. The specific course of action taken is confidential to each learner and will only be disclosed to the learner, parent/guardian/caregiver, applicable school personnel and/or law enforcement.

SUSPENSION AND EXPULSION POLICY

The Learner Suspension and Expulsion Policy for iLEAD Hybrid at Acton Studio has been established and Board approved in order to promote learning and protect the safety and well-being of all learners. The school is committed to providing a safe, respectful, and supportive learning environment for all learners and staff. Positive behavior, restorative practices, and proactive interventions are prioritized whenever possible. Suspension and expulsion are considered serious disciplinary actions and are used only when other corrective measures have been unsuccessful or when a learner's behavior poses a threat to the safety, health, or educational environment of others.

SUSPENSION

A suspension is the temporary removal of a learner from school, class, or school activities for disciplinary reasons. While suspended, a learner may not be present on school grounds or attend any school-sponsored activity unless authorized by school administration.

Before issuing a suspension, the school will generally consider alternative methods of correction and intervention, including counseling, restorative conversations, behavior supports, conflict resolution, and parent/guardian/caregiver conferences. However, suspension may be necessary when a learner's conduct significantly disrupts the educational environment or endangers the safety of others.

GROUNDS FOR SUSPENSION

A learner may be suspended for behaviors including, but not limited to:

- Causing, attempting to cause, or threatening physical injury
- Fighting or acts of violence
- Possession, use, sale, or furnishing of weapons, dangerous objects, drugs, alcohol, tobacco, nicotine, or vaping products
- Bullying, cyberbullying, harassment, intimidation, or hazing
- Sexual harassment, sexual misconduct, or sexual battery
- Theft, robbery, extortion, or possession of stolen property
- Vandalism or damage to school or private property
- Possession of drug paraphernalia or imitation firearms
- Making terrorist threats or false emergency reports
- Hate violence or discrimination based on protected characteristics
- Academic dishonesty or falsification of records
- Repeated or severe violations of school rules that substantially disrupt the educational process

The school recognizes the serious impact of bullying and cyberbullying on learner well-being. Bullying includes verbal, physical, written, or electronic conduct that interferes with a learner's safety, mental health, academic performance, or ability to participate in school activities.

SUSPENSION PROCEDURES

Whenever possible, learners will be informed of the reason for the suspension, the evidence supporting the decision, and given an opportunity to respond before the suspension is imposed.

Parents/guardians/caregivers will be notified promptly regarding:

- The reason for the suspension
- The length of the suspension
- Expectations for the learner's return to school
- Any conference or follow-up meeting requested by the School

Suspensions generally may not exceed five (5) consecutive school days per incident, and total suspensions may not exceed the limits established by California Education Code.

ACADEMIC SUPPORT DURING SUSPENSION

Learners suspended for two or more school days may request assignments and classwork to help maintain academic progress during the suspension period. Completed work submitted within the required timeframe will be accepted and graded in accordance with school policy.

EXPULSION

Expulsion is the involuntary removal of a learner from the school due to serious or repeated misconduct. Expulsion is considered only after careful review of the circumstances and after the learner has been provided due process protections, including the right to a hearing.

OFFENSES THAT MAY RESULT IN EXPULSION

Certain offenses require immediate suspension and recommendation for expulsion, including:

- Possession or sale of a firearm
- Brandishing a knife
- Selling controlled substances
- Sexual assault or sexual battery
- Possession of explosives

Additional serious offenses that may lead to expulsion include:

- Causing serious physical injury
- Robbery or extortion
- Assault or battery against a school employee
- Possession of dangerous weapons or illegal substances
- Ongoing or repeated misconduct that threatens school safety or substantially disrupts the learning environment

A learner will not be expelled solely for willful defiance or disruption.

EXPULSION HEARING AND APPEALS

Learners recommended for expulsion are entitled to a formal hearing before a neutral hearing officer. Families will receive written notice of the hearing and have the right to:

- Review evidence
- Present witnesses and evidence
- Be represented by legal counsel or an advocate
- Question witnesses and testimony

Following the hearing, families may appeal the decision to the School's Board of Directors within the timeline established by School policy.

LEARNERS WITH DISABILITIES

Disciplinary actions involving learners with an Individualized Education Program (IEP) or Section 504 Plan will follow all applicable state and federal laws. When required, the School will hold a manifestation determination meeting to determine whether the conduct was related to the learner's disability before additional disciplinary action is taken.

The Learner Suspension and Expulsion Policy may be read in full detail [here](#):

REQUIREMENT OF PARENT/GUARDIAN/CAREGIVERS SCHOOL ATTENDANCE

Facilitators may require the parent/guardian/caregiver of a learner who has been suspended by a facilitator to attend a portion of that school day in their learner's classroom. The attendance of the parent/guardian/caregiver will be limited to the class from which the learner was suspended. A written notice will be sent to the parent/guardian/caregiver regarding implementation of this requirement. Employers are not allowed to apply sanctions against the parent/guardian/caregiver for this requirement, if the parent/guardian/caregiver has given reasonable notice to his/her employer.

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/Caregivers will be notified of the testing required for each learner. Parents/Guardians/Caregivers are responsible for ensuring their learners attend the required testing. Tests include:

- Literacy K-2 Screener
- CAASPP (California Assessment of Student Performance and Progress): Grades 3-8 in the spring
- CAST Science (California Science Test): Grades 5 and 8 in the spring
- Physical Fitness Test: Grades 5, and 7 during the second semester

- MAP (Measures of Academic Progress) Growth Test*: Grades TK-8 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.

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.

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 Office Manager. The [Labor Rights Pamphlet](#) details important information for young workers and is important to review before and after obtaining a work permit. Please note that the school maintains the right to withdraw work permits based on academic standing or violation of school 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 Office Manager. 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.

LEARNER PERSONAL DEVICE USAGE

These regulations align with the iLEAD Board Policy to support a distraction-free learning environment focused on academic success.

I. General Usage and Location Restrictions

- In-Person Workshops: Devices are prohibited during instructional time unless specifically authorized by a facilitator or required by an IEP.
- Virtual Learning: To ensure focus, devices should be kept in a different room from the learning space.
- School Events: Devices should remain with parents or be stored away in backpacks.

II. Allowable Usage (Exceptions by Law)

Per Education Code 48901.7, devices are permitted only for:

- Emergencies or safety threats.
- Teacher or administrator permission.
- Documented medical necessity or IEP requirements.

III. Storage Requirements

When personal devices are brought to a school site, they must be stored as follows:

- Devices must be silenced and stored in backpacks or collected by staff at the start of the workshop.
- iLEAD is not responsible for lost, stolen, or damaged personal property.

IV. Digital Citizenship and Education

We teach digital citizenship by framing devices as tools for learning rather than lifelines. Education covers healthy habits, privacy, and social etiquette. The use of personal electronic devices to access AI or other outside resources for the completion of assignments or tests is strictly prohibited and will not be tolerated. Should this occur, the learner will be mandated to complete their testing in an in-person setting.

V. Restorative Practices and Consequences

Unauthorized use will result in device confiscation and parent notification. The school uses restorative practices to encourage responsible behavior.

PARENT/GUARDIAN/CAREGIVER RESPONSIBILITY

Parents/guardians/caregivers 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/Caregivers are also liable for any school property loaned to the learner and willfully not returned. The school may further withhold the grades, diploma, and transcript of the learner until restitution is paid.

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/caregiver 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.

LEARNER 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 Hybrid at Acton Studio 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/caregiver 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/caregiver. [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 Supervising Educational Facilitator 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 Supervising Educational 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 Supervising Educational Facilitator 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. Parents are encouraged to share other learning ideas or assignments in meeting the standards while determining the assigned work. At monthly learning period meetings, the body of work, as listed on the AWR, is showcased by the learner. The Supervising Educational Facilitator will collect samples in each subject area as listed on the Written 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 learner to complete their work by grade-level guidelines. <https://www.cde.ca.gov/fg/aa/pa/instructionaltime table.asp>

LEARNING PERIOD MEETINGS

Learners and/or parents/guardians/caregivers must participate in regularly scheduled mandatory learning period (LP) meetings at a minimum of every 25 instructional days in addition to weekly check-ins. Meetings can be held virtually, with the *camera turned on*, or in person. 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 supervising educational facilitator will review the body of work and collect work samples for each subject as listed on the Written 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. Should an emergency arise, the parent/guardian/caregiver 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 may result in an evaluation to determine whether independent study is an appropriate strategy/program for the learner. In order to avoid this situation, the supervising educational facilitator will assign work for each week in SeeSaw. Learners are expected to keep up with their assignments *daily*. All work assigned in SeeSaw must be completed and turned in *no later* than the last day of the learning period in order to receive daily attendance. Any violation of the Written Agreement could result in removal from iLEAD Hybrid at Acton Studio's independent study program.

MONTHLY WORK SAMPLES

At the learning period meeting, learners will discuss and show the body of work assigned by their facilitator. The educational facilitator will collect work samples per subject listed on the Written 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 Written Agreement requires a study of world religions.
- Show math problems worked out or explained by the learner.
- Be evaluated by the supervising educational facilitator.

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

LEARNING LOG

Parent/Guardian/Caregivers must sign a monthly activity log confirming learner engagement in educational activities on school days. Parent/Guardian/Caregivers will be required to sign off on the learning log on the last day of each learning period. Attendance is determined based on the work assignments completed (time value) and the daily engagement (learning log).

Learning Period (LP) End Dates			
LP1	9/11/26	LP6	3/5/27
LP2	10/9/26	LP7	4/2/27
LP3	11/13/26	LP8	5/7/27
LP4	12/17/26	LP9	6/4/27
LP5	2/5/27		

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. 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 6:

TECHNOLOGY

At iLEAD Hybrid at Acton Studio, technology is a powerful tool for inquiry, collaboration, creativity, and the development of 21st-century skills. Our goal is to cultivate Lifelong Learners and Design Thinkers who navigate the digital landscape safely, ethically, and productively.

iLEAD Hybrid at Acton Studio's technology resources, including internet access, school networks, electronic devices, software accounts, and school-vetted Artificial Intelligence (AI) platforms, are provided to enhance the educational experience. Following these guidelines ensures a safe, positive, and legally compliant learning environment for all learners, facilitators, and staff.

SUPERVISION AND MONITORING

All iLEAD Hybrid at Acton Studio-provided technology, devices (including but not limited to Chromebooks, tablets, and laptops), network infrastructure, user accounts (such as school emails and educational portals), and cloud storage remain the exclusive property of iLEAD Hybrid at Acton Studio and network administrators and their authorized employees monitor the use of information technology resources to help ensure that users 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.

INTERNET SAFETY & NETWORK USE GUIDELINES

iLEAD Hybrid at Acton Studio's computers provide access to the internet, filtered to protect learners from inappropriate content at the network level. By integrating digital literacy and digital citizenship lessons throughout our curriculum, we equip our learners to navigate the current digital landscape safely and responsibly, partnering with our families to understand and uphold these shared expectations.

Equipping our learners with the skills to thrive in the 21st century demands providing them with access to technology, and this is reflected in the integration of computers and educational software into every classroom curriculum. Learners will have email access with filtering and built-in restrictions; iLEAD Hybrid at Acton Studio employs strong guidelines for Web usage and Internet security. We comply with the level of security required by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA). While we maintain robust, network-level filters, iLEAD Hybrid at Acton Studio also implements multi-layered protections across our digital ecosystem. This includes platform-level restrictions on school-issued Google Workspace accounts, such as enforcing Google SafeSearch to block explicit search results, activating strict profanity and explicit content filters, and restricting communication capabilities. Despite these extensive network, search, and device-level safeguards, there are still instances when inappropriate content or websites can bypass security measures. Please be

assured that iLEAD Hybrid at Acton Studio remains deeply committed to actively monitoring, updating, and restricting access to such materials.

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.

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 Hybrid at Acton Studio Schools 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 Hybrid at Acton Studio.

NETWORK STEWARDSHIP AND BANDWIDTH

To preserve the performance and integrity of this shared digital environment, iLEAD Hybrid at Acton Studio’s network is reserved as an essential resource for classroom instruction. Consequently, non-educational, high-bandwidth activities, including unapproved media streaming, non-academic online gaming, cryptocurrency mining, and peer-to-peer file sharing, are strictly prohibited on all school networks and devices to ensure optimal connection speeds and performance for everyone.

DIGITAL CITIZENSHIP & RESPONSIBLE ONLINE CONDUCT

To maintain a safe, supportive, and legally compliant learning environment, all learners must abide by the following unified principles of digital citizenship and online conduct. Any transmission, creation, search, or distribution of material in violation of federal or state law is strictly prohibited. This includes, but is not limited to, the distribution of, or engagement in, the following:

1. Learners must protect personal privacy by never publishing or sharing passwords, personal addresses, phone numbers, or confidential details of themselves or others. Additionally, the school operates under a media opt-out policy; unless a parent/guardian/caretaker has explicitly submitted a completed Media Opt-Out Form during online registration, the school reserves the right to publish a learner's picture, video, first name, or schoolwork on official, school-managed digital platforms.
2. Learners must interact online with respect and integrity. Viewing, creating, or distributing defamatory, abusive, obscene, profane, sexually explicit, threatening, or racially offensive materials, including swearing, vulgarities, and harassing messages, is strictly prohibited.

3. Learners must not use school resources, devices, software accounts, or networks for commercial ventures, personal profit, advertising, solicitations, or political lobbying.
4. Learners must not use school systems or networks to search for, access, distribute, or share information that facilitates a crime or encourages the use of controlled substances.
5. Learners must respect the works of others by complying with copyright laws, adhering to software license agreements, and completely avoiding plagiarism.
6. Learners must protect shared school equipment and networks by avoiding unauthorized access, bypassing network filters, or introducing computer viruses and malware. If a security loophole or vulnerability is identified, learners must immediately report it to an educational facilitator or staff member rather than demonstrating or sharing it with others.

CYBERBULLYING AND HARASSMENT

iLEAD is committed to providing a safe, welcoming, and inclusive learning environment. We provide classroom instruction that promotes positive communication, social-emotional skills, digital citizenship, and strategies to prevent and safely respond to bullying and cyberbullying. Cyberbullying is defined as the use of electronic communication, including text messages, social media, emails, online gaming chats, or synthetic media, to bully, intimidate, harass, or humiliate another learner or staff member. Any learner who engages in cyberbullying, harassment, or intimidation on school premises, during school-sponsored activities, or on school-provided devices and networks will be subject to disciplinary action. This policy also applies to off-campus online behavior if it causes, or is reasonably likely to cause, a substantial disruption to school activities, safety, or attendance.

Consistent with our commitment to harassment-free environments, learners are strictly prohibited from utilizing generative AI or other technology tools to create or distribute synthetic media, "deepfakes," altered images, or synthetic audio that target, harass, mimic, impersonate, or defame any learner, facilitator, or staff member.

If a learner is targeted by harmful online content on a third-party social networking site, the School Director or designee may file an official complaint with the platform to have the offending material removed immediately. Violation of this policy may result in disciplinary action and/or the loss of the privilege to use technology and/or civil or criminal liability.

ACADEMIC INTEGRITY AND RESPONSIBLE USE OF AI

At iLEAD Hybrid at Acton Studio we recognize that Artificial Intelligence ("AI") is a powerful machine-learning tool that can enhance our mission of cultivating Lifelong Learners and Design Thinkers. We embrace the potential of AI to support innovative instruction and administrative efficiency while remaining committed to its responsible, ethical, and legal use. AI tools should be used to enhance learning, not replace independent critical thinking and independent work. Learners should always cite their sources when using AI-generated content.



Since AI platforms can generate inaccurate information or "hallucinations," learners must cross-reference and verify all AI-assisted research and calculations using reliable secondary sources (such as academic journals, books, or vetted databases), as they remain fully responsible for the factual accuracy of any work they submit. Because technology is evolving rapidly, individual class facilitators reserve the right to establish specific rules regarding when and how AI tools may be used for a particular project, unit, or presentation. If a facilitator states that an assignment must be completed without AI assistance, learners must fully comply with that boundary.

SECTION 7:

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 parent/guardian/caregivers, 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 learner study team (including the parent/guardian/caregiver 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 Terri Budke, terri.budke@ileadexploration.org.

BULLYING

iLEAD Hybrid at Acton Studio is committed to the prohibition of discrimination, harassment, intimidation, and bullying including cyberbullying on social media. 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 Terri Budke, School Director, at 661-461-1800 ext. 80010, to assist you in identifying and stopping this behavior.

CHILD ABUSE AND NEGLECT REPORTING

iLEAD Hybrid at Acton Studio 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 IN SCHOOL-RELATED INTERACTIONS

All school staff, learners, and parent/guardian/caregivers are required to be civil in all of their interpersonal school-related interactions (*i.e.* meetings, events, curriculum libraries, field studies opportunities). Civility does not require unqualified agreement or conformity of opinion. Under no circumstances will uncivil conduct at any school-related activity be tolerated. For purposes of this guidebook, to be civil means to act with self-discipline in a courteous, respectful and orderly way in every interpersonal communication and behavior. It also means that a person will treat other persons as he or she would like to be treated. Uncivil conduct includes, but is not limited to: using an inappropriately loud voice; using profane, vulgar, or obscene words or gestures; belittling, jeering, or taunting; using personal epithets; using violent or aggressive gestures or body-language; repeatedly and inappropriately interrupting another speaker; repeatedly demanding personal attention at inappropriate times; purposefully and inappropriately invading personal space; purposefully ignoring appropriate communications; wrongfully interfering with another person's freedom of movement; wrongfully invading another person's private possessions; or, any other behavior that inappropriately disrupts school-related activities. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately presented and does not disrupt a school-related activity.

Any school staff who are uncivil shall be subject to disciplinary action. Any learner that is uncivil shall be subject to disciplinary action. In the event that any learner's parent/guardian/caregiver is uncivil during a school-related activity, school staff to whom the incivility is directed shall immediately warn the parent/guardian/caregiver to communicate or act civilly. If the parent/guardian/caregiver fails to correct the uncivil behavior as directed, the affected school staff shall notify the parent/guardian/caregiver that the school activity is terminated, and the affected school staff shall refer the matter to the school director or designee for further administrative or legal action, which may include, but may not be limited to, a prohibition from any further participation in school-related activities.

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/caregiver 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/caregiver 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 your 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/caregiver access to their child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. 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/Guardian/Caregivers 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/caregiver when a parent/guardian/caregiver or any other person not listed on the emergency card attempts to pick up a child.

DIRECTORY INFORMATION - ANNUAL NOTIFICATION

The primary purpose of directory information is to allow the school to include this type of information from your child's education records in certain school publications. "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. The Family Educational Rights and Privacy Act (FERPA) and Education Code 49073 permits schools to disclose appropriately designated "directory information" without written consent, unless you have advised the school that you do not want your learner's directory information disclosed without your prior written consent. If you do not wish to have any directory information released to any individual or organization please contact our Office Manager.

No information may be released to private profit-making entities, other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. Unless the school is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the school shall notify parent/guardian/caregivers and eligible learners—and receive their written consent—before it releases a learner's personally identifiable information. The school will not release information to third parties for immigration enforcement purposes, except as required by law or court order.

The deadline to opt out of directory information sharing is September 1, 2026. Directory information regarding a learner identified as experiencing homelessness shall not be released, unless a parent/guardian/caregiver, or eligible learner, has provided written consent that directory information may be released.

Exception to this practice: *A learner experiencing homelessness may be automatically included in directory information only to facilitate free oral and vision health screenings. If a parent/guardian/caregiver or unaccompanied youth is not interested in their student's information being shared for free oral and vision health screening, the parent/guardian/caregiver or unaccompanied youth must provide written notification that they do not consent to this release.*

Note: A school, district, the CDE, or any party that is authorized to receive personally identifiable information from education records may release the records or information without the required written consent if all personally identifiable information has been removed. Authorized parties must make a reasonable determination that a learner's identity is not personally identifiable, considering

single or multiple releases and taking into account other reasonably available information. This determination must be made before releasing individual or summary learner 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 Hybrid at Acton Studio functions as a drug, alcohol, and tobacco free workplace.

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/caregiver 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 adrieanna.rodgers@ileadav.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/guardian/caregiver or guardian must complete a Request for Assistance Concerning Learner Medications form prior to the learner attending classes at iLEAD Hybrid at Acton Studio. This form is available in the front office or on the iLEAD Hybrid at Acton Studio website at: ileadhybrid.org.

CONFIDENTIALITY OF MEDICAL INFORMATION ACT

School linked service coordinators will have access to health care information which complies with federal health insurance requirements. The coordinator must be credentialed and serve with confidentiality requirements per licensed school nurses, marriage and family therapists, educational psychologists, and clinical counselors.

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.

EMERGENCY MEDICAL CARE: EPINEPHRINE AUTO-INJECTORS

EC 49414 requires 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. Emergency epinephrine auto-injectors must be stored in an accessible location along with a copy of written training material upon need for emergency use. Notice of location must be publicly posted.

ORAL HEALTH ASSESSMENT

A 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 learner's first school year.

HEALTH CARE COVERAGE

Your child and family may be eligible for free or low-cost health coverage. For information about health care coverage options and enrollment assistance, go to www.CoveredCA.com.

DIABETES TYPE 1

Our school is committed to the health of our learners. Diabetes is a health condition characterized by elevated levels of blood glucose. Over time glucose can reach dangerously high levels in the blood, which is called hyperglycemia. Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes. Diabetes Type 1 results when the pancreas produces little to no insulin. The exact cause is unknown, but thought to be autoimmune in nature. The condition typically appears in childhood however, it can develop at any age. To find out more information please contact amy.silva@ileadcalifornia.org or can be found here: <https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>

IMMUNIZATIONS

Learners must be immunized against certain communicable diseases. Learners are prohibited from attending school unless immunization requirements are met for age and grade. The school shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The school may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any learner whose parent/guardian/caregivers have consented in writing. Beginning January 1, 2016, parent/guardian/caregivers 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.

Learners are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parent/guardian/caregivers must continue to provide immunizations records for these learners to their schools. 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.

IMMUNIZATIONS: HPV: CANCER PREVENTION

iLEAD Hybrid at Acton Studio believes in the health and safety of every learner. Learners in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school. Per HSC 120336, "HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks."

MENSTRUAL PRODUCTS

iLEAD Schools supports period equity and now provides free and accessible menstrual products, in all women's restrooms and all-gender restrooms, and in at least one men's restroom at schools serving grades 3 to 12. Notice of this service is required to be posted in a prominent and conspicuous location in every restroom where menstrual products, available and accessible, free of cost, are required to be stocked. The posted notice will contain the name, email and phone of the person responsible for maintaining this supply at this school site.

PHYSICAL EXAMINATION

A parent/guardian/caregiver may file annually with the school director a written statement, signed by the parent/guardian/caregiver, withholding consent to a physical examination of the learner. However, whenever there is good reason to believe that the learner is suffering from a recognized contagious or infectious disease, the learner 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.

LEARNER SAFETY: PARENTAL NOTIFICATION: SYNTHETIC DRUGS

Our school is committed to the safety of all our learners. Although the long-term effects of many synthetic drugs on physical and mental health are not yet known, immediate effects on a learner's education, family, and life could be long-lasting. A synthetic drug is a drug not prescribed by a physician. They have properties and effects similar to a known hallucinogen or narcotic but with a slightly altered chemical structure created to evade existing restrictions against illegal substances.

These drugs may include synthetic cannabinoids, methamphetamines, bath salts, and often fentanyl. Illicit fentanyl is 50 times more potent than heroin. It is now commonly found in counterfeit prescription pills sold on the internet, including social media platforms, making them available to anyone including minors. The Drug Enforcement Agency reports that 50% of pills confiscated contain enough fentanyl to be lethal. Fentanyl is odorless, tasteless and colorless making it difficult to determine if pills or other substances have been altered with it. Avoiding drug use is the surest way to prevent an overdose. The only safe medications are ones that are prescribed from licensed and accredited medical professionals. In addition, various social media platforms may be used to market and sell synthetic drugs, such as fentanyl. Additional information regarding fentanyl is available from the CDPH's Substance and Addition Prevention Branch.

<https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Fentanyl.aspx>

OPIOID OVERDOSE PREVENTION

The current opioid crisis continues to take and threaten lives daily. In an effort to combat a possible opioid overdose during school hours or activities, iLEAD Hybrid at Acton Studio will now allow learners in grades 7-8 to carry fentanyl test strips and federally approved opioid antagonists, such as naloxone (Narcan), while on school premises. (SB 997). Please reach out to the school office with any questions.

MEDICAL OR HOSPITAL SERVICE

The school does not provide or make available medical and hospital services for learners who are injured in accidents related to school activity or attendance.

EMERGENCY PROCEDURES

Emergency drills (such as earthquake and fire drills), are conducted during the school year at the iLEAD Hybrid at Acton Studio. 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/caregiver 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/caregivers or an emergency contact are expected to sign learners out, regardless of grade. Parents/guardians/caregivers can not leave the premises without signing out the learner.

FACILITATOR QUALIFICATIONS

Parent/Guardian/Caregivers 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)

To request this information, please contact Terri Budke, terri.budke@ileadexploration.org

FOSTER YOUTH

Learners supervised by the Department of Children and Family Services (DCFS) and placed in licensed foster homes, Short-Term Residential Therapeutic Programs [STRTP, (formerly referred to as group homes), with relatives, or residing with biological parent(s) have additional rights and enrollment protections that promote school stability. Learners who are the subject of a DCFS voluntary placement agreement or Department of Probation (in certain circumstances) are also included within the definition of learners in foster care. In addition, a dependent child of the court of an Indian tribe, consortium or tribes, or tribal organization is afforded the same guarantee of rights as the foster children identified through the county court systems.

Each school is required to designate a staff person as an educational liaison for foster children to ensure that foster your are:

- Entitled to stable school placements in the least restrictive education programs, with access to academic resources, services, and extracurricular activities that are available to all learners. This includes the right to remain in the school of origin and the right to matriculate with their peers.
- Learners in foster care must be immediately enrolled in school regardless of the availability of school records, immunization records, school uniforms, or the existence of fines from a previous school. Educators, school personnel, social workers, probation officers, caregivers, and other interested parties shall work together to serve the educational needs of learners in foster care.
- Proper and timely transfer between schools. This includes the coordination between the local educational agency and the county placing agency, and the transfer of educational information and records of the foster youth to the next educational placement.
- Learners in foster care have the right to attend their school of origin and, if applicable, matriculate in the secondary school in the same attendance area even when the learner is placed with a family who resides in a different attendance area. The school district serving the learner in foster care shall allow the youth to continue their education in the school of origin while the learner is identified as a foster youth. If the jurisdiction of the court terminates prior to the end of an academic year, the learner in foster care shall be allowed to continue their education in the school of origin for the duration of the academic school year, unless the learner attends high school as they have the right to attend until they graduate.

- If a dispute arises over school selection or enrollment, the school must immediately enroll the learner in the school where enrollment is sought. During the Dispute Resolution process, the learner is to maintain enrollment in the school sought pending the final resolution of the dispute.
- No lowering of grades if the foster youth is absent from school due to a decision by a court or placing agency to change their placement, or due to a verified court appearance or related court ordered activity.
- Issuance and acceptance of partial credits for courses that have been satisfactorily completed by the foster youth. The foster youth shall not be required to retake the portion of the course already completed unless it has been determined that he or she is reasonably able to complete the requirements in time to graduate from high school.
- Not required to retake a course the learner has satisfactorily completed.
- Learners in foster care may qualify for an exemption from local graduation requirements. Designated school staff shall notify learners and their parent/legal guardian/caregiver of their eligibility to be exempt from coursework and other requirements adopted by the school in addition to the statewide coursework requirements. To qualify the learner must be in foster care and have transferred schools after what would have been their second year of high school, the learner cannot reasonably complete the additional graduation requirements within four (4) years, and the educational rights holder must determine that the graduation exemption is in the learner's best interest. If these criteria are satisfied, the learner may be offered the exemption to complete the state graduation requirements of 130 credits in specific course work within the four years and be offered a fifth year if needed.
- Once a learner is found eligible for this exemption, their eligibility continues even if the learner's foster care case closes or the learner transfers to another school. It is unlawful for a school, learner, educational rights holder, social worker, or probation officer to request or require a school transfer for the purpose of making a learner eligible for an exemption from local requirements
- Parents/legal guardians, foster caregivers, social workers and/or probation officers should notify the school district as soon as they become aware that a learner is changing school placements so that partial credits may be calculated, if applicable, and school records can be transferred in a timely manner. For learners experiencing a change in residence, a Best Interest Determination meeting should be held with the educational rights holder to determine whether the learner will remain in the school of origin and if transportation is needed.
- If a learner in foster care is issued a suspension (including in-school suspension), recommended for expulsion, scheduled for a manifestation determination meeting, or involuntarily transferred to a continuation school, notification must be made to the foster child's attorney and social worker, and, for the child's tribal social worker, if applicable, and county social worker. Attorneys and social workers have the same rights as parents during these processes, such as requests for meetings and the ability to inspect all documents.
- If these rights are not followed, a complaint of noncompliance may be filed with the local educational agency under the Uniform Complaint Procedures..

For information regarding the right of foster youth, contact talena.booker@ileadav.org.

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.

GUN SAFETY

This is a reminder that firearms are to be safely stored away from children and teens. The accidental shooting of children and youth is the third leading cause of death, following accidents and suicide. California public schools are mandated to remind families to keep their home safe from such potential dangers. If there is a threat or perceived threat, then the public schools will cooperate with local law enforcement to conduct an immediate threat assessment.

HARASSMENT, DISCRIMINATION, INTIMIDATION AND BULLYING PREVENTION WITH THE SAFE PLACE TO LEARN ACT

iLEAD Hybrid at Acton Studio is committed to maintaining a learning environment that is free from bullying, 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. This policy applies to all acts related to school activity of school attendance occurring within any school under our jurisdiction. 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 learner 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.

The school provides specific guidance and a list of statewide resources aimed at preventing teen dating violence. This guidance is designed to improve learner safety and strengthen connections between learners and supportive adults. Resources can be accessed on our website at ileadhybrid.org.

The school has adopted a Uniform Complaint Procedure (UCP) to address complaints of discrimination or bullying. School personnel who witness an act of discrimination or bullying must take immediate steps to intervene when it is safe to do so. Incidents of racial discrimination or harassment at athletic events must be reported using the standardized form available at [this link](#).

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 (661) 429-3757.

Effective July 1, 2026, our campus maintains at least one all-gender restroom that is unlocked and available to all learners during school hours.

HARM OR DESTRUCTION OF ANIMALS

Any learner 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 learner's parent/guardian/caregiver.

A learner 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 learner to develop and agree upon an alternative education project so that the learner may obtain the knowledge, information, or experience required by the course of study in question.

HOMELESS YOUTH

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all school-age children experiencing homelessness to access to the same free and appropriate public education provided to learners who have permanent housing.

Every School is required to appoint a homeless liaison to ensure parents and learners experiencing homelessness are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

A learner experiencing homelessness is defined as an individual who lacks a fixed, regular, and adequate nighttime residence who may live:

- In an emergency or transitional shelter;
- In substandard housing, car, garage, or other places not designed as a regular sleeping accommodation for human beings
- In another family's house or apartment due to a loss of housing or as a result of economic hardship (doubled or tripled-up);
- In a hotel or motel as a result of economic hardship;
- Temporarily in a trailer, recreational vehicle (RV), motor home, or campsite;
- Temporarily with an adult who is not their parent/legal guardian, known as an unaccompanied youth experiencing homelessness.

Unaccompanied youth, such as teen parents not living with their parent/legal guardian or learners that have run away or have been pushed out of their homes, have access to these same rights.

The Student Housing Questionnaire (SHQ) is distributed annually at the beginning of each school year by all schools along with other required enrollment/registration forms to all learners. The SHQ allows parents/legal guardians, unaccompanied youth, or caregivers to self-identify their current living situation. At any time during the school year, learners, parents/legal guardians, or caregivers may use the SHQ to self-identify. The SHQ shall be available in the primary language of the family. A paper version needs to be provided, upon request. The SHQ must include information on the educational rights for learners experiencing homelessness.

Learners experiencing homelessness are expected to attend school regularly and have the right to:

- Immediate enrollment in school of origin or school where currently residing without proof of residency, immunization records or tuberculosis skin-test results, school records, or legal guardianship papers. It is the responsibility of the enrolling school to request all necessary documents from the previous school(s).
- Education and other services (e.g., to participate fully in all school activities and programs for which a learner is eligible, to qualify automatically for nutrition programs, to receive transportation services, and to contact liaison to resolve disputes that arise during enrollment).
- Be notified of the possibility of graduating within four years with reduced state requirements, and the ability to remain for a fifth year to graduate with reduced state or full LEA requirements, if the learner experiencing homelessness transferred after the second year of high school, is credit deficient, and will not be able to graduate on time with local district requirements.
- For the district to accept and issue partial credits for courses that have been satisfactorily completed by the learner experiencing homelessness.
- Enrollment protections that promote school stability, including the right to attend their school of origin and, if applicable, matriculate to the secondary school in the same attendance area even if they no longer live within the attendance boundaries of those schools.
- Learners experiencing homelessness have the right to attend their school of residence or their school of origin, which includes the school at which the youth was last enrolled or that the learner attended in the last 15 months to which they have a connection.
- At the request of the parent/legal guardian, unaccompanied youth, or caregiver, the LEA shall ensure that transportation is provided as appropriate and feasible to and from the school of origin.
- Refer parents/legal guardians and unaccompanied youth to applicable programs and services. Referrals may include but are not limited to community-based organizations, special education services, tutoring, preschool programs, before and after school enrichment programs, and any other appropriate educationally related services.

If a dispute arises over school selection or enrollment, the school must immediately enroll the learner in the school where enrollment is sought. During the Dispute Resolution process, the learner is to maintain enrollment in the school sought pending the final resolution of the dispute. For further information on the Dispute Resolution process, please contact Talena.booker@ileadav.org.

Learners experiencing homelessness may qualify for an exemption from local graduation requirements. Designated school staff shall notify learners and their parent/legal guardian of their eligibility to be exempt from coursework and other requirements adopted by the school in addition to the statewide coursework requirements. To qualify the learner must be identified as experiencing homelessness, have transferred schools after what would have been their second year of high school, the learner cannot reasonably complete the additional graduation requirements within four (4) years, and the educational rights holder (or unaccompanied youth) must determine that the graduation exemption is in the learner's best interest. If these criteria are satisfied, the learner may be offered the exemption to complete the state graduation requirements of 130 credits in specific course work within the four years and be offered a fifth year if needed.

Once a learner is found eligible for this exemption, their eligibility continues even if the learner's homeless status changes or the learner transfers to another school. It is unlawful for a school, learner, or educational rights holder to request or require a school transfer for the purpose of making a learner eligible for an exemption from local requirements.

Learners experiencing homelessness shall be issued partial or full credits for coursework completed while attending another school. The Homeless Liaison must be notified if a learner experiencing homelessness is referred for expulsion for a discretionary act and invited to any IEP meetings where a manifestation determination is to be made.

For further information on the rights of learners experiencing homelessness, please contact Talena Booker, talena.booker@ileadav.org.

HUMAN TRAFFICKING

iLEAD Hybrid at Acton Studio is committed to maintaining a safe and supportive learning environment for all learners. California law requires schools to provide age^[OBJ]appropriate instruction and information designed to prevent human trafficking, including sexual exploitation and labor trafficking.

Age-appropriate human trafficking prevention information may be provided to learners as part of health education, safety instruction, or other school-based programs. Instruction is designed to help learners recognize unsafe or exploitative situations, understand how traffickers may target or recruit youth, develop strategies to seek help from trusted adults and know how to access local and national support resources.

Learners and families are encouraged to report concerns related to human trafficking, exploitation, or unsafe situations. Support and resources include:

- School staff, including administrators, counselors, or teachers
- Local law enforcement or child welfare agencies, if there is immediate danger
- Connecting to the National Human Trafficking Hotline by calling 1-888-373-7888, Text "HELP" or "INFO" to 233733 or online at <https://humantraffickinghotline.org>

Reports to the hotline may be made confidentially, and support is available 24 hours a day.

IMMIGRATION ENFORCEMENT: SCHOOL NOTIFICATION AND EDUCATION

All learners in iLEAD Hybrid at Acton Studio have a right to a free public education, regardless of their immigration status, or the immigration status of their parents/guardians/caregivers. This school district will not deny enrollment to any child based on immigration status. For more information, please review the school's Immigration policy found [here](#).

LEARNER FEES

iLEAD Hybrid at Acton Studio is a tuition-free public school and does not have any mandated fees.

LEARNER RECORDS

LEARNER RECORDS

A cumulative record, whether recorded by handwriting, print, or other means, must be maintained on the history of a learner's development and educational progress. The School will protect the privacy of such records. Parents/Guardian/Caregivers have the right to 1) inspect and review the learner'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 learner records without parental/guardian/caregiver 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 learner seeks or intends to enroll, the school shall disclose educational records without parental/guardian/caregiver consent.

A parent/guardian/caregiver's request to access their learner's educational records must be submitted in a written form to our Office Manager and the school will have up to forty-five (45) business days from the day of receipt of the request to provide access to the records. Copies of learner records are available to parent/guardian/caregivers for a fee of per page.

Any challenge to school records must be submitted in writing to our Office Manager. A parent/guardian/caregiver 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 learner.

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 learner 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/caregivers 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:
<https://studentprivacy.ed.gov/>

Learner 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.

Right to File a Complaint

Parent/guardian/caregiver/eligible learners may file a complaint with the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

More info: <https://studentprivacy.ed.gov/>

LOCAL CONTROL FUNDING FORMULA (LCFF) & LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

The school's 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 developing measures and strategies for use by the school, the school director or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians/caregivers, learners, local health agencies, mental health professionals, and community organizations.

In order to initiate access to available learner mental health services, contact the school counselor, Jessica Martinez at jessica.martinez@ileadav.org. The school will notify parents/guardians/caregiver at least twice per year. One notification will be through the Learner/Family Guidebook, and the second will be through the school newsletter.

PESTICIDE USE

iLEAD Hybrid at Acton Studio 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/Caregivers who wish to be personally notified of any pesticide applied at an iLEAD location, please contact the office.

PROPERTY DAMAGE

Parents/Guardians/Caregivers may be held financially liable if the curriculum and/or tech materials are lost or damaged. The details are outlined in our Curriculum & Tech Agreement signed upon receiving the items. The school may further withhold the grades, promotion certificates, and transcript of the learner until restitution is paid.

RESIDENCY

A learner may alternatively comply with the residency requirements for school attendance in a school district, if he or she is any of the following: placed in a foster home or licensed children's institution within the boundaries of the school district; a learner who is placed in foster care may remain in their school of origin; an emancipated learner who resides within the boundaries of the school district; a learner who lives in the home of a caregiving adult that is located within the boundaries of the school district; a learner residing in a state hospital located within the boundaries of the school district; or a learner whose parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order. Learners in military and migrant families may remain

in their school of origin and shall have waived residency restrictions due to the frequency of movement of their families. Please contact AdrieAnna Rodgers adrieanna.rodgers@ileadav.org for more information on the protections afforded to these learner groups per California law.

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 Hybrid at Acton Studio which includes a plan for disaster preparedness, emergency procedures and assessment and response to reports of dangerous, violent, or unlawful activities conducted or threatened to be conducted at school, a school activity or on a school bus. Fire and emergency and active shooter drills are held periodically at each school. This plan is available upon request from the school office.

SERVICES TO DISABLED LEARNERS

If a parent/guardian/caregiver 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 for finding children with disabilities in its area. All learners with disabilities are entitled to a Free Appropriate Public Education (FAPE) designed to meet their individual educational needs. Special education and related services are provided at no cost to parent/guardian/caregivers and are based on an Individualized Education Program (IEP) developed by a team that includes the parent/guardian/caregiver.

The school has an obligation to identify, locate, and evaluate learners who may have disabilities and who may be in need of special education and related services. Parent/Guardian/Caregivers may request an assessment at any time by submitting a written request to the school.

If a learner is found eligible for special education, an IEP meeting will be held to develop an individualized plan. Parent/Guardian/Caregivers are members of the IEP team and have the right to: participate in IEP meetings, receive notice of meetings, provide input regarding their learners educational needs and consent to or decline proposed services, as permitted by law

Learners with disabilities are educated in the least restrictive environment (LRE) appropriate to their needs and, to the maximum extent appropriate, with peers who do not have disabilities. Services and supports are determined by the IEP team and are based on the learner's unique needs

A copy of the Special Education Procedural Safeguards Notice is provided at required times and is available upon request.

Parental/Guardian/Caretaker consent is required before an initial special education assessment is conducted or special education services are provided for the first time. Consent may be withdrawn in writing, consistent with applicable law.

When a learner with an IEP reaches 18 years of age, educational decision-making rights transfer to the learner unless a legal exception applies. Parent/Guardian/Caretakers will be notified prior to this transfer of rights when a learner with an IEP reaches 18 years of age, educational decision-making rights transfer to the learner unless a legal exception applies. Parent/Guardian/Caretakers will be notified prior to this transfer of rights.

INSTRUCTION FOR LEARNERS WITH TEMPORARY DISABILITIES

A learner with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the learner is enrolled impossible or inadvisable may receive individualized instruction provided through independent study, as outlined in the independent study policy. Please contact Terri Budke for further information. Charter schools are not allowed to provide Home Hospital.

A learner 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/caregiver to notify the school district in which the hospital or other residential health facility is located of the presence of a learner with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the learner 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 learner 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 learner 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 learner who is terminally ill, from the resident governing school board, a county office of education or a charter school.

SEXUAL HARASSEMENT

iLEAD Hybrid at Acton Studio 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: 661-429-3757

SURVEYS

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

TITLE IX POLICY

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 learners and employees, as well as transgender learner and learner 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, learners may not be discriminated against based on their parent/guardian/caregiver, family, or marital status, and pregnant and parenting learners 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: safetyfirst@ileadflex.org

UNIFORM COMPLAINT POLICY AND PROCEDURE (UCP) - ANNUAL NOTIFICATION

iLEAD Hybrid at Acton Studio has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The school shall investigate via the Uniform Complaint Procedures (UCP) alleging failure to comply with those laws and regulations including, but not limited to allegations of discrimination, harassment, intimidation, or bullying against any protected group or noncompliance with laws relating to all programs and activities implemented by the school that are subject to UCP as cited below. The school shall seek to resolve at the local level those complaints in accordance with the UCP set forth in the California Code of Regulations, Title 5, Sections 4600-4695, and the policies and procedures of the school.

Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. The district prohibits retaliation against any person who files a complaint or participates in an investigation

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 learner fees for participation in an educational activity or non-compliance. The person who receives the complaint shall respond to the parent/guardian/caregiver in writing within 60 days. The parent/guardian/caregiver may appeal to CDE within 30 days if not in agreement with the final report. As laws change, guidebooks will be updated. Please contact Terri Budke, terri.budke@ileadexploration.org, 661-461-1800 ext. 80010 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>

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 ileadhybrid.org. Parent/Guardian/Caregivers, 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 Hybrid at Acton Studio is via the website: www.ileadhybrid.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 Hybrid at Acton Studio's website homepage:

<https://ileadhybrid.org/monday-messages/> and select Acton Studio

SOCIAL MEDIA

You can follow our journey on [Facebook](#) and [Instagram](#).

CLASS NEWSLETTERS/WEBSITE

Weekly newsletters are emailed every Friday via ParentSquare. These newsletters provide essential information about our program, contain sign up links, and include grade-level updates and reminders from your Educational Facilitators. Please check ParentSquare or your email regularly to stay informed.

PHONE/TEXT

You will receive periodic phone calls and/or texts from 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: AVExplorationRegistrar@ileadav.org.

PARENT SQUARE

iLEAD Hybrid @ Acton Studio uses Parentsquare as a form of communication.

Parents/Caregivers/Guardians who wish to receive text messages must opt into Parentsquare. Please download the app for ParentSquare through the App store on your phone or visit their website at:

<https://www.parentsquare.com/>

SECTION 10:

FAMILIES AND iLEAD Hybrid at Acton Studio WORKING TOGETHER

VOLUNTEER REQUIREMENTS

To volunteer at iLEAD Hybrid at Acton Studio you must meet the following safety and legal requirements. A “Regular Volunteer” is defined as someone who *volunteers more than 16 hours in a month, or more than 32 hours in a school year*. The requirements for Regular Volunteers are stricter and specifically noted below.

1. Administrative Steps

- Application: Complete the official Volunteer Application with the school.

2. Core Safety Clearances

- TB Clearance: Submit a Tuberculosis (TB) risk assessment or test result (valid for 4 years).
- Megan’s Law: All volunteers must be cleared against the CA Sex Offender database.
- Live Scan (Fingerprinting): Mandatory for all *Regular Volunteers*. Please visit the website at <https://oag.ca.gov/fingerprints/locations> for a list of locations as well as the necessary LiveScan paperwork.

3. Training Requirements (SB 848 / AB 506) All *Regular Volunteers* must complete the following trainings:

- Mandated Reporter Training.
 - Available through the state at: <https://mandatedreportertraining.com/volunteers/>
- Child Abuse Prevention training (California currently includes both the Mandated Reporter training and the Child Abuse Prevention training as one single training).
 - Available through the state at: <https://mandatedreportertraining.com/volunteers/>
- Provide a certificate of completion to adrieanna.rodgers@ileadav.org

RECORDING VOLUNTEER HOURS

All volunteers should record their volunteer hours into the Check In system located in the iLEAD Online lobby. Hours completed off-campus can be forwarded to adrieanna.rodgers@ileadav.org

VISITORS/OBSERVATION PROCEDURES

iLEAD Hybrid at Acton Studio is committed to providing a safe and secure learning environment for learners and staff. Visitors/observers will respect confidentiality of all learners and not discuss the details of the classroom observation with anyone outside the school setting without prior written consent.

- All campus visitors/observers must have the consent and approval of the school director/designee. Permission to visit/observe must be given at the time requested, if at all possible, or within a reasonable period of time following the request. This does not preclude visits occurring the same day as requested. School Director/designee must accompany the visitor/observer to the classroom and remain with them during the visitation/observation..
- Visitors DO have the right to:
 - Request and obtain approval of the school director/designee to enter a school campus.
 - Observe in the classroom or classrooms in which their child is enrolled and/or observe in the classroom or classrooms for the purpose of selecting the school in which their child will be enrolled, within a reasonable period of time after making a request.
 - Request a meeting with the classroom facilitator/provider and/or school director/ designee following the observation; and,
 - Meet with their child's facilitator/provider (s) and/or the school director/ designee, within a reasonable period of time after making a request.
- Visitors DO NOT have the right to:
 - Willfully interfere with the discipline, order, or conduct in any classroom space or activity with the intent to disrupt, obstruct, or inflict damage to property or bodily injury upon any person.
 - Disrupt instructional time, extra-curricular activities, cause disorder, or otherwise disrupt the normal operations of the school.
 - Audio or video record while in the classroom.
- As we welcome visitors/observers to our school, the guidelines below should be communicated to ensure an enjoyable, productive experience for all:
 - Follow the established school procedure in requesting a classroom visitation/observation from the school director/designee and obtain the school director/designee's approval.
 - Enter and leave the classroom/space as quietly as possible.
 - Do not converse with learners or staff during instructional time.
 - Do not interfere with school activities.
 - Keep the length and frequency of the classroom visits/observations reasonable (to be determined by the activity being observed).
 - Check out with school staff before leaving the campus.

TRADITIONS

At iLEAD Hybrid at Acton Studio we have several traditions in place. These are the traditions which we consider our cornerstone events:

- Multicultural Feast (Fall)
- Winter Celebration
- End of the Year Celebration

- Matriculation: In accordance with California law (Education Code Section 35183.1), learners have the right to wear traditional tribal regalia or items of religious or cultural significance during graduation or matriculation ceremonies and related events without needing advance approval from school administration. These culturally significant adornments may be attached to the graduation gown or worn with—or in place of—the traditional graduation cap. To ensure a safe and respectful celebration for all families, the school only restricts attire that promotes illegal substances, contains vulgarity, or creates a substantial, material disruption to the ceremony.

You will be notified of the exact dates for these events, as well as other learning displays and community building events in the Monday Message or via the Events Calendar on the iLEAD Hybrid at Acton Studio's website: ileadhybrid.org.

SECTION 11:

GOVERNANCE

HISTORY

iLEAD Hybrid at Acton Studio's Governing Board is composed of community leaders passionate about providing innovative educational opportunities within the southern California area. Each of these Board members came to iLEAD Hybrid at Acton Studio with the vision and ability to create and maintain a successful school. For a list of current board members, please visit the iLEAD Hybrid at Acton Studio's [website](#).

SCHOOL GOVERNANCE

iLEAD Hybrid at Acton Studio 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 Hybrid at Acton Studio'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 Hybrid at Acton Studio's Board of Directors can be found on the iLEAD Hybrid at Acton Studio's website: www.ileadhybrid.org.

Decisions made by the Board will be on a majority basis. The Board will oversee iLEAD Hybrid at Acton Studio'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 Hybrid Studio at Action and on Zoom. 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. As a parent/guardian/caregiver, you have a right to participate in open meetings with the school. If you require a translator, one will be provided to you with the time allotment doubled to allow for both English and primary language translation.

SECTION 12:

NOTIFICATIONS

TITLE I

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents/guardians/caregivers whose learner(s) attend a Title I school that they may request, and the agency will provide the parent/guardian/caregivers on request (and in a timely manner), information regarding the professional qualifications of the learner's classroom facilitators, including at a minimum:

1. Whether the learner's facilitator:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the facilitator provides instruction;
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the facilitator.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact the school at 661-429-3757

iLEAD Schools 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.