



# 2018-2019 Family Guidebook

Free To Think. Inspired To Lead.

# INTRODUCTION

Welcome to iLEAD Antelope Valley Independent Study Program & Learning Studios! You are part of a ground-breaking, innovative program designed to meet your child's individual needs and to foster in them a love of learning and the desire to be the leaders of the future.

iLEAD Antelope Valley may be different than some of your child's previous educational experiences. First, your child will participate in an interdisciplinary academic learning environment where they will make connections among various areas of study including language arts, history, math, science, the arts and technology. Your child will also learn experientially through many field trips visiting local parks, beaches, organizations, businesses, and museums. Participation in these experiences will help your child understand the content better and apply that learning to the project. Finally, your child's growth will be measured along a continuum and in a variety of ways that demonstrate learning. In essence, your child will be empowered to take ownership of his or her learning experience.

Your experience as a parent at iLEAD Antelope Valley may also be different than what you have experienced at your previous schools. To make the transition a smooth one for your learner(s) and yourself, we encourage families to keep updated and informed about learning studio events and parent programs. We encourage and depend upon our parents to be actively engaged both in and outside of their learner's classroom. You will work harder here as a parent, but your rewards will be tenfold. If you feel that you need support in any given area, please don't hesitate to ask for a meeting with your child's classroom facilitator, or another adult on campus that can advocate for you or your child. We work as a team in this environment and the only effective way to do that is to communicate and ask questions.

The Family Guidebook is designed to share iLEAD Antelope Valley philosophy, expectations for learners and families, and other school information.

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# SECTION 1:

# iLEAD SCHOOLS EDUCATIONAL OVERVIEW

## OUR MISSION AND VALUES

### iLEAD Schools Mission Statement

**Free to Think. Inspired to Lead.**

### iLEAD Schools Values

#### iLEAD Means...

##### **I**nternational

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

##### **L**eadership

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

##### **E**ntrepreneurial Development

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

##### **A**rts

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

##### **D**esign Thinking

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

*At iLEAD Schools we are not teaching static facts to students, we are facilitating a dynamic process with our learners. We believe that education is not the filling of a vessel, but rather, the lighting of a flame.*

# OUR METHODOLOGY

## SECTION 1: EDUCATIONAL OVERVIEW

### Mission & Philosophy

iLEAD empowers learners to become conscientious, compassionate, and responsible citizens of the world. In this process we inspire them to become creative thinkers and leaders, with a lifelong love of learning. We accomplish this through a rigorous, relevant, and attainable education program that blends independent home study, community experiences, and classroom instruction based on the Common Core Standards. The iLEAD program promotes individualized instruction, active learning methods and opportunities for self-directed learning. We celebrate and foster each learner's individuality, and support them in discovering their highest potential in the environment which best suits their learning needs. We believe each learner will be equipped with the skills and knowledge to achieve his or her fullest potential in preparation for college and the demands of the 21st century workplace.

### Independent Study

Independent study is a different way of learning. In independent study, a learner is guided by facilitator but usually does not take classes with other learners every day. The learner works independently. Our learners are invited to learn, collaborate, and participate in workshop style instruction. Enrichment workshops take place on Fridays from 9:00a - 12:30p. Fridays are minimum days with a 12:30 dismissal.

### Curriculum

The research-based instructional approach at iLEAD is differentiated to engage learners through hands-on, in-depth, authentic experiences across subject areas. This methodology allows facilitators to address learners' individual differences, variations in learning styles, intelligences and abilities. Rather than rely on any one series of books, textbooks or guides, we employ multiple materials, resources and strategies to best meet the needs of individual learners.

### 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 facilitators to work more closely with active, engaged learners doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their learners.

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

### **Not just knowing, but also DOING**

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

### **High levels of engagement**

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

### **True learning**

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

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

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

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

## **Social and Emotional Learning (SEL)**

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

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

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

## **CURRICULUM**

The research-based instructional approach of project-based learning at iLEAD Antelope Valley is differentiated to engage learners through hands-on, serious, authentic experiences across subject areas. This methodology allows facilitators to address learners' individual differences, variations in learning styles, intelligence and abilities. Rather than rely on any one series of books, textbooks or guides, we employ multiple materials, resources and strategies to best meet the needs of individual students.

Curriculum is implemented with the following best practices in education:

**Global Understanding:** 21<sup>st</sup> 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.

**Engaging Curriculum:** Our curriculum delivers the California content standards through relevant learning experiences that engage learners' interests as they discover underlying concepts and develop 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 her or his unique strengths.

**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 is through our advisory program. Our primary and upper grade 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.

## **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 his/her 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 his/her individual development.

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

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

## **SECTION 2: GENERAL OPERATIONS**

**OFFICE HOURS** Monday - Thursday 8:00am to 4:30pm, Friday 8:00am to 4:00pm  
Front Desk Phone Number: 661-494-7442

**SCHEDULE** See the iLEAD Antelope Valley website at [iLEADav.org](http://iLEADav.org) for the most up to date hours, including break and lunch schedules.

### **INSTRUCTIONAL CALENDAR**

See the iLEAD Antelope Valley website at [iLEADav.org](http://iLEADav.org) for the current year's Instructional Calendar.

## **STAFF**

See the iLEAD Antelope Valley website at [iLEADav.org](http://iLEADav.org) for staff listings and biographies.

## **POLICIES**

Our learning studio 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 the front office.

# **SECTION 3: DAILY OPERATIONS**

## **DROP OFF AND VALET PROCEDURES**

Valet is located on 22nd Street West off of Avenue K. iLEAD Antelope Valley offers a convenient valet drop off system. This is the safest and most efficient way to drop off your learner(s). We strongly encourage all families, regardless of the learner's grade level, to use the valet system. To access the lot, please enter 22<sup>nd</sup> Street West from 20<sup>th</sup> Street West. You will pass Miller Elementary School. Drive right around the bend and make a right into our lot. At the start of the day, your learner will be greeted and escorted onto campus. At the end of the day, your learner will be summoned and escorted to your car. Please be sure to post your Valet card on the dashboard daily.

In order to keep the learners and families safe before and after school, we ask that you follow these parking lot procedures when driving your child to the iLEAD Antelope Valley campus;

- Drive slowly and watch for families and children walking through the parking lot.
- Do not use your cell phones while driving in parking lot.
- Give your attention to driving and exiting safely.

Please help us keep the valet line safe and efficient by following these guidelines:

- Have your child seated so that he/she can exit quickly.
- Be prepared- have your child ready to exit with backpack/school work/ lunch in hand.
- Please pull forward and wait for a valet attendant before allowing your child to exit the vehicle.
- Make sure your child has exited safely and all volunteers are at a safe distance away from your vehicle before you drive away from the valet drop off area.
- If you need to get something out of your trunk, please park in the parking lot.

## **ATTENDANCE**

As an independent learning studio, our attendance is based on work completed not days at school. Learners are expected to communicate regularly with their facilitators via email or other method in order to assure that they are meeting their educational goals. Learners must to complete all assigned work on or off site.

Illness - Any child who becomes ill while at school will be taken to the office and parent(s) will be called to pick up the sick child. If your child is ill and unable to complete work for more than 4 days please contact your child's facilitator(s).

## **BEFORE & AFTER STUDIO CARE**

iLEAD Antelope Valley offers our own unique after school care program, iLEAD AV Before & After School Care. iLEAD Before & After School Care provides learners a safe and welcoming space.

## **BEFORE & AFTER STUDIO CARE HOURS**

Morning Care Hours (All Grades):	6:30a - 8:30a	After Care Hours (TK/K):	1:00p - 5:30p
After Care Hours (Grades 1 - 7):	4:00p - 5:30p	Friday After Care Hours:	1:00p - 5:30p

## **VISITORS DURING LEARNING STUDIO HOURS**

Parents are welcome to visit the learning center, meet their child's facilitator, and become acquainted with the program. There are a limited number of visitor parking spots available. Please do not park in the KinderCare lot. Classroom visitors and volunteers are always welcomed.

Please adhere to the following:

When arriving, always check-in at the Front Office. Be sure to check-out in the office as well. For the safety of our children, all learners leaving campus during school hours must be called from the Front Office and signed out before they may leave campus.

## **SCHOOL LUNCH PROGRAM**

We offer the Federal School Lunch Program Monday-Thursday. Applications can be picked up in the office. If you choose to pack a lunch, please be sure to send something that doesn't need to be heated. We are not able to heat up food for the learners. Those choosing to purchase lunch may do so. Please make sure to send a snack with your child on Fridays.

## **SECTION 4:**

# **LEARNER CONDUCT**

## **EXPECTATIONS FOR SCHOOL BEHAVIOR**

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

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

- I will respect myself and others
- I am responsible for my behavior
- We are each other's keepers
- I take pride in myself and in my work
- I will leave it better than I found it.
- We will have fun!

At the beginning of the school year, and at intervals throughout the year, we discuss these goals and principles with the learners, come to a common understanding of what they mean and why they are important, and then help our learners to incorporate them into their daily lives.

Parents are encouraged to participate in the Love and Logic® courses offered at iLEAD Antelope Valley throughout the year.

## CONSEQUENCES

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

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

- **Warning and reminder:** This may take place in or out of the classroom.
- **Reflection time:** This allows children to cool off and the situation to diffuse before it becomes a larger issue. A reflection time may take place in the classroom or another classroom with the facilitator's support and permission.
- **A respectful, related consequence:** This step allows the flexibility for a child or adult created consequence. For instance, if a child wrote on a table, the consequence may be to clean the tables.
- **A disciplinary referral to the office:** This consequence reflects the seriousness of the situation. At this time, the learner will meet with an administrator, describe what happened, what she or he could have done differently, and what could be changed at the school that could prevent this from happening again.
- **Suspension/parental supervision :** The child would not be allowed to attend school. This would include extra-curricular activities during the suspended time period.
- **Emergency Removal:** See *Emergency Removal* section on the next page.

## ***SUSPENSION/EXPULSION PROCEDURES***

Governing Law; The procedures by which pupils can be suspended or expelled. California Education Code 47605.6(b)(5)(J)

This policy and its rules and procedures have been established in order to promote learning and protect the safety and wellbeing of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with similar rights to due process. These disciplinary rules and procedures will be distributed as part of this Family Guidebook.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, the use of alternative environments, and suspension or expulsion. Suspended or expelled students shall be excluded from all school-related extracurricular activities unless otherwise agreed during the period of suspension or expulsion.

### Grounds for Suspension and Expulsion of Students

- Caused/Attempted/Threatened physical violence
- Possessed/Sold/Furnished a dangerous device
- Possessed an imitation firearm
- Possessed/Used/Sold/Furnished drugs or alcohol
- Sold/Furnished alleged drugs or alcohol
- Robbery/Extortion
- Damage to school or private property
- Theft/Attempt of school or private property
- Receipt of stolen school or private property
- Possessed/Used tobacco
- Obscene Act/habitual Profanity/Vulgarity
- Sold/Offered to sell drug paraphernalia
- Disruption/defiance of school authority
- Sexual Harassment/Assault
- Threatening a witness
- Harassment/threats/intimidation/racial slurs, matches, lighters, laser pointers, weapons (or items that could be used as such), alcohol, fireworks, drugs (or look-alikes), are prohibited.
- Non-Discretionary Expellable Offenses: Students must be expelled, pursuant to the Federal Gun Free Schools Act, for any of the following acts when it is determined pursuant to the procedures below that the pupil:
  - Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object

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

## Suspension

- The school administrator or administrative designee can suspend a child.
- No suspension shall exceed five (5) school days.
- The administrator must directly contact parent/guardian regarding the learner suspension and reasons why.
- The learner must be given the right to appear at a conference before the Administrator. At the conference, the learner shall be informed of the reason for the disciplinary action and the evidence against him or her, and shall be given the opportunity to present his or her version and evidence in his or her defense.
- A written notice of suspension must be sent or given to the parent, guardian, or custodian of the learner. The notice must contain the reasons for the suspension.

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

## Authority to Expel

- Only the charter school Board of Directors upon the recommendation of the expulsion panel may expel a student. The Board of Directors may expel any student found to have committed an expellable offence(s) listed above in the “Grounds for Suspension and Expulsion”.
- Except for expulsions for offenses listed under Education Code Section 48915 ©, a student may only be expelled upon the findings and recommendations of the expulsion panel if the charter school Board of Directors finds that the student committed the expellable offense and that at least one of the following findings may be substantiated: (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct. (2) That due to nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

## Expulsion Procedure

Students recommended for expulsion are entitled to a hearing to determine whether the students should be expelled. The hearing shall be held within thirty (30) school days after the charter school School Director or designee determines that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred.

The hearing will be presided over by the charter school School Director who will make a recommendation to the expulsion panel. Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing.

## **SECTION 5:**

# **TECHNOLOGY**

## **ELECTRONICS**

Cell phones, tablets, and other electronic items are often used for instructional practices. We are guiding our learners in appropriate use of technology, helping them to make appropriate choices concerning these items. We realize that many parents give their children cell phones for safety and convenience. We ask that learners limit use of the phones during the school day to academic purposes only. Families may contact their child in an emergency situation by calling the school office and learners may use cell phones or school phones to contact families in an emergency. Learners should respect their facilitator's requests regarding appropriate time to use technology. Should technology disrupt the learning environment or if used inappropriately, parent/guardian will be notified and cell phones or other devices will be stored in a safe place and returned to the learner at the end of the school day. Continuous misuse of technology will result in consequences.

## **INTERNET USAGE**

iLEAD School's computers have access to the Internet. The school works diligently to protect our learners from inappropriate content. The iLEAD staff work closely in training our learners as to the appropriate use of the Internet. Before using the Internet, parents and learners should read the following "Network Use Guidelines." All parents and learners must also sign a Student & Parent/Guardian Network Responsibility Contract.

## **NETWORK USE GUIDELINES**

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

Learners will have access to:

1. Electronic mail (e-mail) communication with their facilitator in grades 3 - 7.
2. Information and news from a variety of sources and research institutions.
3. Public domain and shareware software of all types.
4. Discussion groups on a wide variety of topics.
5. Many university libraries, the Library of Congress, and more!
6. Educational Software

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

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

The facilitators/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their learners. iLEAD 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 Schools.

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

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

## **NETIQUETTE (Network Etiquette)**

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

1. Be polite. Do not send abusive messages to anyone.
2. Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden.
3. Maintain privacy. Do not reveal the personal address or phone numbers of yourself or other persons. Before publishing a learner’s picture, first name, or work on the Internet, the school must have on file a parent release authorizing publication.
4. Respect copyrights. All communications and information accessible via the network should be assumed to be the property of the author and should not be reused without his/her permission.
5. Do not disrupt the network. Do not use the network in a way that would disrupt the use of the network by others.

6. Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem, you must notify iLEAD staff.
7. Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses.

## **SUPERVISION AND MONITORING**

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline or security of any student 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.

## **SECTION 6: POLICIES AND PROCEDURES**

### **ATTIRE**

We do lots of walking, running, sitting on the carpet, art, etc. Therefore, our parents and learners have found that loose-fitting, comfortable clothing and closed-toed sneakers or comfortable walking shoes work best at our learning studio. Distracting clothing is discouraged and although we do not wish to limit our learners freedoms by imposing guidelines we will contact the parents to inform them about the inappropriate choice of clothing when necessary.

### **COMPLAINT PROCEDURE**

It is always our intent to resolve concerns in the simplest manner for all. If a parent has a classroom concern, it is expected that he/she 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.

### **FIELD STUDY**

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

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

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

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

\*See Family Expectations for information on the volunteer process.

## **EMERGENCY MEDICAL AUTHORIZATION**

Each parent 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.

### ***LEARNER MEDICATIONS ASSISTANCE***

If your child needs to take prescription medication on a temporary or permanent basis while at school, an authorization to administer medication must be on file at the school. This form is available in the front office.

## **EMERGENCY PROCEDURES**

*Drills* - Emergency drills, such as earthquake and fire drills, are conducted during the school year. Drills are serious practice so that everyone will be prepared should an emergency occur. Procedures are reviewed with all staff who teach them to learners.

If an emergency occurs during regular school hours, learners will be directed by their facilitator to follow emergency procedures for the specific event. If an emergency occurs when the learners are not on-site, learners will be directed to the supervising aid, parent volunteer or other school staff member. These supervisors will call iLEAD Antelope Valley to provide an update and next steps.

*Actual Emergency* - If an emergency extends beyond the end of the school day, learners will not be released until it has been determined that it is safe to do so. In the case of an emergency, parents or an emergency contact are expected to sign learners out, regardless of grade.

If damage is extensive, we ask that you park your car away from the valet areas and walk to the designated location to pick up your child. It is important to keep any lanes open for emergency vehicles only.

When you arrive at the learning studio, an emergency response team (made up of public servants, staff and volunteers) will direct you to the appropriate check out area to sign out your child. If the school building is not considered safe, learners will be congregated in the parking lot away from all buildings. A phone message will be sent to your primary phone number with directions on where to pick up your child.

### ***SMOKE-FREE FACILITY***

*iLEAD Antelope Valley is a Smoke-Free Facility, including use of all smoke and smokeless products, including the use of electronic smoking devices. This follows Los Angeles and Federal regulations for. This applies at all times to all persons, including learners, employees and visitors.*

### ***PETS ON CAMPUS***

It is the policy of iLEAD Antelope Valley that no pets may be brought onto the iLEAD Antelope Valley Learning Studio. This is for the safety and protection of all children in iLEAD Antelope Valley. Please remember that some children may be allergic to pets and exposure to them

could present health problems for these children. ALL animals (even those being studied under the direction of an iLEAD Antelope Valley employee) must be approved by the iLEAD Antelope Valley administration prior to being brought into the classroom. The only exceptions to this policy are service animals, which do not require approval.

## **STUDENT RECORDS**

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

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

For more information on FERPA, visit the U.S. Department of Education's website at: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

## **SECTION 7: COMMUNICATION**

### **COMMUNICATION METHODS**

Website - The best way to keep updated with current events and activities at iLEAD is via the website: [iLEADav.org](http://iLEADav.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 Antelope Valley website homepage [iLEADav.org](http://iLEADav.org).

Facebook - You can follow our journey at <https://www.facebook.com/iLEAD Antelope Valley Charter/>

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

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

To update your information, email: [registrar@iLEADav.org](mailto:registrar@iLEADav.org)

## SECTION 8:

# FAMILIES AND iLEAD ANTELOPE VALLEY WORKING TOGETHER

## FAMILY PARTICIPATION EXPECTATIONS

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

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

Volunteering and participation are always optional. We do strongly encourage participation in order to foster the home-school connection and work tirelessly to create a culture where families feel welcome to come onto campus often, but of course, we understand that is not an option for every family. If possible, families are asked to participate 40 hours per year, which works out to 1 hour per week or 4 hours per month. These hours can be earned through a variety of opportunities intentionally designed to accommodate a range of schedules and ability to participate, including classroom volunteering, operational / facilities assistance, relevant professional expertise, administrative tasks or by attending Parent University workshops and seminars.

Families having difficulties meeting the participation commitment should contact the office.

### *EXAMPLES OF FAMILY VOLUNTEER WORK*

- In-class support as an educator aide
- Adult workshops – parents teaching other parents
- Outside research in support of specific school projects
- Driving on field trips (must register as driver)
- Organizing a community service project for learners
- Supervising at the school – lunch periods, recess, before school
- Operation support – maintenance of the campus
- Hosting an activity in your home or business

NOTE: All volunteers working with children must have a current TB test on file which are valid for 4 years, as well as a LiveScan criminal background check. LiveScan screenings are valid for the full duration of stay at the school. LiveScan can be obtained at various LiveScan locations and could take up to 2 weeks to clear.

### *RECORDING VOLUNTEER HOURS*

All volunteers should record their volunteer hours into the Check In system located in the iLEAD Antelope Valley Front Office.

*School Events:*

You will be notified of the exact dates for events, as well as other learning displays and community building events in the Monday Message or via the Events Calendar on the iLEAD Antelope Valley website.

### *ANNUAL FAMILY GIVING*

Annual Family Giving is a tradition at many charter schools in California. As a charter school, iLEAD Antelope Valley receives significantly less per child funding from the state than a traditional school would get. In addition to reduced funding, iLEAD Antelope Valley directly pays the lease for our buildings.

The iLEAD Antelope Valley Annual Family Giving Campaign donations directly benefit every learner by providing hands-on curricula, state-of-the-art technology, field trips, college visits, art materials, professional development, and the day-to-day operating expenses that are not funded by the state of California.

Annual Family Giving Campaign is an important part of strengthening your child's school as well as demonstrating our collective commitment to iLEAD Antelope Valley. While family giving is voluntary, our school expenses are mandatory, and no financial gift is too small.

## **SECTION 9: GOVERNANCE**

### **HISTORY**

iLEAD's Governing Board is comprised of community leaders passionate about providing innovative educational opportunities. They serve with the vision and ability to create and maintain successful schools. For a list of current board members, please visit the iLEAD website.

### **SCHOOL GOVERNANCE**

iLEAD is governed by a California public benefit corporation with IRS 501c3 tax-exempt status. The school is subject to the Bylaws of the corporation. Decisions made by the Board will be on a majority basis. The Board will oversee iLEAD'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 held monthly on the campus of iLEAD SCVi. For a current schedule, please see the iLEAD website.

*iLEAD Schools is an innovative public charter school organization that works closely with our students, 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.*