



INTELLECTUAL VIRTUES
ACADEMY
A LONG BEACH PUBLIC HIGH SCHOOL

Student & Family Handbook 2020-2021

1637 Long Beach Blvd., Long Beach, CA 90813
562.283.4456

www.academylongbeach.org

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Introduction

Dear Students and Parents,

Welcome to Intellectual Virtues Academy, A Long Beach Public High School! You are joining a community who has created an entire school that honors what is at the heart of a good education: a deep passion for thinking and learning. We will do this by fostering meaningful growth in intellectual virtues in a thoughtful, challenging, and supportive academic environment.

We invite you to read about the procedures and policies that will be in place to support our mission and vision. We offer this Student and Parent Handbook to assist you in understanding our guiding principles, instructional guidance system, policies and procedures, and overall approach to the educational experience.

Your role within our community is an important part of the educational process. We respect your contribution and voice in ensuring a collaborative community. Our goal is to provide you with the highest quality of education, to equip every student to think: creatively, critically, and with the capacity for self-growth.

Welcome to the Academy

General Office Information

In-Person Learning

SCHOOL DAY HOURS

- The school doors will open at 7:30 a.m. and class will begin at 8:15 a.m. The school day ends at 3:30 p.m., except on Thursday, which ends at 1:57 p.m. The Academy closes at 5:00 p.m. Mon., Tues., and Wed., and 4:30 p.m. on Thur. and Fri.

AFTER SCHOOL STUDY HALL

- Study hall will be available on campus Mon., Tues., Wed. from 3:50 p.m. to 5:00 p.m.; Thur. from 2:20 p.m. to 4:30 p.m.; and Fri. from 3:50 p.m. to 4:30 p.m. A teacher or tutor will be supervising the study hall during these times.

Distance Learning

SCHOOL DAY HOURS

- Students should prepare to enter a student mindset from 8:20 a.m.- 3:30 p.m. Office Hours begin at 8:20 a.m. for select courses. Classes begin at 9:20 a.m. and end at 1:16 p.m., office hours officially end at 3:30 p.m.

OFFICE HOURS

- The office will be open 5 days a week from 9 a.m.- 2 p.m. Please contact 562.283.4456 to make an appointment.
- Zoom meetings will be made by appointment with a designated staff member or by calling 562.283.4456.

Respect Principles

The Intellectual Virtues Academy, A Long Beach Public High School is a college prep learning environment. The following Principles demonstrate behavioral and leadership qualities that we stand for and expect as a community:

I Respect Myself

My actions will help me to create a healthy and successful future.

1. I will come to school every day, attend all classes, and arrive on time.
2. At school, I will be dressed in clothes that adhere to the school dress code.
3. I will conduct myself in a safe manner (e.g. no drugs, alcohol, cigarettes or any related paraphernalia; no riding bikes, skateboards, or scooters on campus; no weapons).
4. I will follow teacher expectations, school norms, and classroom rules.
5. I will respect myself by keeping myself safe, and making choices that guide me towards my goals.

I Respect Others

My actions of humility, courage, and open-mindedness will guide my interactions with others. I will act in a scholarly and respectful manner. I will not engage in any form of physical, verbal, or written violence or bullying toward any community member (e.g. other students, staff, guests).

1. I will respect others' personal space.
2. I will only eat and drink during designated break times, lunch, before or after school (Water is allowed unless it disrupts classroom learning community or activity.)
3. I will store and turn off any phones, texting devices, or electronic games (e.g. PSP, iPod) in my backpack so that they are not distracting me or others during learning time. I will only use these during lunch or after school.

4. I will not wear headphones or listen to music devices (e.g. iPods) except during breaks, lunch, and before or after school.
5. I will not play music loudly on a speaker in public spaces at school. *Teachers may allow headphones/music devices to be used for specific circumstances.
6. I will only use sports or PE equipment in designated areas.

I Respect Property

My actions will demonstrate care for my things, others things, and the things we all share. I will take care of the property of the Academy, as well as the places we go together as a school group. I acknowledge that my actions affect our sense of community and access to facilities.

1. I will not use or take things that do not belong to me without permission.
2. I will promptly clean up after myself and not litter. I will assist in keeping the campus neat.
3. I will respect the Academy campus as well as the other places we visit. I will not vandalize or deface buildings or property.
4. I understand that if I choose not to follow this code, I will be asked to reflect on my choices and give back to my community. I will accept the consequences of my actions as established in the Academy Handbook and discipline policies.

Calendar

The Academy's school calendar tends to follow the LBUSD traditional calendar. We have four pupil-free, staff development days (Faculty Academies). School is not in session on these days. A copy of the calendar can be found immediately below. The calendar and important dates are also available on our school website.



INTELLECTUAL VIRTUES ACADEMY

2020-21 Academic Calendar

June 2020, Dates Subject to Change

July 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

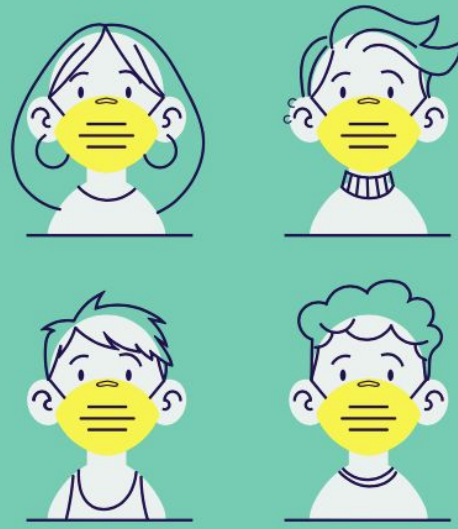
June 2021

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Student Events & Min. Days	Faculty Academy - Pupil Free	School Holidays	First / Last Day of Semester
Student Events Aug 31 Student Orientation Sept 10 Back to School Night Minimum Days Oct 12-16 Student Led Conferences Nov 20 - Exhibition of Learning Jan 20-22 Finals- First Semester April 1 - Exhibition of Learning June 15-17 Finals- Second Semester	Aug. 17 -21 Summer PD: All Staff Aug. 24-28 PD: Teacher Individual Prep Sept. 25 - First Quarter Faculty Academy Nov. 2 - Second Quarter Faculty Acad. Mar. 16 - Third Quarter Faculty Academy May 3- Fourth Quarter Faculty Academy Jun. 18/21 - EOY Faculty Academy	Sept 7- Labor Day Nov 11-Veterans Day Nov 23-27 Thanksgiving Recess Dec 21-Jan 1 Winter Recess Jan 18 Martin Luther King, Jr. Day Feb 8- Lincoln's Birthday Feb 15-Washington's Birthday Mar 15-Academy Free Day Apr 2- Good Friday Apr 5-9 Spring Recess May 31-Memorial Day	Sept. 1-First Day of 1st Sem. Jan. 22-End of 1st Sem (Min.Day) Jan. 25-First Day of 2nd Sem. Jun. 17- End of 2nd Sem (Min.Day) Instructional Days: 176



COVID-19 LEARNING MODELS



Intellectual Virtues Academy High School - Hybrid Schedule Options for Fall 2020

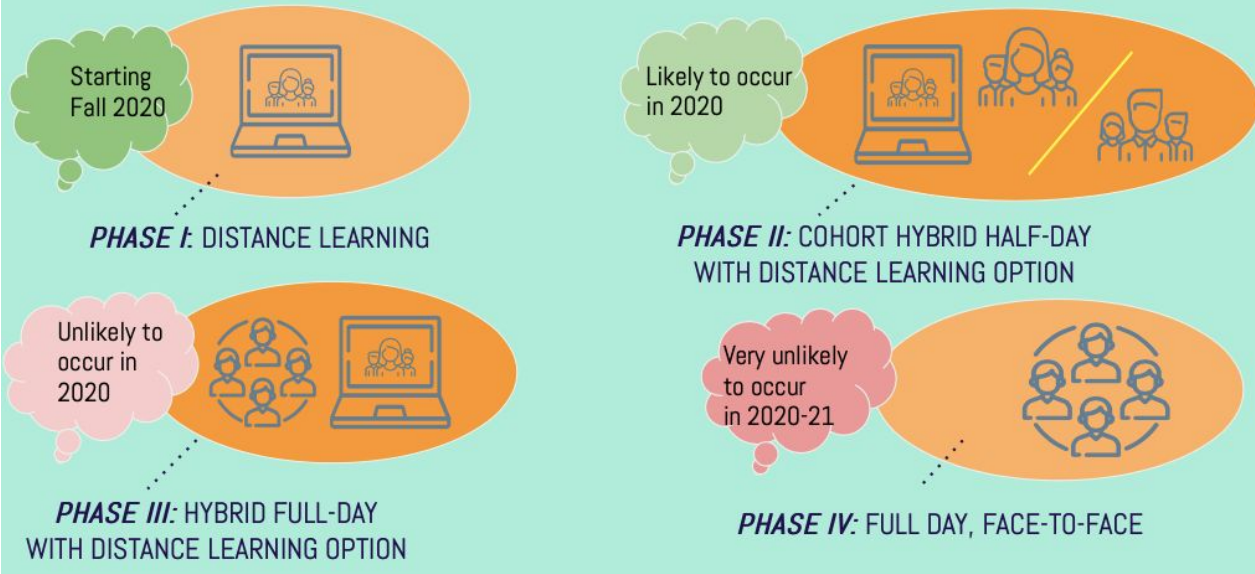


Our Guiding Principles for a New Learning Model- COVID-19

- Maximize safety for all students and staff
- Engage students in a high-quality academic program while supporting social/emotional needs and maintaining a connection to our community
- Provide support and planning time for teaching staff, since they most likely will be providing both online and classroom instruction
- Provide maximum flexibility to respond to sudden changes in the health orders associated with the conditions presented by the pandemic
- Maintain consistent schedules to promote a productive student academic routine while fostering student autonomy



LEARNING MODEL PHASES



DISTANCE LEARNING MODEL SUMMARY

Every student will continue to be provided with a up-to-date Google Chromebook and charger to maintain learning from home. Students will be required to log into live classroom discussions, attendance will be taken. Lessons may also be recorded. Grades will be given. Students will submit assignments through Google Classroom and use creative platforms such as Flip Grid. Office hours will be provided for check-ins, academic support, and small group instruction. Students will have designated weekly office hour times to check in with their advisor. Special education services will continue. Clubs, extracurriculars, community meetings will meet during break or after classroom hours.

Distance Learning

Introduction

COVID 19 - A New Learning Model

The Intellectual Virtues Academy (Academy) teachers have been preparing to bring the characteristics of what makes our school an incredible learning community to an online platform. **The care and attention for each individual student, our community connections, and engaging rigorous curriculum are at the forefront of our minds.** After reviewing feedback from all of our school constituents, we have made improvements for our fall semester plan, which will look different and improve upon our spring 2020 semester. We realize the importance of daily interactions, routines, and clear expectations and have intentionally integrated these into our practices.

We will begin the year with daily virtual face-to-face classes. We will also bring back advisories and clubs, increase opportunities for relevant and rigorous academics as well as academic support, maintain high levels of special education accommodations and modifications, and ensure academic and mental health counseling reaches all students when they need it. In addition, the Academy will maintain our policy of daily attendance and letter grades. Daily attendance is expected from all students in the form of active participation in Zoom meetings. In addition, engagement will also be measured through submission of assignments/projects/presentations, blog entries, teacher emails, and/or attendance at office hours.

We are embracing an innovator's mindset of understanding our community's needs, trying and testing new ideas, reflecting on them, seeking feedback from students and families, and adjusting as we go. Please know that our teachers and staff are working diligently to be responsive to our students' and families' needs. Please also let your student's teachers know of any aspect of the program you have experienced difficulty with as we go, as your feedback will help us get better and better.

The safety of our students and teachers is extremely important to us. We will allow teachers the choice to teach remotely from campus with socially distant guidelines, or to teach from home. Each teacher has completed a survey to ensure they have the technology and materials needed. Our faculty will continue to meet weekly for professional development and the Directors will be providing frequent check-ins with teachers to support teaching and learning from all angles.

It is imperative for their education that students show the consistent effort of an actively engaged learner throughout the distance learning process, just as though they were attending in person.

Please see our guidelines and dress code on our website for further details. If you have questions on this or any other aspect of our distance learning plan please reach out to me directly.

Warmly,

Summer Sanders

Director, Head of School

Distance Learning Guiding Principles

- Maximize the safety for all students and staff
- Engage students in a high-quality academic program while supporting social/emotional needs and maintaining a connection to our community
- Allow individual teachers to design an approach that is appropriate for their class and responsive to our students' and families' needs, with time for support and planning
- Provide meaningful & equitable learning experiences for our students
- Cultivate a sense of belonging, connectedness, and well-being
- Create simple and predictable schedules for our students and families

Our framework for Distance Learning is guided by our instructional design principles of equity, personalization, authentic work, collaboration, and deep understanding. We are committed to supporting our students and the communities they (and we) live in. We aspire to craft distance learning experiences that continue to stay true to our mission and vision. When Distance Learning is activated due to a community crisis requiring school closures, we must also be mindful of and responsive to the diverse challenges that our educators and families may be experiencing. We commit to supporting our students and their families in order to get the high quality education each of our students deserve.

Distance Learning Daily Schedule

DAILY SCHEDULE: DISTANCE LEARNING

	Monday	Tuesday	Wednesday	Thursday	Friday
8:20 - 9:16	Mauter	Office Hour by Appt.*	Marquez	Office Hours by Appt.*	Pickens
9:20 - 10:16	Teacher Planning & Autonomous Learning	Block 1	Block 4	Block 1	Block 4
10:20 - 11:16	Teacher Planning & Autonomous Learning	Block 2	Block 5	Block 2	Block 5
11:16 - 12:15	Break	Break	Break	Break	Break
12:20 - 1:16	Advisory	Block 3	Block 6	Block 3	Block 6
1:20 - 2:16	Teacher PD	Garcia	Rodriguez	Avery	Palmer
2:20 - 3:30	Teacher PD	Balague	Schmidt	Office Hours by Appt.*	Office Hours by Appt.*

Teacher names indicate office hours. *Office Hours will be scheduled by the teacher. Students can request an appointment.

DISTANCE LEARNING COURSE SCHEDULE FOR FRESHMEN 2020-2021

	Monday	Tuesday	Wednesday	Thursday	Friday
8:20 - 9:16	Mauter	Office Hours	Marquez	Office Hours	Pickens
9:20 - 10:16	Teacher Planning & Autonomous Learning	Spanish I Ms. Marquez	Philosophy Mr. Avery or RSP Mrs. Balague	Spanish I Ms. Marquez	Philosophy Mr. Avery or RSP Mrs. Balague
10:20 - 11:16	Teacher Planning & Autonomous Learning	Biology Mr. Garcia	English 9 Mr. Rodriguez	Biology Mr. Garcia	English 9 Mr. Rodriguez
11:16 - 12:15	Break	Break	Break	Break	Break
12:20 - 1:16	Advisory	Algebra I Mr. Avery	Physical Edu Mrs. Mauter	Algebra I Mr. Avery	Physical Edu Mrs. Mauter
1:20 - 2:16	Teacher PD	Garcia	Rodriguez	Avery	Palmer
2:20 - 3:30	Teacher PD	Balague	Schmidt	Office Hours by Appt.*	Office Hours by Appt.*

Teacher names indicate office hours. *Office Hours will be scheduled by the teacher. Students can request an appointment.

FINALS SCHEDULE: DISTANCE LEARNING

Wed.	Testing Block 1 9:20 – 11:20	Break 11:20 – 12:20	Testing Block 2 12:20 – 2:20
Thur.	Testing Block 3 9:20 – 11:20	Break 11:20 – 12:20	Testing Block 4 12:20 – 2:20
Fri.	Testing Block 5 9:20 – 11:20	Break 11:20 – 12:20	Testing Block 6 12:20 – 2:20

Distance Learning Format

Interactions

- The only class that meets on Monday is Advisory.
- Blocks 1-3 meet on Tuesday and Thursday. Blocks 4-6 meet on Wednesday and Friday.

- The Academy will be offering both **autonomous** (asynchronous: students complete assignments on their own) and **collaborative** (synchronous: participation in “live” discussions, teacher “office hour” meetings, group work, break out rooms, community meeting, advisory, etc.) learning opportunities.
 - Each course will require attendance for collaborative learning opportunities 1 hour, 2 days a week, plus two autonomous learning assignments (1 hour of collaborative learning = a minimum of half hour autonomous assignment). Assignment due dates will be posted in Google Classroom.
 - All teachers will have assigned office hours for one hour 1x a week, and may be available by appointment.
- Attendance will be taken during “live” collaborative learning. There will also be 2 graded assignments a week to measure engagement.
 - Students must sign on with their academyLBHS email, in order to be counted as present.
 - Students will need to be dressed appropriately, with the camera on.
 - Students will be required to participate in collaborative discussions.

Time

- Students can expect roughly a total of 4-5 hours of school per day, combined between all classes, virtual meetings, independent work, office hours, reading and writing assignments, etc.
- When students log in to their classrooms, they will be greeted and asked to engage in a Check in, Success Starter, and/or Warm Up. As with in-class learning, students are expected to stay engaged for the entirety of the course session.

Routines

- Class time will use a combination of collaborative discussions, as well as autonomous learning in the form of full class discussion, lecture, break out rooms, presentations, and individual meetings.
- Students are encouraged to use their google calendars to scaffold assignments and projects for the week.

Expectations

- Students should expect to spend approximately 2 hours of autonomous learning for each class per week, in addition to the 2 hours of collaborative learning per course per week.
- All of the prior weeks’ assignments must be due by 9 p.m. the following Monday.
- Teachers will email out the “week ahead” on Monday each week. It is important for students to check emails and all google classrooms on Monday.
- Students will be receiving letter grades and individual comments reflective of their progress during distance learning. Course grades will follow the student should we/when we move to in-person learning at some point during the school year.


- Teachers and Advisors will be monitoring daily attendance to ensure that students are actively participating. If student engagement is low, students will be included in our intervention program.

Equitable Access - Access to Technology

The Academy will be checking out Chromebooks and Chargers for each student. We will be collecting data from all families via Google Forms and phone calls in order to identify families in need of Internet access and/or a keyboard-enabled device. Families are asked to sign the Technology Agreement upon collecting the device. Families who need IT support will be able to request IT support via a Google Form or call the office 562.283.4456. Families without Internet access will be connected to local service providers offering low-cost or free service.

Grading Policy

During distance learning, the Academy will maintain the policy of letter grades. The Academy will continue to challenge and support our students through a high quality education. Semester grades and comments will be reflective of the learning process and highlight the student's individual growth in our intellectual virtues model. See [Instructional Policies](#).

DISTANCE LEARNING ROLES & RESPONSIBILITIES					
	LEADERSHIP	TEACHER	ADVISORS	STUDENTS	PARENT/ GUARDIANS
Communication & collaboration	Communicate authentically and consistently with faculty/staff/parents/students.	Collaborate with colleagues to design engaging distance learning experiences.	Call or meet online with advisees and check in on families and students	Dedicate appropriate time for learning as guided by your teachers.	Monitor student learning at home and communicate any concerns.
Ensure consistent high quality learning	Develop plans for distance learning and ensure all students have equitable access to tech and resources. Provide weekly relevant PD for teachers.	Develop high-quality learning experiences and develop resources to support all students with academic and/or social needs.	Meet weekly with Advisees. Support advisees with questions or concerns.	Check online platforms for information about courses, assignments, grades, and resources daily. Communicate needs with staff.	Stay connected to our school community. Read newsletters, follow us on social media, check websites for updates, attend parent/guardian meetings.
Encouragement	Support faculty and staff during distance learning, providing them with planning time, individual meetings and weekly professional	Communicate with and provide thoughtful feedback to students about their assignments.	Be a student advocate and liaison. Communicate student needs to directors, SpEd team, teachers, office	Attend class for collaborative learning. If you are unable to make it, email your teacher and possibly	Provide an environment conducive for learning. Support, remind, and encourage students to engage with school

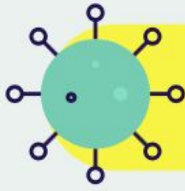
			needs, lunch, grades, etc.)	office hour meeting appointment. Motivate and elevate others to participate.	Communicate any tech needs to office staff.
Support Engagement	Ensure effective implementation of distance learning plan. Stay informed of laws and	Gather feedback from students, collect evidence of learning objectives and adjust as necessary to ensure learning.	Check Faculty Advisory google classroom to stay informed of announcements and advisory curriculum.	Engage in all learning with integrity, honesty, humility, and submit all assignments according to teacher expectations and due dates.	Support regular attendance for "live" class discussions in order for students to participate consistently in collaborative learning opportunities.
Take care of self and others	Continue to organize and plan thoughtful opportunities for professional development: teacher collaboration and community connections. Listen to one another, provide authentic and timely feedback.	Take care of your physical, emotional well-being by maintaining healthy habits. Take breaks, eat, exercise, rest (set an alarm), drink water, limit screen-related activities when you can. Maintain a daily routine.	(See Teacher column)	Take care of your physical, emotional well-being by maintaining healthy habits. Show up ready to learn, dressed appropriately. (see dress code). Take breaks, eat, exercise, rest (set an alarm), drink water, limit screen-related activities when you can. Maintain a daily routine.	Encourage healthy choices for your child. Discuss learning at home, check illuminate for grades, sign into their google classrooms.



HALF-DAY HYBRID COHORT MODEL SUMMARY

With the half-day hybrid model, we are able to create more distancing between learning cohorts. Class sizes will be approx 9-15 students. Cohorts will help in the event of a sick student or verified case of COVID-19 on campus, because we can track and quarantine the school more effectively. Cleaning will occur during transitions and lunchtime. Cleaning will be built into classroom routine. Teachers may support online and in class learning on the same day. Teachers will be able to plan for new instruction, meet with students on-line or in person, and attend parent meetings on Fridays. Students may be served lunch on or off campus. Cohorts are designed through safety and academic support needs first. We are able to maintain clubs/extracurriculars and sports utilizing social distancing guidelines.

*Distance Learning Option Available



BEST WORKING MODEL- PHASE II

HALF-DAY HYBRID COHORTS : FALL 2020

		Monday	Tuesday	Wednesday	Thursday	Friday
COHORT A	8:20 - 9:16	Office Hours	Block 1	Block 4	Block 1	Block 4
	9:20 - 10:16	Teacher PD	Block 2	Block 5	Block 2	Block 5
	10:20 - 11:16	Teacher PD	Block 3	Block 6	Block 3	Block 6
	11:16 - 12:16	Break	Clubs Lunch To Go	Clubs Lunch To Go	Clubs Lunch To Go	Clubs Lunch To Go
COHORT B	12:20 - 1:16	Advisory	Block 1	Block 4	Block 1	Block 4
	1:20 - 2:16	Teacher Prep	Block 2	Block 5	Block 2	Block 5
	2:20 - 3:16	Teacher Prep	Block 3	Block 6	Block 3	Block 6

COVID PHASE II PRECAUTIONS

SAFETY FIRST! PHASE II HEALTH REQUIREMENTS FROM CDC



Students, teachers, and staff are required to wear face masks at all times



Temperatures and sanitizer required upon arrival - staggered schedule makes this easier.



Any change of rooms requires sanitizing of all materials & surface



Rooms must be re-organized to maintain 6ft of social distancing



In the event of exposure, "cohorts" or the entire school will be moved online



No large gatherings for break, lunch, and limited movement in classes.



PHASE II: ACADEMY HEALTH / SAFETY PROTOCOLS AND CONSTRAINTS



Smaller Class Sizes: 9-15 students per class to maintain 6' social distancing.



Teachers support in-class and online learning. Allow time to create, plan, evaluate.



Objects and surfaces must be cleaned after each student/class



In the event of exposure, cohorts, or the entire school, can be moved online

Course Offerings

Academic Offerings 2020-2021

Grade Level	English	Physical Education	Social Science	Mathematics	Science	Humanities	Language	Art
9th	English 9 (CP)	PE/Health		Algebra I (CP)	Biology (CP)	Philosophy (CP)	Spanish I (CP)	
10th	Creative Writing (CP/H)	PE/Health	World History (CP/H)	Personal Finance (CP)	Marine Biology (CP)	Humanities: Search of Self and Society (CP)	Spanish II (CP)	Visual Arts (CP)
11th			American History (CP)	Algebra II (Honors)	Conceptual Physics (CP/H)		Spanish III (CP)	Media Arts (CP) off site
12th								

About Us

Charter Schools

Charter schools are free, independently operated, non-sectarian, non-profit, open enrollment schools. The Academy operates as a charter school under the authorization of the Los Angeles County Office of Education.

Charter schools have flexibility in the design of their school programs, their personnel decisions, and their resource allocation. In exchange for this freedom, public charter schools are held accountable for their school's performance including student achievement, organizational and fiscal management, and stakeholder satisfaction. Charter schools are independently operated, but public, non-sectarian, non-profit, open enrollment schools.

Admissions

The Academy is a public, open-enrollment, non-sectarian school. Admission to the Academy is open to any student wishing to attend the school, subject to capacity. We have established a recruiting and admissions cycle, which will include marketing, information sessions, an admissions application period, an admissions lottery (if necessary), and enrollment. If the number of applications for admission to a grade exceeds the number of available slots in that grade, the spaces for that grade will be filled by a single random lottery. Current enrolled students are exempt from the lottery. Any student enrolled in the current school year will be enrolled in the subsequent year (no application or lottery process is necessary for currently enrolled students).

Mission, Vision, Values & Virtues

Academy Mission:

To foster meaningful growth with students, faculty, and staff in the intellectual character virtues in a thoughtful, challenging, and supportive academic environment.

Academy Vision:

To equip students to engage the world with curiosity and thoughtfulness, to know themselves, and to live well.

Academy Values:

1. Sense of purpose: we deliberately align all of our thinking and decision-making with the mission, vision, and values of the school.
2. Culture of thinking: we ask questions, seek understanding, and practice the habits of good thinking.
3. Self-knowledge: believing in the importance of self-knowledge, we practice ongoing self-reflection and self-awareness.
4. Openness and respect: we strive for a strong sense of community marked by collaboration, empowerment, and intentional openness and respect for the thinking of others
5. Growth mindset: being optimistic about the potential for personal growth, we embrace challenges and regard failure as an opportunity to learn and improve.

Academy Motto:

Equipping Every Student to Think Well: Creatively, Critically, and with a Capacity for Self-Growth.

Our Intellectual Virtues Education

The goal of an intellectual virtues educational model is to foster meaningful growth in the personal qualities of a good thinker or learner: curiosity, wonder, attentiveness, open-mindedness, creativity, intellectual tenacity, and related traits. Intellectual virtues are sometimes referred to as “habits of mind,” “thinking dispositions,” or “non-cognitive skills,” and include grit and persistence.

Teaching for intellectual virtues is not an alternative to teaching rigorous academic content. Rather, rigorous content provides an opportunity for teachers to foster intellectual character growth. The Academy's curriculum is closely aligned with the recently adopted Common Core State Standards. Our teachers approach the curriculum thoughtfully and reflectively so that students may develop a deep understanding of the material and practice good thinking, while mastering the standards.

The Academy's focus on intellectual character transforms the typical teacher-student interaction, student-student interaction, and even teacher-teacher interaction. Our model encourages discussion, argument, deep conceptual understanding, and metacognition -- the ability to decide when and how to use a particular problem-solving strategy. Our intellectual virtues model also determines our homework (home thinking), make-up work, and grading policies

Creative Virtues

Curiosity: a disposition to wonder, ponder, and ask why. A thirst for understanding and a desire to explore.

Slogan: *Ask questions!*

Open-Mindedness: an ability to think outside the box. Gives a fair and honest hearing to competing perspectives.

Slogan: *Think outside the box!*

Intellectual Courage: a readiness to persist in thinking or communicating in the face of fear, including fear of embarrassment or failure.

Slogan: *Take risks!*

Critical Thinking Virtues

Intellectual Attentiveness: a readiness to stay focused and on task. Notices and attends to important details.

Slogan: *Look and listen!*

Intellectual Carefulness: a sensitivity to the requirements of good thinking. Quick to notice and avoid intellectual pitfalls and mistakes.

Slogan: *Avoid errors!*

Intellectual Thoroughness: a willingness to probe for deeper meaning and understanding.

Unsatisfied with mere appearances or easy answers.

Slogan: *Go deep!*

Virtues of Self Growth

Intellectual Autonomy: a capacity for active, self-directed thinking. An ability to think and reason for oneself.

Slogan: *Think for yourself!*

Intellectual Humility: a willingness to own up to one's intellectual limitations and mistakes.

Unconcerned with intellectual status or prestige.

Slogan: *Admit what you don't know!*

Intellectual Tenacity: a willingness to embrace intellectual challenge and struggle. Keeps its "eyes on the prize" and doesn't give up.

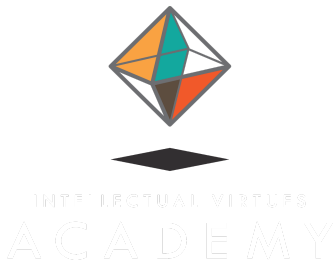
Slogan: *Embrace struggle!*

Academy- Social Agreements

These norms were adopted in the founding year of the school, written by, and agreed to by each of our students through a thorough, collaborative process. Students identified goals for themselves, and were asked the question, "How can our community support you in accomplishing your goal?" These will be reviewed with new students every year, to renew their commitment. All members of the Academy community are responsible for upholding these norms, in spirit and in letter.

- **FOCUS**
- **Speak Your Truth, Respectfully**
- **Challenge for Change**
- **Respect and Accept**
- **Motivate to Elevate**

School Logo



Academy's logo is an OCTAHEDRON. A octahedron is a geometric symbol of mathematical beauty and symmetry. The great Greek Philosopher, Plato, paired each of the platonic solids with a classical element. He believed that these three dimensional shapes were the building blocks to the creation of everything—in us, around us, and beyond.

This platonic solid is associated with the element "Air", which symbolizes reflection, intellect, and the balance of forces.

The inner shape is also a mirror, symbolic of the role self-reflection plays in personal growth. It also reminds us that we can be mirrors/reflections to each other.

Emerald = a gem symbolizing growth = Virtues of Self-Growth

Crimson = a color of passion/inspiration = Virtues of Creativity

Gold = of the 4 color personalities, gold is the social personality = Social Virtues

Iron = hard, steadfast = Diligence Virtues, aka Critical Thinking Virtues



Mascot

After discussing with dozens of registered students, parents, Academy and IVA employees, prospective students, and marketing experts, we were able to narrow down twelve final mascot candidates to the mascot we were always meant to be. Tritons.

Long Beach's identity as a beach city as well as home to the largest port in North America makes a mascot associated with the ocean a natural fit. In mythology, Triton was a god of the sea who raised Athena, the goddess of

intellectual virtues. The Tritons mascot ties Long Beach to ancient Athens, the birthplace of intellectual virtues and also one of the world's greatest ports.

Meet the Board of Directors

As an independent charter school, the Academy is governed by a board of directors. Board meetings are open to the public and are generally held at 7 p.m. on the first Wednesday of the month, at 3601 Linden Avenue or at the Academy. Please feel free to attend meetings. See our website for updated details on board members, processes, and policies.

The Intellectual Virtues Academy of Long Beach **Board of Directors** includes:

Jamie Campbell, J.D., Talent Manager, First American.

Eric Churchill, Ph.D., MBA, *Vice-Chair of the Board*, Associate Director, Takeda Oncology.

Howie Fitzgerald, M.A., Director of Development, CSULB.

Daniel Hertzler, M.Ed, *Chairman of the Board*, former Assistant Principal, Green Dot Schools

Karyn Pace, Ed.M, former Director of Student Life, Concordia University, Irvine.
karyn.pace@ivalongbeach.org

Steve Porter, Ph.D.; *Vice Chairman*, Professor of Philosophy and Theology, Biola University.

Joshua Ross, MBA, *Committee of Finance Chair*, Controller, Bar Bakers.

Janet Watt, Owner of Distant Horizons.

Richard Williams, MBA, Director of Finance at Green Dot Schools.

Meet the Staff

Directors & Staff

James McGrath, J.D., M.A., *Founding Director*: : james.mcgrath@academylongbeach.org

Summer Sanders, LMFT, M.S., PASC, PPSC, *Director, Head of School*:
summer.sanders@academylongbeach.org

Julie Lee, LMFT, M.S, Ph.D., *Associate Director, Student Support; Special Education Teacher*:
julie.lee@academylongbeach.org

Dustin Schmidt, Ph.C., M.A., *Associate Director, Curriculum and Instruction; Humanities Teacher*
dustin.schmidt@academylongbeach.org

Makenna Engert, M.A., AMFT, *Support Specialist and Counseling*: makenna.engert@academylongbeach.org

Laura Cipperly, M.A., *Outreach Coordinator*: laura.cipperly@academylongbeach.org

Phenice Hurtado, *Office Manager*: phenice.hurtado@academylongbeach.org

Nicky Belmares, *Office Clerk*: nicky.belmares@academylongbeach.org

Niesha Patrick, *Office Clerk*: : niesha.patrick@academylongbeach.org

Faculty

John Rodriguez, NBCT, *English*: john.rodriguez@academylongbeach.org

Daniel Avery, M.A., *Math*: daniel.avery@academylongbeach.org

Joseph Garcia, M.S., *Science*: joseph.garcia@academylongbeach.org

Marisol Marquez, *Spanish*: marisol.marquez@academylongbeach.org

Alex Palmer, M.S., *Social Sciences*: alex.palmer@academylongbeach.org

Greg Pickens-Navarro, M.A., *Art*: greg.pickens@academylongbeach.org

Jessica Balague, *Special Education*: jessica.balague@academylongbeach.org

Courtney Mauter, M.A., *Physical Education*: courtney.folsom@academylongbeach.org

**See our website www.academylongbeach.org for teacher and staff bios.

Whom do I contact?

Academics	
Requesting transcripts	Makenna Briceno, Guidance Coordinator See Counseling Resources on Website for request Email: records@academylongbeach.org

Enrollment	Laura Cipperly, Outreach Coordinator Email: Info@academylongbeach.org
Reporting absences	Nicky Belmares Front Desk: 562.283.4456 Email: attendance@academylongbeach.org
Contacting my child during the school day	Front Desk. 562.283.4456 (Please do not contact your child on their cell phone while classes are in session.)
A question about a particular class (curriculum, grading, etc.)	The teacher of that class. Email is usually the best way, although each teacher also has a direct number. Please see the course syllabi.
A question about department curriculum and policy	Summer Sanders, Director
A conversation about my child's overall wellness & personal issues	Your child's advisor Summer Sanders, Director Julie Lee, Associate Director Makenna Briceno, Guidance Coordinator
Special Education/504 Extended time for testing, academic accommodations	Julie Lee, Associate Director
Academic course planning, questions about schedules	Summer Sanders, Director Makenna Briceno, Guidance Coordinator Schedule change forms are found under counseling resources on the website.
Standardized test registration, assessment, results, or other questions	Summer Sanders, Director
College planning, visits, applications, etc.	Makenna Briceno, Guidance Coordinator
Credit Recovery (CR)	Makenna Briceno, Guidance Coordinator Julie Lee, Associate Director
Co-Curricular Programs	
School dances and other student activities	Nicky Belmares , Office Clerk Laura Cipperly, Outreach Coordinator Makenna Briceno, Guidance Coordinator
Student service learning	Makenna Briceno, Guidance Coordinator
Student trips	Summer Sanders, Director Makenna Briceno, Guidance Coordinator
Athletics and fitness activities	James McGrath, Founding Director Courtney Mauter, PE Teacher Specific Club/Sport Coach
Other Business	
Lunch program	Nicky Belmares, Office Clerk
Applying for supplemental moderated cost for school activities, trips, etc.	Makenna Briceno, Guidance Coordinator
Annual Fund and other support for The Academy	Laura Cipperly, Outreach Coordinator
Updating my contact information	Front Desk: 562.283.4456 info@acaemylongbeach.org

Technology/Chromebook questions	Niesha Patrick, Office Clerk Daniel Avery: daniel.avery@academylongbeach.org
Obtaining a work permit	Makenna Briceno, Guidance Coordinator See Counseling Resources on Website for request
Facilities	Niesha Patrick, Office Clerk Phenice Hurtado, Office Manager James McGrath, Founding Director
Parent volunteer opportunities	Laura Cipperly, Outreach Coordinator
Graduation activities and logistics	Summer Sanders, Director Lorraine Capps, Family Alliance Coordinator
School photos	Nicky Belmares, Office Clerk
Medication administration and distribution	Phenice Hurtado, Office Manager

Learning Materials

Books & Supplies

Books (online or text) and handout materials are provided to students. We ask that you treat the books with care so that they will last for many years. If the materials are damaged, students/families will be charged the replacement cost of the material. The Academy also provides some basic supplies. We ask students to bring the following necessary items if their families are able to do so:

- **Writing utensils**
 - **Pencils (if mechanical, have extra lead.),**
 - **Ballpoint pens (black or blue ink),**
- **Pink eraser,**
- **Pencil sharpener (hand-held with a top).**
- **Loose-leaf notebook paper (college ruled)**
- **One 1.5"-2" three-ring binder, tabbed binder dividers**
- **College ruled or blank composition notebook for each of your four core subjects**

Computers

A Google Chromebook is assigned to each student. Students must sign the Acceptable Use Agreement in order to use and continue the use of the computers. Each Academy student is issued an account through google, following this format, firstname.lastname@academylongbeach.org. The account gives each student access to GoogleDocs, on the Drive tab of the site, a place to electronically store

documents for school. The site can also be used to share work with teachers for feedback or with peers for group work. Please see Technology Resources on Website or form.

Use of the Academy School's Technology Systems

Electronic access to information and communications dramatically impacts how we live and learn. As technology assumes a greater role in education and lifelong learning, technological empowerment of individuals and organizations becomes a requirement. Increased access to electronic information and communication brings new levels of opportunity, as well as responsibility, to the school community. The power of these systems lies in their ease of use and ability to connect instantly to a growing host of global resources. With every new technology there is the potential for productive use or destructive use. It is the responsibility of the student to use the technology appropriately. And, it is the responsibility of the Academy to teach students how to do this.

The expectations for using technology at the Academy are generally the same as for all conduct at school: to behave with civility and integrity. We also expect users to care for the equipment and to take precautions to maintain the security of the system.

In summary, the policy states:

- Use of the technology resources at the Academy is a privilege.
- The messages and documents created and transmitted on the system are the property of the Academy.
- The Academy reserves the right to monitor and supervise the use of its property.
- Any use in violation of the law or promoting criminal or anti-social behavior is prohibited.
- Any attempt to penetrate or undermine the system's security is prohibited.
- Violations of the Acceptable Use Policy may result in loss of system privileges and other disciplinary action

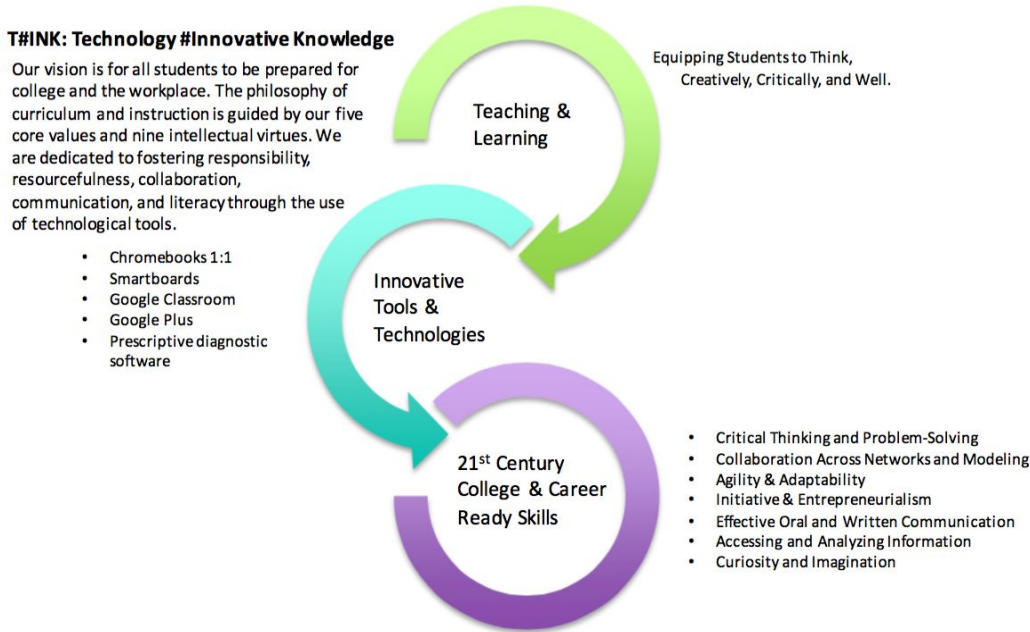
T#INK: Technology #Innovative Knowledge

T#INK is the Academy's technology program. We are dedicated to equipping students to think, creatively, critically, and well, by teaching students how to use technology resources responsibly, collaboratively, and with effective communication.

The Academy is pleased to announce every student will be receiving their own personal Google Chromebook for the academic year, connecting all of our students to the world's resources and information.

Our goal is to offer the resources, textbooks, and materials for student learning that can adapt and

change with the best practices, and ever changing nature of the world's information to inspire individual to their fullest potential. Increased access to electronic information and communication brings new levels of opportunity, as well as responsibility, to the school community. The power of these systems lies in their ease of use and ability to connect instantly to a growing host of global resources.



Dress Code Policy

To promote unity and academic success, the Academy requires students to follow the Dress Code. This Dress Code is meant to give students some flexibility and versatility while also giving clear guidelines about what is acceptable so that our work and interactions at school are focused on teaching, learning, and community building. In order to develop a cohesive community, we find it important to align ourselves with a collegial and college bound culture. The Academy has adopted the following general guidelines to enhance student achievement, create a safe and distraction-free learning environment, foster school pride, and operate free from hazard or threat to students' health, safety, and general welfare. These guidelines must be adhered to at all times while on campus.

- Fostering a sense of self-respect
- Supporting students to be leaders
- Maintaining a serious commitment to academics
- Promoting a safe community for all our students

***School appropriate means: Safe, respectful, non-revealing, and conducive to learning. No sexually related, gang, weapons, alcohol, or any drug references on any item of clothing.**

Outerwear

- Jackets/sweaters must be appropriate for school.

Bottoms

- Pants, shorts, dresses, and skirts, **MUST** be school appropriate, worn at an appropriate length (where fingertips lay with arms by the side).
- Jeans can only be worn **WITHOUT** rips/slashes/or tears.
- Pajama bottoms can be worn **ONLY** on the designated spirit day.
- Leggings/yoga pants/tights can be worn **ONLY** under other garments.
- Undergarments should be worn and not visible.

Tops

- Shirts need to be school appropriate.
- Mid-drifts **MUST** be covered.
- Tank tops **MUST** have straps at least 3 inches wide.
- Undergarments should be worn and not visible.

Hats/Caps

- No hats allowed on campus.
- Bandanas are not permitted.
- Tied durags and beanies are okay.
- Hoods can **ONLY** be worn on shoulders, and not over head at anytime while on campus.

Shoes

- Safe and school appropriate.
- Shoe should cover your heel completely. Toes completely covered.
- Shoes need to have a strap to hold securely to foot.
- Formal shoes can be a two-toe peep.
- Shoes need to be on at **ALL** times.

***School appropriate means: Safe, respectful, non-revealing, and conducive to learning. No sexually related, gang, weapons, alcohol, or any drug references on any item of clothing.**

Other Specifics

- Being part of and supporting a gang free community means that we will be in solidarity around not wearing clothing that can be gang related.
- Students must follow the teacher's rules.
- Undershirts worn beneath clothing must follow the dress code.
- Underwear may not be visible – no sagging pants, no exposed bras.

If a student has a question about whether an item of clothing is in dress code, they may bring it to school to be approved in advance. Exceptions to the options listed will only be granted by the Director in extenuating circumstances. Students who are given an exception will be issued a pass for the day.

Support for Families to Meet the Dress Code

If at any time a family has difficulty supplying the above clothing for their child, please speak to the Director or the student's Advisor so that we can help problem solve to acquire appropriate clothing.

When students violate the dress code, the student's parent/family will be notified. If students repeatedly do not follow the dress code guidelines, they will be asked to reflect on their daily choices and come up with a plan to adhere to guidelines. If students continue to violate the policies, consequences may follow.

Professional Dress Code

To teach professionalism, the Academy has a formal dress code that students follow on special days. This Professional Dress Code teaches students what clothing is appropriate for more formal situations, such as office environments, interviews, and presentations. It is the dress code we follow when students are presenting their larger projects such as Exhibitions or Final Presentations. Teachers may also have students follow the Professional Dress Code for special class events. These days will be communicated to students with at least one week's notice.

- Dress pants, skirts, or dresses – patterns are permitted red and blue are allowed as long as they are not the dominant color; skirts and slits in skirts must be no more than three inches above the knee
- Collared button-down dress skirts or dress blouses – patterns are permitted; shirts cannot be skin tight
- Shoes, accessories, sweaters, and jackets - need to be school appropriate
- If a student has a question about whether an item of clothing is considered professional dress, they can bring it to school to be approved in advance.

Free Dress Day

Common sense guidelines for dressing modestly apply. Free Dress 1-day monthly or at the discretion of

the Director.

Physical Education Uniform

Students are required to wear a Physical Education (PE) clothing during their PE course. Items can be purchased on a donation basis from the Front Office during specific hours. Students are expected to launder their clothes on a weekly basis.

School Operations

Supervision Hours

The school doors will open at 7:30 a.m. and classes will begin at 8:15 a.m. The school day ends at 3:30 p.m., except for Thursday, which ends at 1:57 p.m. The Academy provides supervision on campus from 7:30 a.m. to 5:00 p.m. on M, T, and W and 7:30 a.m. to 4:30 p.m. on Thursday and Friday. As members of the Academy community, students must take responsibility for following the school's sign in/out rules during the instructional day and for following parental rules regarding before and after school activities.

After School Support

Study hall will be available on campus Mon., Tues., Wed. from 3:50 p.m. to 5:00 p.m.; Thur. from 2:20 p.m. to 4:30 p.m.; and Fri. from 3:50 p.m. to 4:30 p.m. A teacher or tutor will be supervising the study hall during these times.

Classroom Supervision

Students are never to be left alone in the classroom without authorized adult supervision. A teacher may, on occasion, leave his or her students in the classroom with another adult, provided that the adult has Live Scan fingerprint clearance on file in the school office. Teachers are not to leave the classroom at lunchtime unless all students have also left the room. No child is to be left unattended. Students who want to return to the classroom during lunchtime need to be supervised by a staff member.

Food

Free and Reduced Lunches: Students are required to turn in a Free/Reduced lunch application as part of their enrollment process, at the start of the school year. The form is used to determine the cost of school meals for each student.

When and Where? Students are allowed to eat before school, during break, at lunch, and after school. They are not permitted to eat in class, as it is a distraction and can create a mess, or brings in unwanted bugs or rodents. We ask that students pick up after themselves to keep our school clean.

Many students will bring their own lunch, however we have limited means to prepare meals on campus (microwaves). Please necessary utensils and bring food that requires little to no preparation.

Students must order lunches one month in advance. Our Breakfast and Lunch Menus are posted on our website under Resources. Each student is assigned a pin number that is to be typed in at the time of food pick up.

Drop Off/Pick Up Procedures

***This applies when hybrid or full classroom instruction returns .**

Introduction

In order to be a good neighbor and have minimal impact on surrounding streets and businesses, we ask for parent cooperation with our drop-off and pick-up procedures. Parents are to drop off students in the designated drop off area on Long Beach Blvd. Parents are to stay in their vehicles to keep the drop off process moving. **Parents are asked not to use cell phones while driving.** Parking is only available in the surrounding residential neighborhood. There is 2 hour parking available in front of the school. All day parking can be found on Long Beach Blvd. between 16th and 15th streets.

***This applies when hybrid or full classroom instruction returns .**

Transportation

A staff member will be in the drop off pick up area on Long Beach Blvd 15 minutes before school and 15 minutes after school to oversee the transition. Drop off and pick up outside of these times must be done through the Academy Front Office.

Parents may drop off your child starting at 7:30 a.m. in the drop off area. Parents are asked to please pick up their child/ren in the same area by 3:30 p.m. on Mondays, Tuesday, Wednesdays, Fridays and by 2:00 p.m. on Thursdays, unless they are involved in extracurricular activities. Students may get her/himself to and from school either by walking, taking public transportation, or riding a bike (see the bicycle procedures below). Students will not be supervised except as outlined in this policy. Students who drive themselves will have access to street parking only, and must adhere to public parking signs.

Bikes, Skateboards, etc.

Bikes, rollerblades, and skateboards cannot be used on our landlord's property and should only be used for transportation to and from school. Please have students wear helmets and other safety gear. Bikes can be locked up at the public bike rack in front of the school or in designated areas, (no locks are provided) and skateboards can be stored in the designated area. The Academy does not take responsibility for lost or stolen items.

Students Leaving Campus

Students may leave campus at the end of the school day or arrive before morning classes begin. It is the responsibility of parents to determine what the student is permitted to do and where they can go during the hours before and after school.

Closed Campus

The Academy is a closed campus meaning that students may not leave school without permission from a parent/guardian during the day. In order for a student to leave campus, they must be picked up and signed out by a parent or guardian.

Visitors

All visitors must check in at the front desk. Visitors must have a legitimate reason for visiting the school such as a conference, volunteering in the classroom, or for classroom observation. All visitors are to wear a name tag identifying them.

Contacting Students During the School Day

If there is an emergency and parents need to contact their student during the school day, they should call the front office (562.283.4456) and we will find the best way to relay the message to the student. Since students are not allowed to use cell phones or texting devices during class time, we ask parents for their support by refraining from calling or texting students on their cell phones during school hours.

Extra-Curricular Enrichment Program

We will be providing quality and varied extracurricular enrichment opportunities for students after school.

Clubs

Students at Academy run a number of clubs representing a wide range of interests and identities. Clubs provide students with opportunities to get involved in the school, meet new people, and to take leadership positions. Additionally, many students have gained leadership skills through the experience of founding a club. All clubs are student-initiated with the support of an adult advisor. To start a club, students must write a proposal and submit it to the office for approval.

Athletics

Here at the Academy, it is our goal to align our Triton Athletic Program with our mission, vision, and values. Our school's mission is to foster meaningful growth in intellectual character virtues in thoughtful, challenging, and supportive environment. We believe that athletics provide a unique opportunity for students to grow in their understanding and application of their intellectual character while aligning with the Academy's mission, vision, and values. Our athletics model represents the culture of thinking and learning that is valued within our community.

The Triton Athletic Program mission is to **create an environment in which student-athletes are challenged to focus on their individual growth, as well as value the growth of others in a supportive team environment.**

Because of our small school size, and the athletic resources available to the Academy, we participate in partnership with outside organizations. The following are the sports we currently offer:

- Cross Country– Fall
- Basketball- Winter
- Volleyball – Spring
- Futsal- Spring

Picking Up Students After Special Events

Throughout the year, students will have many opportunities to enjoy school sponsored events both on and off campus. We ask that parents be respectful of the chaperones' extra time commitment and make arrangements for their student to be picked up in a timely way. Specifically, students need to be picked up within 15 minutes after the scheduled ending time for that event. For example, if a dance is scheduled to end at 10:00 PM, we ask that students be collected no later than 10:15 PM.

Student Leadership

Leadership Club

We believe that students should have responsibility for their school culture and resources. Consequently, student leadership at the Academy involves students openly communicating with our Director about their ideas to improve our school culture. There are no elections. Students who wish to participate, engage in a process of interviews and orientation.

Leadership students participate in the following:

- Be actively available to students seeking assistance
- Commit to ongoing training in mediation and intervention skills
- Take initiative in mediating disputes or referring peers to appropriate sources of help
- Conduct orientation activities for new students
- Sponsor special programs as needed (information sessions; morale builders)
- Articulate the community norms and promote them to peers
- Organize all-school events, e.g. dances, spirit days, and special assemblies
- Coordinate with other school clubs and promote support for their meetings and events
- Explore and develop new ways to build community spirit

Student Ambassador

Academy students have the opportunity to join our Student Ambassador program. Student Ambassadors welcome our new students, speak to families of prospective students, and assist our Outreach Coordinator.

Service Learning

The opportunity to engage in genuinely useful and meaningful work contributes to the health and self-esteem of our students, teaches them about the way communities work, and lets them become part of a community or organization that is new to them. Students are encouraged to branch out and use service as an opportunity to explore different passions. The Academy ensures that every student gets at least some exposure to the rewards of community service. The work must be unpaid and done on behalf of a non-profit organization. Students will need to complete 80 hours of community service by graduation.

Community

Parent/Teacher/Student Conferences

Connectedness and caring are key elements of the Academy education. Teachers regularly communicate with parents about their student's progress by phone or email. At any time, a parent or teacher may request a face-to-face conference, and the Academy strongly supports student presence at those meetings. A conference may be scheduled by contacting the teacher directly, or the student's advisor may help to facilitate a meeting particularly when it involves several teachers. The purpose of all conferences is to find ways to connect with their student and their family, personalize their learning, and support the student in doing his or her best work.

Work Permits

Students ages 14 through 17 are required by law to possess a Work Permit in order for them to be employed. Students may pick up an application for a work permit from the main office. The Director or Counselor must sign off on the permit application. Students must maintain a 2.0 or above to qualify. Work permits can be revoked at anytime per discretion of a Director/Counselor.

Freedom of Expression Policy

Students attending the Academy have the right to exercise free expression including, but not limited to

the use of bulletin boards, distribution of printed materials or petitions, wearing buttons, badges and other insignia and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by Intellectual Virtues Academy (“Academy”) or by use of school facilities. The Board of Directors (“Board”) respects students’ rights to express ideas and opinions, take stands and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Student liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the Academy community.

Students will not be disciplined solely on the basis of speech or other communication that would be constitutionally protected when engaged in outside of school, but may be disciplined for harassments, threats, or intimidation unless constitutionally protected.

Public Displays of Affection (PDA) Policy

Our PDA Agreements - Created by Faculty and Students

Community members:

- May only sit or lean on designated furniture, not on others.
- Are required to keep hands, legs, and bodies to themselves. This helps to avoid any unwanted and/or inappropriate physical contact.
- May only hold hands before school, breaks, lunch and after school, never in class.
- May only use respectful language towards one another; any sexual comments made in general or towards another person, are not permitted on campus.
- May only peck kiss during breaks with closed mouths. “Making out” is not permitted on campus at anytime.
- May only hug consensually and appropriately. (A-Frame and side hugs only. Hands remain above waist).

Advisory Program

The Academy teachers value their students as individuals and build trust through careful listening, consistent expectations, respectful feedback, and a fundamental commitment to fairness. They are engaged with students and accessible outside of class not only as advisors, but also as activity sponsors, mentors in the academic commons, and fellow members of the school community.

Each student has a faculty advisor who serves as an advocate and a primary point of contact between home and school. The advisor receives reports from other teachers and monitors each advisees

progress, with periodic calls home and frequent informal conversations with the student. Advisors meet once a week with their advisees as a group for general discussions, college readiness, and social skills development. The advisor is also the convener of parent/teacher/student conferences. The advisor will initiate contact with parents early in the school year. Parents are encouraged to contact their child's advisor if any questions or problems arise.

Our advising system asks students to consider what matters to them, what skills, talents and values they're developing, and how they would like to live and work in the future. Just as our curriculum and faculty prepare Academy students for both the joys and challenges of collegiate study, our life planning and advisory program offers complementary advisement that enhances important student personal, emotional and, professional growth.

Advisors work with students at all grade levels to help them explore career paths through research, reflection, informational interviewing and experiences (jobs, volunteering and internships). This exploration leads students to become self-directed and authentic candidates for post-secondary education, and puts college choice into a larger context. Advisors and our College Counselor also works extensively with parents throughout the process to support our student's efforts, and bring expertise about the world of work to our advisement activities.

The big question students will examine: *How will their high school and post-Academy education support pursuit of a life that includes meaningful work, significant relationships, and commitment to community issues, local and global?*

Counseling (Academic and College)

The Counselor is available primarily to provide personal support and college guidance, while questions concerning class schedules, grades, credits and similar topics should first be discussed with Advisors.

Through the Advisory class and other venues, the Counselor provides all students assistance with college planning, including:

- appropriate high school course selection
- college admissions test preparation & registration
- the college admissions process
- financial aid information & application assistance
- college information nights for students and parents
- campus visits from college admissions & financial aid professionals

Students whose future goals include alternative education programs, career exploration, and travel plans may meet with the Counselor to develop a post-high school plan.

Health/Wellness/Emergency

Counseling (Personal)

Each student at the Academy can see our Counselor/Director of Student Services who assists students with a multitude of issues accompanying adolescence, including: classroom concerns & academic motivation, personal decision making, self-concept issues, peer and friendship concerns, dealing with conflict & crisis, external issues which affect school performance.

Our Counselor offers one-on-one support and group counseling to students and their families. All students are encouraged to seek out the Counselor to discuss any personal matters of importance. Staff members or parents may also refer students. Confidentiality is maintained with the exception of information that suggests danger to the student's well-being or the well-being of another. Parents are not automatically notified when students meet with the Counselor.

The Academy Counselor also works with many community programs and services to support our students' achievement and personal growth. When students have significant needs requiring more ongoing or involved support, our Counselor may refer them to therapists or other professionals outside the School. In these instances, the Counselor stays involved in the student's progress.

Confidentiality (Mandated Reporting)

All adults at the Academy are mandated reporters. This means that by law, they are required to report any suspicions of abuse or neglect. If you tell an adult something and expect them to keep it a secret, please know that legally they cannot if the content is harmful to you, or someone else. The Academy fosters close relationships between students and staff; however, in some circumstances the confidentiality between a student and teacher is not protected.

The following are instances in which teachers/staff members are legally bound, as mandated reporters, to inform a parent and/or the authorities about information given during a confidential conversation or counseling session: 1) when a student indicates that he or she is going to physically harm himself or herself, jeopardize his or her life, or knows someone who plans to: 2) when a student indicates he/she/or someone else is going to physically harm or jeopardize the life of another or has knowledge that another's well-being is threatened: 3) when a student indicates he, she, or someone else is being sexually, physically, or emotionally abused, or subjected to neglect or dangerous situations.

Medicine

If your child requires any type of medication, please bring it to the office, complete a "Medication at School" form, and provide with instructions on how to administer it. Medication must be labeled

and stored in the office. **DO NOT send ANY** kind of medication or pill in your child's backpack, bag, or pockets. Possession of any medication that has not been approved is subject to disciplinary review.

Sex Education/Health

The Academy prioritizes living healthy and well, therefore Sex Education/Health will be taught to students in their Physical Education course. Parents/students have the right to opt out of the program.

Health Clinics

In California, minors over the age of 12 have a legal right to attend a health clinic without parental consent.

Help

If you need it, ask for it. We are here to help you in any way we can to support you to be successful in high school, and in life.

Illness and Injury

Students who are ill or are injured during the school day should go to the school office immediately. Students will not be allowed to leave school without permission from their parents, guardians or emergency contact as indicated on the student emergency card. Staff are certified in basic first aid but will only do minor treatments on-site.

Emergency

911/ambulances will be called in case of emergency. Families are called after we call 911.

Lockdowns

If you are told that there is a lockdown (or a lockdown drill), please stay entirely quiet, get out of sight of windows and cover your head and neck. You will be told when it is clear. Stay calm and stay off cell phones.

Fire Drills

We have fire drills once a month. Please move quickly and quietly with your classmates to the designated area in front or back of school. Stay with your teacher for attendance until you are instructed to go back into the building. Do not have headphones in your ears.

Earthquakes

In the case of an earthquake, students are asked to get under a table in the classroom or in the earthquake position with their heads covered. In the event of an earthquake, the Academy may be used as a safe place for families to gather. We will have earthquake drills quarterly.

Attendance

Students are strongly encouraged to attend school every day. If a student is ill or has a doctor's appointment, parents should contact Front Office 562.283.4456 by phone by 9:00 a.m. if their student will not be attending school that day or by emailing: attendance@academylongbeach.org. Appointments should take place after school whenever possible. For a prolonged absence lasting longer than two days, the Academy may require a note from a physician.

The California Legislature defined a truant as a student missing more than 30 minutes of instruction without an excuse three times during the school year must be classified as a truant and reported to the proper school authority. This classification and referral helps emphasize the importance of school attendance and is intended to help minimize interference with instruction.

Tardiness

Children who are tardy must report to the office and provide a note stating the reason for the tardiness. Parents will be notified if necessary.

Truancy

Students are expected to attend school daily. We know absences greatly affect students' academically and socially. The Academy will make every attempt to work with the student and his/her family to enforce our expectation. However, students who are habitual truants or habitually insubordinate, or disorderly during attendance at the Academy may be referred to the appropriate law enforcement agency, if necessary.

Absences—Extended Vacation or Family Obligations

The Academy provides families with the school holiday schedule several months in advance so that vacations may be scheduled within the scope of the school calendar. Please keep in mind that student attendance at school is important so that they may participate fully in class discussions and work together with classmates on projects. If a student is aware in advance of an impending absence, s/he needs to inform the Front Office (see Independent Study).

Absences for Religious Reasons

Pupils who are members of religions that observe religious holidays that fall on school days may absent themselves from school by making prior arrangements, as specified by the Director. Additionally, students may be absent to attend a religious retreat. Attendance at such retreats shall not exceed four hours per semester (This is state law.) Such absences are considered excused absences, and pupils so absent are responsible for making up work missed.

Independent Study

If a student is unable to attend school for more than 2 consecutive days, a student may qualify for Independent Studies. Students must complete an Independent Study request form which will need to be signed by 1) Director 2) all appropriate classroom teachers 3) parent 4) student and 5) the front office, in order to be approved by the Director.

Students should complete the form at least 3 days before the first day of the Independent Study period (unless emergency circumstances prohibit this). Students will be given a packet of work to complete during their absence. Upon return, the student must submit the signed form, and all of their completed work to the front office, who will make copies and return to the appropriate classroom teacher for a pass/fail grade. If the work is not completed and submitted, students will receive a failing grade. Independent Study approval is at the Director's discretion.

Students Exiting the Academy

We value your contribution to our community, therefore it is important for us to connect with each student and family before dis-enrolling. Students who will be leaving the Academy will be asked to meet with a faculty member to complete and sign a Student Exit form. We are curious about your experience at the Academy, why you are withdrawing, how we can support your transition, and where you are headed.

Grades and Report Cards

Academy teachers collaborate together to think through and agree on common grading and student interaction processes in class. In all of our thinking and decision-making, we ask questions, seek understanding, and practice the habits of good thinking. If you have questions about these practices, please ask and we will bring back the questions or suggestions as a team to make a school-wide decision. We deliberately align all of our thinking and decision-making with the mission, vision, and values of the school.

Grading is a form of assessment that we carefully approach to make sure that as we make decisions about *what* we grade. We don't want to grade 'work' but a demonstration of understanding. We want our students to learn, not just work or ensure compliance. As teachers at the Academy, we want to use assessments primarily to understand the learner and give students an opportunity for thinking rather than only grade and evaluate.

The Academy uses letter grades. Our assignments are rigorous, based on the standards, and graded. We are thoughtful about the assignments we give as opportunities to learn and assess learning. At the Academy, our instructional decisions are continuously made in response to our mission and vision.

Instructional Policies

Academy teachers collaborate to think through and agree on common grading and student interaction processes in class. In all of our thinking and decision-making, we ask questions, seek understanding, and practice the habits of good thinking. Both our instructional and behavioral practices are aligned to the mission, vision, and values of the school and intended to protect the learning of students. If you have questions about these practices please ask and we will take the time to analyze the questions or suggestions as a team and evaluate whether we need to make a school-wide adjustment. We deliberately align all of our thinking and decision-making with the mission, vision, and values of the school. For more details, see [Instructional Policies](#).

Curriculum

Learning occurs at the point of a committed engagement and challenge. We differentiate for our learners by checking to see that they are being engaged and challenged individually in their learning. Sometimes this means that they are offered different assignments than their peers but often this means that we ask the students to care about the learning of others in the room as well. To develop understanding we accumulate more questions and deeper questions. We should have more questions and more curiosity at the end of our units than at the beginning. Challenges mixed with curiosity develop grit, which can also be described as tenacity or willingness to continue in the face of a struggle.

The foundation of the Academy's curriculum and instruction is explained in our charter document, which is available in the Academy office or on the website. In brief, Academy's curriculum and instruction aims to support students toward deep understanding of content across all subject areas, including elective subjects and physical education. Our instructional policies, homework approach, assessments, syllabi, and grading practices are all intended to align with the philosophy and pedagogy described in the charter document.

Textbooks and instructional materials are aligned with state standards and are selected to align with the mission of the school. They're also selected to allow students to access depth of course content. See course syllabi for details. Curriculum decisions are made in partnership with teachers and approved by the Directors.

Instruction

Background

While teachers are encouraged to exercise autonomy in planning instruction and using instructional strategies, the faculty develops common instructional practices. One common practice is an aim to create a culture of thinking. All teachers utilize instructional strategies, like thinking routines, to provide opportunities to make learning and thinking visible, differentiate (i.e., different levels for different types of students), and to assess student learning objectives.

Challenge and Support

Students are challenged and supported through a variety of thinking routines and class discussions. These exercises and discussions provide students with the opportunity to both go deeper into a topic as well as bring up questions or clarifications. While developing an

understanding, we often accumulate more and deeper questions; if we are engaging the content thoughtfully, we should have more questions and more curiosity at the end of our units than at the beginning. The collaborative nature of our classrooms asks students to care about the learning of others in the room as well as their own. Learning occurs at unique points of challenge, so we differentiate our instruction to accommodate diverse learners by checking to see that they are being challenged and supported individually in their learning. We also work collaboratively to guide, support, and coach students to engage and persist, creating opportunities for growth through powerful learning experiences

Performance Tasks

Each class will have a number of performance tasks as culminating projects for unit learning. Each performance task will include a rubric. Teachers review rubrics and grading expectations with students in class before assignments are due. Our teachers align their student learning expectations with Common Core State Standards. Performance Tasks are points of reference against which learning can be assessed compared to a standard. There will be times where students receive feedback about these projects and are given additional opportunities to critique, revise, and reflect for additional credit.

Rational: We align our projects with Common Core State Standards, however we approach these learning outcomes in innovative and creative ways, allowing for agency, student choice and voice. We value the acceptance of mistakes and limitations by developing processes to reflect, revise, listen to others, recognize imperfections, and to make repeated revisions.

Contacting Teachers

We strive to maintain positive and open communication between students, teachers, and parents. Students are encouraged to contact teachers with questions and concerns, as well as take advantage of support systems. In the event that there is a concern or question first have your student talk to the teacher directly. If your concerns are not resolved we then welcome parents to contact the teacher via email or the teacher's google voice number, included on the syllabi. If your concerns are still not resolved, we can set up a meeting with the administration, teachers, and students as appropriate.

Rationale: We want to help our students learn how to practice their intellectual courage. One way to engage in this practice is to persist in communicating with teachers in the face of any fear or shyness. Our teachers strive to be warm and inviting and believe that students should learn to practice autonomy by advocating for themselves. These are transition years where we want to encourage our students to practice communicating with teachers directly.

Academy Grading Policies

Background & Approach

Grading is one form of feedback that is used to communicate students' understanding of the content. Our goal is for students to think and learn. Teachers at Academy use assessments primarily to understand the learner, provide feedback, and provide students opportunities to think. Academy teachers strive to assign meaningful and rigorous assignments. Final semester grades are given using standard letter grades. We do, however, stress that letter grades do not by any means tell the whole story of a learner. A student's intellectual character as seen through the lens of intellectual virtues in many ways provides a much more complete picture of the quality of thinker someone is. We want to be thoughtful about the assignments we give as opportunities to think and assess learning.

All Academy teachers assign letter grades to measure student understanding and performance. Academy teachers use weighted categories in order to assign values to certain types of assignments, activities and assessments in order to reflect the importance of each type on student learning. For example, a performance task grade will have more bearing on an overall grade than a class participation activity. In general, teachers use projects, tests, quizzes, and performance tasks to assess understanding. These assignments tend to receive more feedback. Students may request teacher approval if they would like an opportunity to redo the assignment, receive more detailed feedback, and/or receive extended time on completing the assignment during class. Please see each teacher's syllabus to learn more about specific weighted categories.

Independent Studies

Academy can create an independent study contract for any absence. Please **make every effort to notify the office at least one week in advance of a planned absence**. In order to set up a contract please contact the office (not teachers).

Rationale: We do not want students to miss out on their learning, and every day a student does not attend school, our school loses funding at a rate of \$56 a day.

Grading Discretion & Reporting

Teachers have the discretion to adjust any grade that falls plus or minus 2% of appropriate letter grade cut off. Gradebooks for all classes include at least one graded assignment every week that will be included in the online grading system, Illuminate. Teachers reference the [Criteria for Marks](#) rubric, adopted from IVA, in grading assignments to align letter grades and comments for a common understanding of grading expectations. Students will receive a 33% for all missing work which will show up as an "m" in their grade book. Report cards include

grades on each semester report card and comments that address intellectual character. Report cards are emailed home within two weeks after the end of the grading period.

Grading written work requires thoughtful feedback and time on the part of the teacher. Please have your child check with your teacher to find out when they anticipate completing grades for larger assignments if it has taken longer than two weeks.

Rationale: Increase or decrease in student effort over the semester can affect their overall grade. Teachers will justify this discretionary grade adjustment in the comments. Report cards will be emailed and mailed to parents after the close of the semester in order to maintain an academic environment through the full semester. Teachers are provided time to carefully reflect on the character development of their students to give parents and students thoughtful commentary that can encourage contemplation and discussion.

Intellectual Integrity

In class it is important that students recognize the value of learning is in thinking through assignments on their own. Students should avoid giving or receiving solutions from each other, from their parents, or from the Internet. Students will feel a great sense of accomplishment when they come to solutions using intellectual autonomy. Students need to always give credit when they have used a source of any kind. Students are to never use words (or other forms of text including art and music) that is not theirs without giving credit to the author. If a student is caught cheating/plagiarizing (copying someone else's work, or allowing their own work to be copied) the incident will be brought to the Director's attention, investigated, and as appropriate the student(s) will receive a zero for the assignment or test and their parents will be notified. The second offense will result in further disciplinary follow up and restorative action.

Rational: We value accessing new ideas through collaboration, research, and observations. We know this ignites the creative and critical thinking processes, inspiring connections to core concepts. However, in order to cultivate a culture of thinking, students must be able to access their own creative process to learning, and practice thinking for themselves.

Teacher Planning

Class instruction is framed around big questions and intellectual virtue growth. Teachers structure their Learner-Centered Experiences by creating curriculum maps, syllabi, and performance tasks, which aim at deep understanding. These guide their lesson planning and student achievement expectations.

Benchmark Assessments

Each class will have a number of benchmark assessments as culmination projects for unit learning. Each benchmark will include a rubric that teachers review with students before presenting the

assignment. Benchmarks are standards or points of reference against which learning can be assessed compared to a standard. Our teachers focus their student learning expectations on Common Core State Standards and benchmarks help teachers to plan for and evaluate whether students have proficiently met those standards.

Learning in the Classroom

Class engagement time is used to learn and practice content and engage with other learners in the classroom — both students and teachers. Learning is a collective endeavor as much as an individual endeavor. The teacher uses this interaction to track learning and form the next steps of instruction. In the case of an excused absence, learning in class can be made up or excused at the teacher's discretion.

Rationale: In general, class learning is graded for engagement and participation. The goal of class learning is for students to explore meaningful questions either individually or as a group. Teachers strive to create a culture of thinking where the individual's and the group's thinking are equally valued.

Learning at Home

Home learning provides opportunities to extend thinking, consider new ideas, practice skills, and assess learning. Teachers can use these formative assessments as evidence of student progress to form the next steps of the learning plan. If absent, students are responsible to utilize Google Classroom or communicate with their teacher to find out what they missed.

Rationale: Teachers are intentional about naming the Home Learning's purpose emphasizing the expected task, i.e.: home practice, home thinking, home dialogue, home study. These names help remind teachers, students, and parents the purpose and value of the assignment/s. Home thinking is a great place to practice intellectual autonomy, a capacity for self-directed thinking, since the students' classmates and teachers are not present to support the learning. When parents are able to help with Home Learning, the document "[Home Thinking Guide](#)", adopted from IVA, can offer some guidance. We want students to have the opportunity to struggle through complex learning and experience the reward of figuring it out for themselves. We also provide resources for students, and our hope is parents will support students by apprenticing them in organization and troubleshooting so that students know how to use the provided resources. This apprenticeship into self-advocacy and intellectual autonomy is part of the foundation of a love of learning.

Late Policy

Most Home Thinking and Class Thinking assignments will not be accepted late if the student was present in class. Students who are absent will be able to make up assignments (1 day for one day of absence) by checking with their teacher through email. If a student has IEP accommodations for late work, they will only be given up to one extra day to complete the assignment. Please note: at

regular intervals there will be a schoolwide deadlines for ALL missing or retake assignments. The due dates will be widely published.

Rationale: Learning at home should be done prior to the class discussion on the day it is due, so that students can participate and be engaged in class. If students complete the learning after the class discusses it, they have lost the opportunity to think about it independently or develop their intellectual autonomy. Learning in class is a measure of engagement in others' ideas; therefore, it is not appropriate to be completed elsewhere. Students are always encouraged to talk directly with their teacher about extenuating circumstances. Students will not be excluded from learning if an assignment is late.

Scores for late Projects or Performance Tasks will be deducted 10% for each week it is late. For example, if a POW was due on Monday in math class and is turned in on Tuesday or Wednesday before school or after school to the math teacher, you will be deducted 10%. Late projects and essays can lose a maximum of 30% for being late.

Rationale: In order to prepare students for college, career, and life, we feel that it is important for students to gain experience of deadlines. We provide students with support in the development of time management skills through checkpoints to evaluate their progress towards the final product. As parents, you can support your child by sitting with your child to regularly check Parent Square for general school communication, Google classroom for assignments and notes, and Illuminate for grades.

Testing & Retake Policy

Assessments, such as quizzes, tests, or performance tasks will be completed in class and cannot be taken home unless the teacher has otherwise stated. If additional time is needed, the assessment must be concluded during an intervention support period or after school. Retakes and test corrections must be requested by the student. Retakes and test corrections must be taken during school hours, or at a time approved by the teacher. The time limit and deadline regarding when students can retake/redo assessments is at the discretion of the teacher, or set forth by the intervention team. Please note: at regular intervals there will be a schoolwide deadline for ALL missing or retake assignments. The due dates will be widely published.

Rationale: In order to protect the intellectual integrity of the assignment and in order to use the assessment to inform our teaching, assessments need to be an accurate representation of the student's understanding. High school is a time for students to develop autonomy and learn to advocate for themselves. This helps students take ownership over their own learning. We are also optimistic about the potential for personal growth, we embrace challenges and regard struggle as an opportunity to learn and improve.

Each subject matter department has their own policy grading policy regarding retakes and test corrections. In general, retakes or test corrections allow students to raise their grade by some portion of the possible points of the original assignment. Students may not be able to receive a full score for retakes; however, this is at the discretion of each teacher.

Grading Process

Gradebooks for all classes include approximately one graded assignment every week that is included in the online grading system. Teacher's reference the Criteria for Marks rubric in grading assignments to align letter grades and comments for a common understanding of grading expectations. Report cards include grades on each semester report card and comments that address intellectual character. Report cards will be posted on Illuminate at the end of the grading period.

Rationale: Increase or decrease in student effort over the semester can affect their overall grade. Report cards will be emailed to parents after the close of the semester in order to maintain an academic environment through the full semester. Teachers are provided time to carefully reflect on the character development of their student to give parents and students thoughtful commentary that can encourage contemplation and discussion.

Progress reports will be posted on Illuminate half way through each semester. Semester grades will be posted at the end of each grading period.

Grade Reporting

The Academy School sends grades and comments electronically at the end of each semester. Please inform office if you would like to have report cards mailed home.

Teachers base grades on a variety of assessments and seek ways for every student to demonstrate skills and understanding. Teacher comments describe student accomplishments and offer guidance in the areas that need improvement. Academic performance is evaluated on an A, B, C, D, Not Proficient (Not Yet) scale with pluses and minuses. While students will be updated on their progress at the end of each semester, the official grade of record for the transcript is only the final course grade.

Four point system.

- A** Demonstrates a capacity to be successful at a University of California level: Consistent achievement and exceptional performance in all areas of the course.
 - A+ = 4.3, 97% - 100%
 - A = 4.0, 93% - 96%
 - A- = 3.7, 90% - 92%
- B** Demonstrates a capacity to be successful at the college level: Commendable achievement and solid performance in all areas of the course.

- B+ = 3.3, 87% - 89%
- B = 3.0, 83% - 86%
- B- = 2.7, 80% - 82%
- C** Demonstrates a capacity for career readiness: Adequate achievement and performance, but lacking strength in some areas of the course.
- C+ = 2.3, 77% - 79%
- C = 2.0, 73% - 76%
- C- = 1.7, 70% - 72%
- D** Demonstrates some capacity for career readiness: achievement and performance lacks strength in many areas of the course.
- D+ = 1.3, 67% - 69%
- D = 1.0, 63% - 66%
- D- = 0.7, 60% - 62%
- NY** Not Yet: Partial completion of the minimum requirements or failure to meet the minimum requirements of the course.
- NY = 0, 0% - 59%

The "Incomplete" grade is only for students who have not achieved a grade of "C-" or better but can earn a higher grade after completing missing work. An Incomplete is provisional and does not count towards GPA permanently. An academic panel (of teachers and an administrator) will determine on a case by case basis what work needs to be completed. Students are given two weeks after the semester's end to make up missing work toward outcomes.

Under special circumstances, a student will earn an "I" if s/he accomplished some but not all course outcomes, while being putting forth consistent effort, including attending class regularly, going to office hours and fully participating in the Academic Intervention process.

A student will earn an "NY" if s/he has not passed with an "D -" or above and has not met incomplete criteria.

AP (Advanced Placement) and Honors courses are weighted one extra point in the Academy's calculation of a student's GPA. For example, a B+ in an AP course equals 4.3.

A final exam is given at the end of each semester for each course. It will be worth 20% of the final grade.

Teachers may also send progress reports electronically throughout the year to keep parents informed of particularly outstanding achievement or to let them know when a student's performance has dipped.

Honor Roll

The Academy honors and recognizes students for their academic achievement. The following Grade Point Averages (G.P.A.) are acknowledged and celebrated:

Honorable Mention: 3.0 - 3.49

Honors: 3.5 - 3.99

High Honors: 4.0 +

Standardized Testing

The Academy will administer all state assessments required pursuant to Section 60602.5, including the Smarter Balanced Assessment tests and other mandated state assessments (e.g., SBAC, CELDT/ELPAC). In addition to the required standardized testing, the Academy will also be administering other standardized tests, to ensure a complete and holistic assessment of your child's academic and social capacities. Students with IEPs or English learners who meet the applicable criteria will be given alternative assessments. The Academy will be using a computer based diagnostic platform that assesses performance in reading writing and math. Additionally, students can be evaluated on socio-emotional factors, which informs teachers into creating the most adaptive learning experiences.

Transcripts

While report cards are communications to students and parents, a student's official cumulative academic record is maintained on a transcript, which is updated at the end of each academic year or when documentation is required by another institution; for example, in the case of transfers or summer program applications. For seniors applying for college admission, the transcript submitted by the school in the fall will reflect the credits and final grades through the junior year and preliminary grades for senior courses.

For full-year courses, the only grade that appears on the transcript is the Final Course Grade. The final course grade is a combination of semester work and the final exam. The course numbers and titles on transcripts conform to the system under which the courses were approved by the University of California.

Students requesting official transcripts should complete a Transcript Request Form and submit it to Summer Sanders.

Graduation Requirements

Academic Courses

The Academy students are expected to carry a minimum of six regular courses during each semester for the first year (seven for sophomore, junior, and senior years). The requirement for the the Academy diploma is the equivalent of 27 full year courses, which must include the 15 courses meeting the minimum requirements for entry to the University of California system. Beyond the UC-prescribed courses, the Academy students must take a full year of Introduction to Logic, Introduction to Ethics and Introduction to Philosophy. Participation in an advisory class is also required. Additional Academy credits may be earned through any combination of full year courses, arts, and electives.

A-G Requirements

	Subject	Academy Course Requirements	UC/CSU Course Requirements
A	History/Social Science	3 years (30 credits)	3 years
B	English Language Arts	4 years (40 credits)	4 years
C	Mathematics	3 years (30 credits)	3 years (4 recommended)
D	Laboratory Science	2 years (20 credits)	2 years (3 recommended)
E	World Language	2 years (20 credits)	2 years (3 recommended)
F	Visual and Performing Arts	1 year (10 credits)	1 year
G	College Preparatory Electives	1 years (10 credits)	1 year

	Physical Education	2 years (20 credits)	
	Cornerstone Humanities Courses	1 years (10 credits)	
	Electives	2 years (20 credits)	
		TOTAL Credits: <i>minimum</i> 210	

ACADEMY VISIONARIES (AV): Advanced Studies Program

AV Honors Courses	AV Advanced Placement
Honors English (9 & 10) Honors Geometry Honors Biology Honors Introduction to Philosophy American History Honors Intro to Ethics Honors Environmental Science Honors Honors Spanish II H Personal Finance Honors	AP English Literature: Language and Composition AP English Literature AP Biology AP Studio Art

Educational Intervention

The Academy will built time into the weekly schedule to allow for math and writing intervention labs based on student need. Parents can discuss the additional help that their child will receive with the teacher.

Educational Plan

Teachers, with support of the Director of Curriculum and Instruction (or his/her designee), will develop an education plan for each student at risk of retention, including highlighted, time-tracked areas of need in reading, writing and mathematics. The education plan will be reviewed quarterly. This continuum will be used to identify appropriate learning goals for the student. The continuums will continue to be used and updated to monitor student progress during the retention year and thereafter.

Retention Folder

Teachers will create a folder to document formal student interventions, conferences and any recommendations for retention. All interventions will have occurred prior to the recommendation and will be verified by the Director. This folder will also maintain records of school parent communications, including a signed providing proof of parent notification.

The following data will be recorded on or attached to a Student Information page of the retention folder:

1. Assessment data as appropriate to grade level
2. Report card scores and comments
3. Samples of representative work as compared with proficient work at the same grade level
4. Written summary of student's strengths and weaknesses
5. Location and Storage of Records
6. Other important information

In the event the student is retained, the retention folder will be added to and remain in the child's cumulative folder. If the retention is no longer a consideration, the retention folder will be stored in the school office throughout the following academic year. If the student moves or transfers to another school, the retention folder will accompany the cumulative file.

Retention List

On or before May 1 of the current year, an Academic Review Committee will receive a list of any student being considered for retention. Students with a failing GPA (below 2.0) will be considered for retention. The Academic Committee will collaborate with parents to review each student's academic history, as well as interventions and support provided by the school. Then the committee in consultation with parents will determine whether each student would benefit more from retention or from summer course recovery, and/or a modified program of study the following year to remediate gaps. If the determination is made to retain a student, parents, who would have already been notified of their students' status and involved in interventions, have the right to appeal a retention decision, first by meeting with the Head of Schools, AP and relevant teachers. If

agreement cannot be reached at that level, the Executive Director would be brought into the process, and if resolution cannot be reached, the parent can appeal to the Board by notifying the Board Chair in writing. The Board is then responsible for reviewing all of the evidence, and making a determination within 10 days of the appeal.

Academic Monitoring of Retained Students

The student's classroom teachers (in the current year) will collaborate with prior year teachers to create an educational plan with specific goals for the retained student, including but not limited to additional support from instructional aides, tutors, and after-school homework assistance. In cases where academic progress remains limited, a Student Success Team will convene a meeting to determine whether assessment for special education services is appropriate.

Special Education

Our school services students with disabilities in the least restrictive environment, based on an inclusion model. As a small school, we will be able to meet the unique needs of all students on a differentiated instruction path. Additionally, we weave the ELD standards throughout our program and provide additional support for EL students.

The Academy intends to function as a local education agency (LEA) and are a part of the Los Angeles County Charter Special Education Local Plan Area (SELPA) for purposes of providing special education and related services pursuant to Education Code §47641(b). In other words, the Academy will oversee all Special Education providers and services ensuring that all of its students have access to a free and appropriate public education.

English Learners

English learners will be supported during regular instruction through teacher-implemented strategies. Additional opportunities to support English learners are available during the educational intervention period (see above).

Transfer Students

Transcripts of students transferring to the Academy will be evaluated on an individual basis. Credit will be awarded for each course that is reasonably comparable to an Academy course and in which the student has earned a grade of "C" or higher.

Special Note on Language Requirements

The Academy offers courses in world languages. Most students study one language other than English for three years.

Communication of Student Support

Family Guide to Supporting Your Child

We provide a supportive academic environment in many ways, especially through growth mindsets: being optimistic about the potential for personal growth, we embrace challenges and regard failure as an opportunity to learn and improve. It is the Academy's goal to provide good communication with parents (newsletters, website, Illuminate, Facebook and Instagram). Please come in and talk with your child's teacher or any of our administration to discuss concerns. The Academy will communicate regularly through newsletters and will post relevant information on the website. Please keep contact information up-to-date to facilitate effective communication.

WEBSITE: www.academylongbeach.org

PARENT SQUARE: general communication in the form of text and/or emails

GRADES: Illuminate <http://ivalongbeach.illuminatehc.com>

FACEBOOK: www.facebook.com/AcademyLBHS

INSTAGRAM: www.instagram/AcademyLBHS

We are a digital school and communicate most frequently using this platform. If you would like to request paper copies to be mailed home, please visit the Front Office.

Empower Your Child

We do not shelter students from academic challenge, but equip them to utilize resources in order to learn. Help empower your student to follow these steps:

1st Step: Encourage your student to meet with teachers during their office hours during the school day.

- Come prepared with questions and/or assignments to work on- for extra accountability.

2nd Step: Access Resources at Home

- Google Classroom- Teachers use this to communicate changes to assignments, post pictures of class notes, provide quick feedback on assignments and posting additional resources used during class and resources for further exploration. Students will log in with their academy email address.
- Illuminate- Teachers use Illuminate use post graded assignments. Students should check this to see if they need to make up any assignment or make sure an assignment was turned in for the teachers to grade. Students login with a Student ID username academylongbeach.org/resources/illuminate-login.
- Syllabus: Big Picture Curriculum and Instruction Policies

3rd Step: Connect with Teacher

- Email teacher to practice our values of asking questions, seeking understanding, and striving for a strong sense of community marked by intentional openness and respect for others. Students can copy parents on communication.
- Request a student, parent, teacher conference: It helps to involve the students and teacher voice at the same time.

Visiting

You are welcome to visit your child's classroom at any time. Please make arrangements with the Front Office and your child's teacher. Please arrange the visit ahead of time and check in at the office before proceeding to class.

Supporting the Academy

Gifts

A gift to the the Academy Fund is the single most important gift you can give every year. The Academy Fund provides a flexible source of revenue essential to covering daily operating expenses incurred during the current school year. There is an annual need to bridge the gap between tuition and the actual cost of a student's education at the Academy.

Gifts to the the Academy Fund are used to support a variety of areas of need:

- Salary support for faculty to ensure the Academy attracts and retains the excellent teachers

- Professional Development to ensure the faculty is well-versed in emerging educational trends and tools that will instantly enhance the learning experience
- Enhancing our curriculum and supporting co-curricular programs like athletics, arts, technology, and more
- Improving and maintaining infrastructure, facilities, and equipment
- Upgrading technology

How much am I expected to give? We are an economically diverse community and recognize that only you can determine the right gift amount for you and your family. While many families can afford \$500 a year for an education worth far more, we understand some families cannot afford that amount, and many families can contribute more. We ask our families to give to the best of their ability and at a level that demonstrates the value placed on a world-class education.

Why is my participation so important? All gifts to the the Academy Fund matter. Many outside organizations, such as foundations and corporations, look at the rate of participation when making funding decisions; a high number of gifts is a sign of confidence in the school. It is also important to demonstrate that our constituency has done its part in order to convince outside donors to support the school.

Who is asked for gifts? Everyone in the school community—trustees, parents, alumni, parents of alumni, grandparents, as well as faculty and staff.

What kind of recognition do I get for giving? Your gift will be acknowledged in the Annual Report, which is distributed each fall and alphabetically lists all donors to the school. can make your gift anonymously, if you prefer, by directing the Development Office not to list your name.

When should I make my gift to the the Academy Fund? The Academy Fund begins in the fall each year. Your family will be contacted by the School and/or parent volunteers about making your annual gift. The goal is for every family to participate by December 31, by either making an outright gift or making a pledge to be paid by the end of the school's fiscal year (June 30).

Parent Volunteering

Volunteers are welcome and volunteering is encouraged. There are many ways for Academy parents/guardians and friends to be involved in supporting the School's growth with their time and talents. Whether you have one hour or ten hours to give, and whether you prefer to run projects or like to work behind the scenes, there is a place for you! Volunteer opportunities include event and hospitality support, photography for sporting events and/or performances, mailings and phone calls, language and cultural celebrations, meeting with prospective families at admissions.

To learn more about your opportunities for involvement, please contact Summer Sanders, Director of Student Services.

If you are a one-time-volunteer you are considered a guest and no special procedures need be followed in addition to signing in and wearing a visitor name tag. Regular volunteers are asked to read the volunteer handbook, submit a volunteer application, show evidence of a negative TB test, be willing to have a criminal background check and, in certain cases, receive a Live Scan fingerprinting.

Sign in

All volunteers are asked to sign in and out at the front desk when they help at the school. They will be given a visitor name tag when they sign in and will wear it for the duration of the visit.

Family Alliance

As a small, community-based school, we thrive on parent participation. We are looking for parents/guardians interested in forming our Family Alliance for the 2017-2018 school year. We are very interested in partnering with you to make key decisions about school programs.

All parents and guardians of the Academy students are members of FA and are welcome to attend all FA meetings and events.

The mission of FA is:

- To support the mission and policies of the Academy;
- To serve as an educational resource for parents by providing content and information germane to adolescent development, parenting, and education; and
- To cultivate positive relationships among the school, the staff, the parents and the students by operating in a manner that fosters connections.

FA is committed to providing opportunities to connect parents with each other and to create a sense of community among families. We hope all Academy parents will choose to be involved in a way that interests them during the time their student is enrolled at the Academy.

FA Committees

Events & Activities Committee: serves the School and the parent body, as well as prospective families, by coordinating and supporting a wide range of events and activities throughout the year.

Language, Culture & Community Committee: serves to recognize and celebrate the rich cultural diversity of the School by sponsoring special events programs and initiatives in collaboration with the School.

Volunteer Opportunities:

Participation includes but not limited to:

- Family Alliance Association Leaders
- Chaperones
- Event Helpers
- Creative Makers and Thinkers
- Parent/Guardians To Be Included On Our Hiring Panel
- Athletic Groupies for Carpooling
- Landscaping
- ...and More!

FA Meetings and Gatherings

The Academy communicates regularly with parents in a variety of ways. First and foremost, parents receive a bi-weekly e-newsletter from Director of Student Services which highlights important events and activities. Additionally, the Academy will regularly send emails to all parents on upcoming events as well as utilize “sandwich boards” in the student drop off area. Grade Level Representatives and a “phone tree” also help facilitate communications with families and the School.

There are a number of PTSA hosted events for parents every year. Please look for emails and announcements throughout the school year. All key school events can be found in the Calendar section of the Directory as well as our website.

Behavior Expectations

Academic Integrity

Cheating or plagiarism takes place when a student turns in the work of another while presenting it as his or her own. Tests in class or out of class must be the student's own work, unless students are instructed otherwise by their teacher. Copying or allowing someone to copy their work constitutes cheating and will result in a zero for the student(s) involved. A student plagiarizes when he or she submits work as his or her own that is taken from other sources without naming that source. This can occur if a student copies all or part of a paper directly from another student, a book, or internet. If it is determined a student plagiarized a piece of work, or let other students copy their work, the student will receive a zero, or no credit, for the assignment/test/project.

Students are encouraged to ask teachers ahead of time whenever they have questions regarding plagiarism. Each teacher has a cheating/plagiarism policy that is communicated to students at the start of the year. In general, after a first offense, the teacher will inform the advisor, parent, and Director and a conference will take place. If the action occurs more than once, the student(s) will be referred directly to the Director for more severe consequences.

Cell Phones

Cell phones may not be used during class for phone calls, texts, or accessing the internet. Cell phones should be kept silent and away from sight. There is no cell phone charging in the classroom, as it is a distraction to keep an eye on your phone. There may be times when an exception is made by a teacher for research or outreach. If a student is on his/her phone, the teacher will confiscate the phone until the end of class, if it is the first time. If there is a pattern of cell phone use in class, the student will be referred to the Director and may be asked to check phone in at the office in the morning.

Cell phones/electronic games cannot be used in the classroom unless the student has explicit permission from a teacher or staff member for a specified amount of time. If a teacher or staff member observes a misuse of a cell phone/electronic, the following steps will address the infraction: 1. Warning: student will have cell phone held in office until the end of the school day 2. Second infraction: email or call home about the policy and the phone will be held until a parent can pick up the cell phone 3. Email or call home, which may result in any of the following: a. loss of privilege, b. behavior contract, c. parent conference, and/or d. restorative action.

Technology (Acceptable Use Policy)

Students must sign the Acceptable Use Agreement in order to use Google Chromebooks, assigned academylbhs.org email, Illuminate, and Google Classroom. Each Chromebook is assigned to multiple students and shared between classes. If students are not able to follow teacher direction in technology use, they may lose this privilege. Digital citizenship is part of being a 21st century learner where the learning environment is extended beyond the classroom into shared technological spaces.

Rationale: We seek to develop competent Digital Citizens. These expectations are in place in order to maintain an academic and courteous environment. In order to support thinking and learning, students are expected to respectfully use technological tools at the right time and in the right place.

Using Your Chromebook:

At School:

The Chromebook is intended for use at school each and every day. In addition to teacher expectations for Chromebook use, school messages, announcements, calendars, academic handbooks, student handbooks and schedules will be accessed using the Chromebook. Students must be responsible for bringing their Chromebook to all classes, unless specifically advised not to do so by their teacher.

At Home:

All students are required to take their Chromebook home each night throughout the school year for charging. **Chromebooks must be brought to school each day in a fully charged condition. Students need to charge their Chromebooks each evening.** If students leave their Chromebook at home, they must immediately phone parents to bring the Chromebook to school. Repeat violations of this policy will result in referral to administration and possible disciplinary action.

It is recommended that students not carry the AC Adapter power cord (charger) to school. If fully charged at home, the battery will last throughout the day (9 or more hours).

Sound:

Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes. For assignments that require sound the student should obtain headphones. The Academy does not currently provide headphones.

Printing:

At School: Printing functionality will be available on a limited basis at school and subject to classroom requirements. Teachers are encouraged to accept assignments electronically through Google Drive.

At Home: The Chromebook will not support a physical printer connection. Instead, users may print to their home printers using the Google Cloud Print service. A wireless home network is required for this. <http://www.google.com/cloudprint/learn/>

Managing Your Files and Saving Your Work:

Students will create and save documents in Google Drive. **Google Drive** is a cloud storage service that allows students to store their documents, photos, videos, and more online in one place. From **Drive**, students can also access **Google Docs**, where they can create, share, and collaborate on documents, spreadsheets, presentations, and more from anywhere while online. You can learn more about Google Drive at this address: <http://goo.gl/7uM7SX>

Documents created in Google Drive are automatically stored online and on the Chromebook itself, making the document available when Internet access is not available.

Personalizing the Chromebook:

Chromebooks must remain free of any decorative writing, drawing, stickers, paint, tape, or labels that are not the property of the Academy. Spot checks for compliance will be done by administration or an operations officer at any time.

Students may add appropriate music, photos, and videos to their Chromebook. Personalized media are subject to inspection and must follow the Academy acceptable use policy.

Protecting & Storing Your Chromebook:

Chromebook Identification:

Chromebooks will be labeled in the manner specified by the school. Chromebooks can be identified in the following ways:

- Record of serial number and Academy asset tag
- Individual's Google Account username
- GoGuardian security protocols
- Chromebooks are GPS protected and can be located and locked by the Academy

Under no circumstances are students to modify, remove, or destroy identification labels.

Storing Your Chromebook:

When students are not monitoring their Chromebook, they should be **stored in secured cabinets**. Nothing should be placed on top of the Chromebook, when stored in the locker. Students need to take their Chromebook home with them every night. The Chromebook is not to be stored in their lockers or anywhere else at school outside of school hours. The Chromebook should be charged fully each night at the student's home. Chromebooks should never be stored in a vehicle.

Storing Chromebooks at Extracurricular Events:

Students are responsible for securely storing their Chromebook during extra-curricular events.

Chromebooks Left in Unsupervised / Unsecured Areas:

Under no circumstance should a Chromebook be stored in unsupervised areas. Unsupervised areas include the school grounds and campus, the cafeteria, unlocked classrooms, library, locker rooms, dressing rooms, hallways, bathrooms, extra-curricular bus, in a car, or any other entity that is not securely locked or in which there is not supervision.

Unsupervised Chromebooks will be confiscated by staff and taken to a Director or Operations Officer. Disciplinary action will be taken for leaving a Chromebook in an unsupervised location.

Repairing or Replacing Your Chromebook:

Chromebooks Undergoing Repair:

- If repair is needed due to malicious damage, the school may refuse to provide a loaner Chromebook.
- Repaired Chromebooks will end up with the original factory image as first received. It is important that students keep their school data synced to cloud drives so documents and class projects will not be lost. Personal information that cannot be replaced should be kept at home on an external storage device.
- *Parents will be charged for Chromebook damage that is a result of **misuse** or **abusive** handling. Parents will be billed for subsequent parts and labor.*

Lost or Intentionally Damaged Device and Accessories:

A Chromebook or any of its accessories that are lost (whereabouts unknown) or damaged is the responsibility of the student and parent involved in the loss of property. The user will not be given another device or accessory to use until the replacement cost of the lost/damaged device or accessory is paid to the school.

- Replacement of the Chromebook - **50% of the cost of the Chromebook,**
- AC Adapter & power cord - **\$30**

Chromebook Technical Support. Services provided by the Operations Officer include:

- Password Identification
- User account support
- Coordination of warranty repair
- Distribution of loaner Chromebooks
- Hardware maintenance and repair
- Operating System or software configuration support
- Restoring Chromebook to factory default
- System software updates

Note: The Operations Officer is not always available during school hours for services..

Electronics

The Academy discourages the use of electronics on campus in order for students to stay focused on their academics and making connections with other Academy students. The use of cell phones and Music Players (iPods) is not permitted during class. If a student has electronic equipment, it must be turned off during classes. Headphones should not be visible, and not in ears at any times. Students may use electronic equipment before school, after school or during lunch. During passing period, students can check their phones and make important quick, respectful phone calls. Music cannot be played on speakers in the hallways or outside at any time. The Academy reserves the right to confiscate any electronic device on campus that is being used during classes or during inappropriate usage.

Headphones

Headphones are not permitted in the classroom. Research has shown that music with heavy lyrics is distracting while reading and learning. Students should not have headphones visible, whether they are large headphones or earbuds. Headphones can be used in the hallway between classes and before/after school and at lunch. Make sure that your headphones are kept somewhere safe. It is not the responsibility of the Academy if headphones or personal electronic equipment is lost or stolen. Headphones may be used as a tool in the classroom when it is teacher directed.

Drugs and Alcohol

The possession, use or selling of alcohol or drugs before and/or during the school day or at any school-related activities, events or trips is prohibited. Students may not attend school, school-sponsored functions, or be on the Academy High School campus while in the possession and /or under the influence of drugs or alcohol.

Any student in violation of the Academy Substance Abuse Policy immediately jeopardizes his or her position in the school community. Students will receive consequences and support for their actions, which may include BIP, suspension and referral to drug counseling, depending on the situation. The sale or distribution of illegal drugs or alcohol will result in immediate expulsion.

Marijuana

It is illegal. It is not part of an academic space. You may not attend class under the influence of marijuana or smelling like marijuana. We will confiscate it and call your families if we find it. We have the right to search you if we suspect that you have marijuana on your person or in your belongings. We do not want to intrude on your space or your privacy, so we expect that our campus will be honored as a safe, straight and sober space.

Smoking (Tobacco, Marijuana, Vape)

See also, Marijuana

Smoking and/or the possession of any tobacco or vape-related products by anyone on campus, in close proximity to the Academy, (surrounding sidewalk) or at school-related activities are forbidden. Students in possession of/or suspected of using tobacco/vape products will be referred to the Director and/or Counselor.

Theft (Protecting your property)

Respect for ourselves and others grows on a campus where honesty underlies all our actions. Theft is a violation of school policy that destroys trust in our school community. Theft includes borrowing something without the owner's consent or keeping things that one finds around the school. It is also a violation of another student's property to go through his/her possessions or locker without permission. The Academy is not responsible for items lost or stolen from classrooms, lockers or elsewhere on campus. It is recommended that students refrain from leaving their cell phones, backpacks and books around campus where they can be picked up by others. Additionally, valuables should never be kept in an unattended backpack.

Vandalism

Vandalism includes the deliberate destruction or defacement of property both in the school or neighborhood and is a violation of our school policy. This includes tagging and writing on the walls. Students should expect to pay for any damage they cause. Students are not to loiter about the street or sit on the neighbor's steps.

Weapons

Students are not allowed to sell, possess, or transmit any dangerous object that could reasonably be considered a weapon while on the school grounds or at any school-sponsored event. Students who are in violation of this rule are subject to immediate expulsion from the Academy and the notification of local law enforcement agencies.

Cutting Class, Leaving Campus, or Going Out of School Boundaries

Students are expected to be in class during the designated times for the safety of the student, and to achieve an optimal learning environment. Our school occupies only a portion of the building;

therefore, it is important for students remain within the authorized boundaries of the Academy school.

Food and Drink

Students are not permitted to eat or drink in class, as it is a distraction and can create a mess or interfere with school technology, labs, and materials. We ask that students pick up after themselves to keep our school clean. Students are permitted to eat before school, during nutrition breaks, lunch, and after school. If students need a drink of water while they are in class, they are able to ask the teacher for permission, get a hall pass, and get a drink from the water fountain.

Vending machines are available on campus. They are only to be used before school, during nutrition breaks, at lunch, or after school.

Garbage

Pick up after yourself in the classroom, hallway, cafeteria and outdoors. If you do not clean up after yourself, you will be expected to clean up garbage on the yard to contribute positively to the environment.

Passes

You are expected to use a classroom pass when leaving the class during class time. If you have not been given permission to leave the room, you will be referred to a Director.

Discipline Policies

Introduction

The Academy uses a progressive discipline process and restorative practices to guide students to make better choices at school. Disciplined behavior on the part of students, staff, and volunteers ensures a safe, supportive, and positive environment in which our school community can flourish. At the Academy, we allow all feelings, but not all behaviors. Therefore, in order to maintain a disciplined environment, aimed at preparing our students for college and career, it is essential to clearly communicate and consistently enforce community standards. At the Academy, we want to be thoughtful and careful as we develop school and classroom rules/ expectations and be fair-minded and humble in our enforcement of those rules and expectations.

In addition, we see school and classroom discipline as an important opportunity to encourage intellectual autonomy, attentiveness, courage, and humility in our students as they learn to think for themselves, be attentive to the situations they are navigating, stand up for what they believe to be right, as well as admit when they are in the wrong. We believe that if all parents, teachers, and administrators at the Academy enforce community standards/rules in a consistent manner, then we will have a safer and more productive learning environment for students to achieve excellence and personal growth.

The Academy's Respect Principles applies to all spaces on campus, including the hallway, yard & classroom. All teachers, administrators, and other designated persons shall assume responsibility for implementation of the rules in areas such as in the classroom, at lunch, on school grounds, and on field trips. Such implementation will be supported by regular checks for understanding for individual students and groups. When a student is behaving inappropriately, a graduated approach to discipline may include one or more of the following interventions.

- **A verbal reminder or redirection to the student;**

Rational: when students are not meeting school-wide expectations either for the classroom or outside the classroom, their behavior is affecting the school in a negative way, and this behavior needs to be addressed. Often the student may simply need a reminder or redirection to change his behavior.

- **A reflective conversation with the student about the behavior;**

Rationale: at this stage, a student may need a more intentional/extended conversation about her behavior to reflect on what she is doing, why what she is doing is not meeting school-wide expectations, and some possible strategies for changing her behavior.

- **Contact with parent/guardian(s) to discuss the behavior;**

Rationale: in an effort to ensure that the parent is informed and involved in their child's education, as a staff we want to keep parents informed of behavior challenges at the school. It should be noted here that behavior challenges are by no means the only communication between the school staff and the parent. Parents are contacted frequently about their child's academic performance, successes in the classroom, and general school-wide announcements.

- **A student reflection form is completed and the parent is notified;**

Rationale: writing can be an important part of the reflection process. It is important for students to take time to pause and personally reflect on their own behavior and how it is affecting others at the school.

- **Student Support Teams are created at the school site that includes a team to help support the student and discuss way to motivate or encourage the student to make more positive choices. At times, some interventions may also involve a consequence.**

Rationale: this calls for a more structured and strategic plan to support the student. Behavioral contracts are equitable, flexible and will vary based on the students' staff members' and parent/guardian decisions.

- **Referral to the Administration if there's no change in the student's behavior. A student will be immediately referred to the Administration for serious infractions.**

Rationale: The school administrative team at this point will determine the best strategy for supporting the student so that both students and teachers can focus on learning. When a teacher refers a student to the principal the teacher will designate whether they should reflect and return to class or complete the learning in the office.

- **A conference with any of the following combinations of people will be held: student, parent, teacher/s, administrator, advisor.**

Rationale: the idea behind this step is that there is a growing response from the school community that comes in to support the student with his behavior challenges. There are numerous people in a child's life who offer support and encouragement. This of course includes the child's parents/guardians and other family members, but it can also include the child's teachers, advisor, administrator, and other school staff.

The Administration may:

- (a) hold an individual conference with the student about the incident;
- (b) hold a conference with the parents;
- (c) assign the student to a remediation plan;
- (d) initiate suspension or expulsion procedures

In each stage of this disciplinary process, teachers and administrators will utilize restorative practices, providing the student with opportunities to explain his/her version of the incident. The student will be encouraged to reflect on and discuss the thought process that led to the incident from their perspective and from the perspective of the other(s) involved.

We believe in a transparent approach to discipline. Suspension includes out of school and in-house suspension depending on circumstance. Suspensions and expulsions are deemed from the CA Ed Code.

Interventions

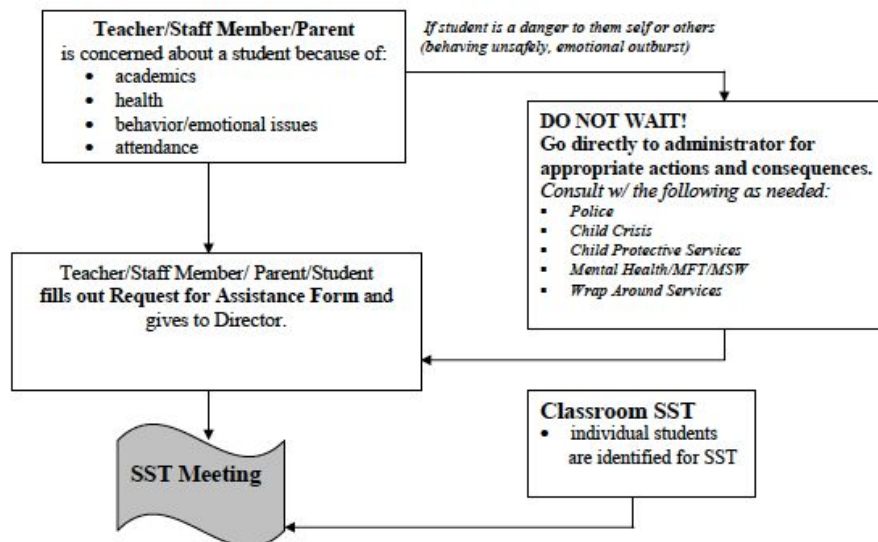
Student Success Team Meetings (SSTs)

Student Support Structures

The Intellectual Virtues Academy utilizes two student support structures to maximize student success across all grade levels, 9 – 12:

1. The Academy provides a 'learning support' umbrella team that brings together all support service providers at our school site to develop and monitor programs and resources that enhance prevention and intervention efforts contributing to student success. The Academy focuses on referred students, and coordinates respective programs and services to promote their academic success. In addition, school-wide issues are identified and addressed. Ideally, SST referrals are processed and prioritized by the support team at school sites.
2. The **Student Success Team (SST)** is a problem solving and coordinating structure that assists students, families and teachers to seek positive solutions for maximizing student potential. The SST focuses in-depth on one student at a time, and invites the parent and student to participate in finding solutions. Additionally, the Classroom SST provides a structure to review the academic, behavioral and health status of each student in a particular classroom. This process informs individual actions for students, including referral to the formal SST process, and class-wide actions to address issues such as use of class resources, behavior management, classroom modifications, and health education.

Student Success Team (SST) Flow Chart



Making it Right

Making it Right is a means for students to reflect on their behavior choices. Where trust has been broken with the community, students are provided with an opportunity to “Make it Right”. While we do not like to prevent students from missing class time, there may be times when a consequence is needed to mark the severity of the action.

Students are supported in answering and reflecting on the following questions:

1. Why are you here?
2. How do you feel about being here?
3. What would the opposing point of view say?
4. Where can you find a balance between the 2 points of view?
5. Why did you choose this behavior ?
6. Discussion.
7. Research:
 - a. Identify your behavior.
 - b. Why do you need to do that behavior or choose that behavior according to professionals? Make sure the source is reliable
 - c. Do you agree with the research answer? Can you identify with it?
 - d. What issues can my behavior raise according to professionals?
 - e. How does this affect my character and my habits in the future?
 - f. How can I correct my behavior? What can I do to make it right?
8. What did you take away from today? Reflect on your actions and what you learned from your research?
9. What are you going to do differently from now on?

Suspension

The Academy works to limit out of school suspensions because we believe that students learn more and are safer on campus. We work to use restorative practices whenever possible. However, Ed.Code dictates the circumstances where suspensions need to be applied. A family meeting will be held following a suspension and the student will be put on a BIP.

No student shall be suspended from school unless the Director or designee of the school in which the student is enrolled determines that the student has violated one or more of the following provisions of California Education Code 48900, 48900.2, 48900.3, 48900.4, and 48900.7:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Director or the designee of the Director.
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stolen or attempted to steal school property or private property.
8. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, vape, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff and chew packets.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault or sexual battery.
15. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school district disciplinary proceeding for the purpose of either preventing that pupil from being a witness or remitting

against that pupil for being a witness or both.

16. Committed sexual harassment. (Education Code 48900.2)
17. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Education Code 48900.3)
18. Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment. (Education Code 48900.4)
19. Made terroristic threats against school officials or school property or both. (Education Code 48900.7)

Expulsion

We are aware of the role of school discipline in the school-to-prison pipeline, therefore we do not expel many students. However, there are some cases when a student will have an expulsion hearing, including but not limited to, possession of a weapon or drug distribution or multiple suspensions. A family is given 10 days' notice of an expulsion hearing, which is held on-site. There is a panel of teachers who hear the reasons for the hearing. The administration can recommend the following options: expulsion, suspended expulsion or disenrollment. The panel votes on the recommendation.

General School Policy

Non-Discrimination Policy

The Academy admits students of any race, color, religion, gender, sexual orientation, ancestry, or national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, disability, color, religion, gender, sexual orientation, ancestry, or national and ethnic origin in administration of its educational policies, admissions policies, financial aid programs, or athletic and other school-administered programs.

Sexual Harassment Policy

Sexual harassment is illegal and is not tolerated at the Academy. In the case of students, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other

verbal or physical conduct of a sexual nature, which contributes to an intimidating or hostile learning environment. Furthermore, any harassment that is based on gender, sex stereotyping, or sexual orientation is also prohibited at the Academy. The sexual harassment policy covers incidents between any members of the School community, including faculty, staff, coaches, or other students of either the same sex or the opposite sex. (Sexual harassment of employees is discussed in the employee personnel handbook, which includes the full text of the Academy's policy.)

Any student or adult at the Academy may report suspected harassment to the Director or the Director of Student Services. However, **all** school administrators are responsible for taking action to prevent sexual harassment, to report suspected incidents, and to support corrective measures.

The Academy will provide a prompt and effective response to any harassment report, investigating the claim, working to resolve the facts, and taking appropriate action, which may include training, counseling, or discipline.

The Academy prohibits retaliation of any sort against a person who reports or is involved in reporting a sexual harassment claim. Because sexual harassment frequently involves interactions which are not witnessed by others, reports cannot always be substantiated by evidence. As long as the report is made in good faith, individuals should not be discouraged from reporting harassment because of lack of proof. However, the intentional and malicious report of a false claim of harassment may be subject to discipline under the school's policies concerning integrity.

Bullying and Harassment

The Academy provides an environment where all members of the community are treated with dignity and respect. Harassment occurs when an individual is subjected to treatment that is hostile, offensive, or intimidating because of an individual's race, color, creed, class, sex, national origin, sexual orientation, physical characteristics or disabilities. Bullying and harassment includes, but is not limited to, fighting, physical intimidation, verbal or written threats, racial slurs or behavior of a racist or prejudiced nature.

Bullying and Harassment Policy

The Academy is committed to providing a safe working and learning environment; will not tolerate bullying or any behavior that infringes on the safety or well-being of students, employees, or any other persons within the Academy's jurisdiction; and will not tolerate retaliation in any form when bullying has been reported. School policy requires all personnel to promote among students and staff mutual respect, tolerance, and acceptance. "All students and staff have the inalienable right to attend a campus which is safe, secure and peaceful:" [Article 1, Section 28(c) of the California State Constitution]

Bullying is defined as aggressive behavior that involves an imbalance of real or perceived physical or psychological power among those involved. Typically, the behavior is repeated over time and includes the use of hurtful words and/or acts. Bullying behaviors may include, but are not necessarily limited to, the following:

Verbal: Hurtful name-calling, teasing, gossiping, making threats, making rude noises, or spreading hurtful rumors.

Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.

Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, biting, spitting, or destroying property.

Relationship: (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.

Cyberbullying: Sending insulting or threatening messages by phone, e-mail, web sites or any other electronic or written communication.

Administrators and staff are responsible for creating an environment where the school community understands that bullying is inappropriate and will not be tolerated. Students also take responsibility for helping to create a safe environment: Do not engage in or contribute to bullying behaviors, actions, or words. Treat everyone with respect. Be sensitive as to how others might perceive your actions or words. Report bullying behavior to a trusted adult. Never engage in retaliatory behavior or ask for, encourage, or consent to anyone's taking retaliatory actions on your behalf.

For assistance with issues related to bullying, contact Summer Sanders, Director of Student Services or any trusted faculty member.

Student Honor Code

The Academy commits itself to pursuing excellence with honor. All members of the school community: faculty, staff, students and parents, are responsible for maintaining this standard. As a student of our community, you are expected to demonstrate integrity and be proud of your own accomplishments. Academy students will take an active role in developing the honor code and violations against it.

Mandatory Reporting

According to Section 11165.7 of the California State Penal Code (the Child Abuse and Neglect Reporting Act) teachers and administrators employed by The Academy School are identified as “mandated reporters.” Under this statute, any case of suspected child abuse or neglect must be reported by a The Academy employee to the appropriate public agency. In cases involving the threat of immediate harm, such reports will be made to the local police. In non-emergency cases, reports will be made to the Child Protection Hotline maintained by the Los Angeles County Department of Children and Family Services and to other agencies, including the police, as the Department of Children and Family Services directs. Careful deliberation will be taken prior to the decision to file a report, but parents must understand that the failure on the part of school personnel to comply with this statute represents a criminal offense.

Conflict Resolution

It is the intent of the Academy to integrate conflict resolution skills into the curriculum. In accordance therewith, students who have complaints against other students are encouraged to first address the issue with the person directly using the learned conflict resolution skills without the intervention of a school employee. If, however, the student does not feel comfortable with this approach or the complaint involves sexual harassment or discrimination, the student may notify a teacher or other school staff member. The teacher or staff member will notify a faculty member of the complaint if it cannot be resolved immediately at that level and will notify the student’s parent/guardian of the complaint. See attached Complaint Form for those who would like to register a complaint with the Academy.

General Complaint Procedures

Complaints by students against students

This section of the policy is for use when a student raises a complaint or concern about another student.

If reasonably possible, complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the other student with the help of a teacher. Most complaints will be resolved at this stage/level.

If a resolution cannot be achieved between the student with the help of a teacher:

1. The students will be asked to write down the facts and circumstances of the dispute or concern

on the Complaint Form (available in the office or in the back of the student handbook); and

2. The teacher will inform the Director of the situation. The Director will then take action as appropriate for the situation.

Complaints by students or parents against a staff member

This section of the policy is for use when a student or parent raises a complaint or concern about a teacher or a staff member.

If reasonably possible, complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the teacher or staff member. If necessary, another member of the staff may be asked to help facilitate the discussion. Most complaints will be resolved at this stage/level.

If no resolution has been achieved between the student or parent and teacher or staff member:

- The complainant will be asked to write down the facts and circumstances of the dispute or concern on the Complaint Form (available in the office or in the back of the student handbook); and
- The parties will inform the Director of the situation. The Director will then take action as appropriate for the situation.
- If the complaint is about the Director, the complainant should attempt to discuss/resolve the concern with the Director.
- If no resolution has been achieved between the complainant and the Director

1. The complainant will be asked to write down the facts and circumstances of the dispute or concern on the Complaint Form (available in the office or in the back of the student handbook); and

2. The parties will inform the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board.

General Requirements:

1. Confidentiality: All complainants will be notified that information obtained from the

complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The Board (if a complaint is about the Principal) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____ Date: _____

PARENT-SCHOOL-STUDENT COMPACT

This Parent-School-Student Compact is adopted by the Intellectual Virtues Academy (hereinafter “Academy” or “School”) and is intended to outline how parents, the entire Academy staff, and students will share the responsibility for improved student academic achievement. It outlines the means by which the School, parents, and students will build and develop a partnership to help children achieve Academy’s and the State’s high standards. To this end, the School, the parent, and the student roles are outlined as follows:

I. School Responsibilities

The Academy will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children participating in Title I, Part A programs to meet the State’s student academic achievement standards by:

1. Striving to address the individual needs of each student;
2. Communicating with parents regarding student progress;
3. Providing a welcoming, safe, positive, and healthy environment for students and families;
4. Respecting each student and their right to learn;
5. Creating a school culture and implementing teaching practices designed to nurture growth in Academy’s nine master virtues;
6. Sending frequent reports to parents on their child’s progress;
7. Holding parent-teacher conferences during which this Compact will be discussed as it relates to the individual student’s achievement;
8. Granting parents reasonable access to staff;
9. Providing parents with opportunities to volunteer and participate in their child’s class by attending field trips, posting help that is needed by the teacher and as arranged by the teacher and parent;
10. Providing parents with the ability to observe classroom activities. Parents who wish to observe classroom activities are asked to arrange the day and time in advance with the teacher or the Principal. Parents remaining at the school during the school day, or any portion thereof, are to sign in at the front desk.

II. Parent Responsibilities

Parents will be responsible for supporting their child’s learning by:

1. Reviewing all school communication (e.g. checking their email and their child's backpack daily);

2. Attending school activities whenever possible (e.g. Back to School Night, Open House, and Parent/Teacher Conferences);
3. Encouraging their child to read daily (which is best done by modeling the habit of daily reading);
4. Providing a quiet place to study and encourage good study habits;
5. Ensuring that their child gets to school on time each day, has adequate sleep, and has a healthy diet;
6. Supporting school policies on dress, homework, discipline, and attendance;
7. Supporting the Academy's educational mission by learning more about intellectual virtues and regularly discussing their relevance with their child; and
8. Trying to model curious and careful thinking at home.

III. Student Responsibilities

As a student I will:

1. Arrive to class prepared and on time each day;
2. Return completed homework on time;
3. Follow school and classroom rules and be responsible for my own behavior;
4. Be respectful to all students and adults on campus;
5. Discuss with my parents what I am learning in school;
6. Limit my TV watching and other "screen time" so I can read more;
7. Be open to wondering and being curious;
8. Get to know my own intellectual character strengths and weaknesses;
9. Engage the subject matter thoughtfully and actively (not passively); and
10. Approach learning with a courageous and tenacious attitude.

Agreement

This Compact is agreed to by _____(name of parent).

Signature of Parent

Date

This Compact is agreed to by _____(name of student).

Signature of Student

Date