

INTELLECTUAL VIRTUES ACADEMY

2024-2025 Student and Parent Handbook

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IVA Office Hours
8:00 a.m. to 4:00 p.m.
All School Days

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A Message from the Principal

Hello 2024-2025 IVA families:

IVA is a school whose compelling mission is deeply personal for teachers, staff, and students. We spend these middle school years together, thinking and learning well. Learning well requires us to care and engage deeply, consider other opinions, and be brave in our understanding. These qualities of good thinking and engagement are clearly outlined in IVA's 9 Master Virtues. When we get to learn together with regular and well supported opportunities to practice good thinking like curiosity, intellectual humility, open-mindedness, and intellectual courage, then we can grow in our intellectual virtues and in this way grow in our intellectual character. Learning well at school helps us to learn the patterns of living well outside of school. We nurture a culture where the adults care about their character growth, where safety, belonging, and intellectual risk taking is protected in our classes, and students are invited into deep inquiry. What is especially distinct about IVA is that our adults value intellectual humility and this models a posture of care, understanding, and curiosity for our students.

When I walk into our classes I imagine being a student at IVA. Our learning is actively engaging and invites students to wonder, ponder and consider together with big, meaningful, and compelling human questions. IVA students receive a high academic challenge because we know there is no other way to grow in their thinking but through that challenge. We support students through high support with shared instructional practices such as thinking routines, office hours in the schedule, and positive interactions with teachers. Our culture of thinking and care begins in class learning and extends to the hallways, the blacktop, to dances, the many clubs students form, to athletics, and to fun and play. Our students come to learn quite quickly in classes and also in our weekly Advisory that we value exactly who each student is, what they wonder, how they learn and how they want to grow in their thinking. After these years as a school, our mission of meaningful growth in intellectual character virtues is as authentic and meaningful as it was in the first year.

IVA is a school whose values of open-mindedness and respect for the community is grounded in trauma-informed and inclusive practices. We are a diverse community and care about growing our critical consciousness in our commitment to equity. We want to courageously engage with one another across differences and value those differences as an opportunity for growth and learning. Our shared intellectual virtue language helps us to know our minds, to set personal goals for growth, and to aim together at transformational education. In Advisory, students get to check in with a small group once a week with an adult that cares about how their minds work. Advisory aims to grow students' curiosity - we want students to be more curious and to know how to engage with the world around them as a result of middle school. I cannot say enough about how the mission of our school brings every adult together and on the same page to care about meaningful growth.

We know middle-schoolers navigate a time of life where intellectual, emotional, mental, and social change and growth. We believe our approach to teaching and learning will have a positive impact on students that is intellectual and personal. This is true for our own lives - it is true in my 11 years as principal here. We are honored to be a part of students' intellectual lives and walk alongside our families in these valuable and formative years. We are so glad you are with us in these years.

To live and learn well,

Jacque Bryant, IVA Founding Principal

ABOUT IVA

WELCOME TO IVA!

You are joining IVA founders, directors, administrators, teachers, and staff in a school that honors what is at the heart of a good education: a deep passion for thinking and learning. Our school community does this by fostering meaningful growth in intellectual virtues. We invite you to read about the procedures and policies that are in place to support our mission and vision.

IVA has been opened since 2013 having served some 800 families in Long Beach and promoted nine classes of students into high school and beyond. Our small, Long Beach, charter school educates 234 middle school students each year in Grades 6, 7, and 8. We extend our warmest welcome to you and your family.

MISSION, VISION, & VALUES

IVA's MISSION is to foster meaningful growth in intellectual character virtues in a thoughtful, challenging, and supportive academic environment.

IVA's VISION is to equip students to engage the world with curiosity and thoughtfulness, to know themselves, and to live well.

IVA's VALUES

- Sense of purpose: we deliberately align all of our thinking and decision-making with the mission, vision, and values of the school.
- Culture of thinking: we ask questions, seek understanding, and practice the habits of good thinking.
- Self-knowledge: believing in the importance of self-knowledge, we practice ongoing self-reflection and self-awareness.
- 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
- Growth mindset: being optimistic about the potential for personal growth, we embrace challenges and regard failure as an opportunity to learn and improve.

IVA MOTTO: Equipping every student to learn and live well.

IVA LOGO & MASCOT

Our school's unique logo was developed through many hours of work and research. What do you see in the logo? Many see a reflection of the letters I-V-A. Moreover, the logo is a puzzle. Do you see that the lines in the middle of the symbols are all the same length? In the spring of 2014, the founding class of 6th graders went on a mascot hunt and met the IVA mascot, a FOX! A process of student nominations and committee meetings guided its selection.

IVA's 9 MASTER VIRTUES

Intellectual virtues are the personal qualities of a good thinker or learner. At IVA, we focus on promoting and fostering nine master virtues: curiosity, intellectual humility, intellectual autonomy, attentiveness, intellectual carefulness, intellectual thoroughness, open-mindedness, intellectual courage, and intellectual tenacity.

These virtues fall into three categories, corresponding to three stages or dimensions of learning:

Getting Started - beginning the learning process and getting it headed in the right direction:

1. Curiosity: a disposition to wonder, ponder, and ask why; involves a thirst for understanding and a desire to explore. Slogan: Ask questions!
2. 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!
3. Intellectual autonomy: a capacity for active, self-directed thinking. An ability to think and reason for oneself. Slogan: Think for yourself!

Executing Well - making the learning process go well:

4. Attentiveness: a readiness to be "personally present" in the learning process. Keeps distractions at bay. Strives to be mindful and engaged. Slogan: Look and listen!
5. Intellectual carefulness: a disposition to notice and avoid intellectual pitfalls and mistakes. Strives for accuracy. Slogan: Avoid errors!
6. Intellectual thoroughness: a disposition to seek and provide explanations. Unsatisfied with mere appearances or easy answers. Slogan: Go deep!

Handling Challenges - overcoming obstacles and challenges to productive learning:

7. Open-mindedness: an ability to think outside the box. Gives a fair and honest hearing to competing perspectives. Slogan: Think outside the box!
8. Intellectual courage: a readiness to persist in thinking or communicating in the face of fear, including fear of embarrassment or failure. Slogan: Take risks!
9. Intellectual tenacity: a willingness to embrace intellectual challenge and struggle. Keeps its "eyes on the prize" and doesn't give up. Slogan: Embrace struggle!

MEET THE IVA STAFF

Administrative & Support Staff

Jacquie Bryant, principal
Richard Williams, director of programs & operations
Rachel Gordon, dean of students and art teacher
Paige Reinstein, counselor
Julia Cheybun, office supervisor
Nurasyikin Abdul-Jalil, office assistant
Linda Ekblad, accounting assistant
Liz Gillies, nutritional services coordinator
Monica Rodgers, behavior support
Dylan Frazier, behavior support
Nathalie Sickles, instructional aide

Teaching Faculty

Lindsey Baur, math
Michele Bolanos, science
Martha Esquivias, social science
Sherry Eutsey, physical education
Ian McCurry, literature & composition
Cari Noble, math
Linh Phan, science
Alyssa Pritchett, literature & composition
Alex Rosas, social science
Tiffany Salazar, physical education and behavior support
Gaby Schmidt, math
Rachel Stanley, physical education

ABOUT CHARTER SCHOOLS

Charter schools are free, independently operated, non-sectarian, non-profit, open enrollment schools. IVA operates as a charter school authorized by the Long Beach Unified School District and the State of California Department of Education. IVA's current charter term is July 1, 2023 through June 30, 2030.

CHARTER SCHOOLS, GOVERNANCE, AND PUBLIC FUNDING

As a public and independent charter school, IVA operates a balanced budget monitored by our board of directors at monthly board meetings and reviewed by our authorizer. The school's budget utilizes funds received directly from the State and Federal Government based on student average daily attendance (ADA).

IVA is authorized by LBUSD but does not receive direct financial or programmatic support from the district. The exception is for special education services, for which IVA annually pays its portion. In California, district schools are considered government agencies and therefore benefit from free rent at government school facilities as well as access to funds raised through local ballot measures such as the recently approved Measure Q in Long Beach. What this means is that IVA must rely on the generous contributions of families and the community to raise \$60,000 annually. Keep an eye out for our Annual Family Fund. Your support is vital to our mission.

BOARD OF DIRECTORS

As an independent charter school, IVA is governed by a non-profit board of directors. With sporadic exceptions, board meetings are held at 7:00 p.m. on the first Wednesday of the month. Board meetings occur in person and alternate locations between our middle school campus, and our sister high school campus (1637 Long Beach Blvd.). See our website for details on public comment at board meetings and also for an up-to-date calendar of meetings.

JOHN TEMPLETON FOUNDATION & INNOVATIVE INTELLECTUAL CHARACTER EDUCATION

IVA's successful opening in 2013 was a function of a more than \$1 million grant from the John Templeton Foundation. More than \$600,000 of the grant directly supported IVA. An additional \$400,000 sponsored a series of events for scholars and teachers at Loyola Marymount University. Further explanation of the benefit to IVA of this grant is outlined on our website.

IVA continues to be closely connected to cutting-edge educational research on intellectual character education. Co-founder Dr. Jason Baehr is director of the Intellectual Virtues and Education Project at Loyola Marymount University, Los Angeles. Our middle school is endlessly supported by Dr. Baehr, who we call our resident philosopher, and our other board members and founders for their ongoing guidance. IVA's curriculum and teaching model make significant use of Harvard's Project Zero research, especially the work of Ron Ritchhart and his colleagues. Since its opening, IVA has received attention both nationally and internationally as a school implementing a successful intellectual character program. Visit our Resource Library page of the website for a collection of articles, books, video, and websites that contain more information about IVA's innovative educational model.

ADMISSION

IVA is a public, open-enrollment, non-sectarian school. Admission to IVA is open to any student wishing to attend the school, subject to capacity. IVA has established a recruiting and admissions cycle, which includes 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 random lottery. Currently 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). Furthermore, incoming students who currently have a

sibling at IVA receive priority admission during the lottery process. To review IVA's complete admission and enrollment policies please refer to our Charter Petition, which is accessible on our website.

*****It is very important that you attend school on the first day, August 27th.*****

Because we have a waitlist of students hoping to attend IVA, attendance on the first day of school is required to hold your spot at IVA. Failure to come to school on the first day will result in your spot being given to a student on the waitlist.

CURRICULUM, ACADEMIC, AND ATTENDANCE POLICIES

IVA Teacher Instructional Policies

IVA teachers collaborate to think through and agree on common grading and student interaction processes each year and throughout the year. 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 as we are open to considering approaches and continual learning.

Curriculum and Instruction

The foundation of IVA's curriculum and instruction is explained in our charter petition, which is available in the IVA office or on the website. In brief, IVA'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 to help students grow their intellectual character. Textbooks and instructional materials are aligned with state standards and are selected to align with the mission of the school. Curriculum decisions are made in partnership with IVA's Board of Directors and approved by the principal.

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

IVA Teachers use common instructional practices. We aim to create a Culture of Thinking that is consistent across all classes. All teachers utilize instructional strategies, like thinking routines, to provide opportunities for students (and teachers!) thinking visible, with differentiation (i.e., different levels for different types of students), and ongoing assessment of student learning and understanding. Teachers are encouraged to exercise autonomy in planning instruction and using instructional strategies.

Principles in IVA Curriculum & Instruction

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 dig deeper into topics and questions as well as bring up their own questions and clarifications. When we are engaging the content thoughtfully, we experience more questions and more curiosity at the end of our units than at the beginning. The heterogeneous and collaborative nature of our classrooms ask students to care about the learning of others in the room as well as their own. We foster a safe environment where all voices are valued by being seen, heard, and understood.

End of Unit Performance Tasks receive greater weight in a students' overall grade

Performance Tasks are the culminating projects that each of our classes experience at the end of each unit learning. Performance Tasks may look different depending on the subject and content. Teachers review the rubrics and grading expectations with students in class before assignments are due. Our teachers use Performance Tasks as helpful points of reference against which ongoing learning can be assessed compared to a standard.

Contacting Teachers

Our teachers strive to be warm and inviting and believe that students should learn to practice advocating for themselves. These are transition years where we want to push our students to learn and practice communicating with teachers gradually lessening parent intervention. Students are encouraged to contact teachers with questions and concerns, as well as take advantage of support systems like Office Hours. In the event that there is a concern or question, you can follow the "apprenticeship model" by first having your student

talk to the teacher directly or by email. If concerns are not resolved we then welcome parents to contact the teacher via email. Teachers will try to respond within 48-72 hours during school days. If your concerns are still not resolved, we can set up a meeting with the administration, teacher, and student as appropriate.

Rationale: We want to help our students learn how to practice their intellectual courage and autonomy. One way to engage in this practice is to persist in communicating with teachers in the face of any fear or shyness. O

IVA Grading Policies

Background & Approach

Grading is one form of feedback that is used to communicate students' understanding of the content. In LBUSD, the 6th and 7th grade letter grades in core classes is one determiner of which high school programs they can apply to.

Our goal is for students to think and learn. Teachers at IVA use assessments primarily to understand the learner, provide feedback, and provide students opportunities to think. IVA teachers strive to assign meaningful and rigorous assignments and to be thoughtful about the assignments we give as opportunities to think and assess learning. 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 a thinker someone is. We encourage our students to see struggle and challenge with a growth mindset -- in which they believe they have not learned it, yet -- and our grading rubrics are crucial to this approach. We also encourage students to live within the daily expectations of deadlines, so that they may practice the virtues of an attentive, intellectually careful, and intellectually thorough student. We are here to support students when they struggle.

Weighted Category Grading

All IVA teachers assign letter grades to measure student understanding and performance. IVA teachers use weighted categories to assign value to certain types of assignments, activities and assessments in order to reflect the importance of each type of 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 and 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. To learn more about how weighted grades work check out a [helpful video](#) on youtube.

Learning in Class

Learning is a collective endeavor as much as an individual endeavor. The teacher uses this interaction to track learning and inform 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. 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 Outside of Class or Homethinking

Autonomous learning at home provides opportunities to prepare for lessons ahead of time, extend thinking independently, consider new ideas, practice skills, and assess learning. Teachers can use these activities as formative assessments to provide evidence of student progress and help inform 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. It is our intention to limit the amount of home thinking we assign as we know students think deeply at school. In order to focus on thinking and learning in all aspects of education at IVA, we have changed the name of homework to homethinking. Tip: some classes even call it HoT for short. This language helps remind teachers, students, and parents that the purpose and value of assignments at home is thinking.

Testing & Retake Policy

Assessments, such as quizzes, tests, or performance tasks will be completed according to individual class policies as noted in their syllabus. This could mean that extra time is allowed beyond the class session. Teachers may provide feedback that can be used to improve assignments after the due date. The time limit and deadline regarding when students can retake/redesign assessments is at the discretion of the teacher. At the end of semester intervals there will be a schoolwide deadline for ALL missing or retake assignments. The due date will be widely published. Students may not be able to receive a full score for retakes; however, this is at the discretion of each teacher. For example, the math department has a more detailed test Retake Policy in their syllabi.

Late Assignment Policy

Assignments that are graded for participation will not be accepted late if the student was present in class. Students who are absent may be able to make up assignments by checking with their teacher through email or by attending Office Hours. Students with known or pre-planned absences are encouraged to complete Independent Studies during their absence, up to 15 days per school year. Scores for late projects will be deducted 5% for each block it is late. For example, if a POW or Project of the Weeks was due on Tuesday in math class and is turned in on Wednesday or Thursday before school or during office hours to the math teacher, students' score will be deducted by 5%. Late projects and essays can lose a maximum of 30% for being late.

Grading Discretion & Report Cards

Teachers reference the [Criteria for Marks](#) rubric posted on our website in grading assignments to align letter grades and comments for a common understanding of grading expectations. Gradebooks for all classes include at least one graded assignment every two weeks that will be included in the online grading system, Aeries. Report cards include grades on each semester report card and comments that address intellectual character. Report cards are emailed home within one week after the end of the grading period (as long as the student has returned all materials as requested). Teachers have the discretion to adjust any grade that falls plus or minus 2% of appropriate letter grade cut off.

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 three weeks.

Intellectual Integrity & Plagiarism

All students are given instruction in plagiarism in class as 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 are 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, using an AI software to complete an assignment) the incident will be brought to the principal'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.

Retention and Promotion

IVA students are promoted to high school regardless of their middle school grades. IVA promotes students in line with regular practice in Long Beach and in the state of California. More important than a decision to have the student promoted or retained when a student is struggling academically or otherwise is the need for the student to receive additional intervention that will help to improve academic or other performance.

Office Hours

Office Hours are an opportunity for students to take advantage of additional support from their teachers. Office hours are available 4 days a week and are optional for students except when they are used as a part of our intervention programs. When students are receiving academic intervention, office hours may be mandatory.

Character Conferences

Student-parent-teacher [Character Conferences](#) will be held:

- November 18-22: Sixth-grade conferences
- February 6th - 10th: Seventh-grade conferences
- April 24th - 28th: Eighth-grade conferences

All conference dates are school wide minimum days and follow a protocol to include and give your student a voice in their relationship and motivation to learn and metacognitive awareness. Students are required to attend conferences. Conferences are not intended for specific grade issues are about st To address specific issues, follow the apprenticeship model to have students speak with teachers first and then do not hesitate to schedule a phone call or in-person conference with teachers.

Parent & Guardians Supporting Learning Outside of Class

When parents are able to help with HoT, the document on our website called "[Home Thinking Guide](#)" can offer some guidance. It is important that students have the opportunity to struggle through complex learning and experience the reward of figuring it out for themselves. In addition to the resources teachers provide for students, it is a great benefit when parents can 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.

Access to Technology

IVA provides a Chromebook and charger to every student, and students are expected to bring their fully charged Chromebook to school with them every day. As part of the enrollment process, families and students acknowledge the IVA Acceptable Use Agreement as well as the [IVA Chromebook Policy](#). Families and students must review and acknowledge these policies in order to use school Chromebooks, be assigned an IVA email, Aeries, and Google Classroom. These policies detail the acceptable uses of the IVA network and internet and IVA Chromebooks. As detailed in our Chromebook User Agreement, it is the responsibility of students and guardians to pay for any damages caused to their Chromebook, up to \$250 for replacement.

Electronics and Distraction-Free Learning

In response to overwhelming research about the negative impact of cell phone use on children, [California Education Code 48901.7](#) requests that schools implement policies to limit or prohibit student cell phone usage on campus. IVA students must keep cell phones in their backpacks while on campus grounds, in the morning (before school) until the end of the school day. If a student needs to contact home, they may do so by going to the IVA front office. If a parent needs to contact a student we ask that they contact the office directly so that the student does not receive a violation for checking messages during the day. The bullet points below are exceptions to this policy:

- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator grants permission to the student to possess or use the smartphone, subject to any reasonable limitation they may impose.
- When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the student.
- When the possession or use of a smartphone is required in a student's individualized education program.

If a student is observed with their cell phone or electronic device in their hand or pocket or are using their watch for any communicating, outside of the exceptions listed above, IVA staff will respond in the following manner:

1. **First offense:** Students will be required to turn in their device to the front office until after school when the phone can be picked up by the student.
2. **Second offense:** Students must turn in their device to the front office until after school when their parents will pick up the phone. School office will notify the family so the caregiver **can be present to pick up the phone at the end of the day.**
3. **Continued offenses:** A contract is created that requires the student to turn in their phone to the front office each morning before school for one month. The student will pick up their phone each day after school.
 - a. Note: If a student fails to turn in their phone to the front office, the student receives a reminder. If the student does not have their phone, or if they willingly choose not to turn in their phone, notification is sent home to the student's family and appropriate consequences/supports are put in place (i.e. request for parent conference, extended cell phone contract).

ADVISORY

Central to IVA's mission is our virtues-based advisory program, which provides for small groups of around 10 students to meet with an Advisor every Thursday from 8:20 a.m. to 9:25 a.m. This time is intended to further the personalization of IVA's educational model by having in-depth check-ins with an adult mentor, who is trained in the language and concepts of intellectual virtues and follows a school-wide curriculum. Advisors get to know their advisees as thinkers and learners, create opportunities for exploration and practice of intellectual virtues, and create a safe environment for students to discuss their personal development of intellectual character. IVA staff and select volunteers undergo an application, selection, and appointment process overseen by the principal. Tuberculosis clearance and LiveScan clearance are required for all Advisors.

CREATIVE EXPLORATION (aka Electives)

The Creative Exploration curriculum at IVA is carefully designed to provide students an opportunity for deep understanding of the content. All classes are aligned with the Common Core standards, utilize thinking routines, and depend on a mixture of writing and other creative products for grading. While not sacrificing opportunities to think, learn, and understand deeply, our staff does make grading concessions in exploration courses, which include mostly in-class end-of-unit performance assessments and limited home thinking. IVA teachers publish the curriculum for all classes on the curriculum page of our website and send home syllabi to families. 6th and 7th grade exploration courses are designed for creative exploration, 8th grade courses are designed for communication and connection interpersonally and in the larger city and world.

6th grade— Art 6 in the fall and Math Lab, Creative Writing, or Games & Logic in the spring, one semester each
7th grade— Math Lab, Creative Writing, or Games & Logic in the fall and Art 7 in the spring, one semester each
8th grade—Algebra Lab year long course. Students not assigned to Algebra lab will have Social Justice and Communication & Cognition throughout the year, one semester each

ACADEMIC PROGRAM

All students at IVA have access to a broad course of study. As a small school, IVA has two teachers in each core subject. Because of this, IVA students get to experience “looping” or repeating with the same teachers out of two of the three years. IVA releases semester schedules a few days before the new semester.

Students and families are not able to select specific class or teacher changes based on preference. IVA is committed to providing a thoughtful, challenging, and supportive environment in each class. Our priority is that our students get the opportunity to experience meaningful growth in their intellectual character in every class. This means the class environments, teachers, and assignments are both rigorous and supportive.

ACADEMIC SUPPORT & INTERVENTIONS

Google Classroom & Aeries

Students can use teacher and parent support to know how to use their online resources well. Students should be encouraged to check Google Classroom daily for current assignments, to see teacher written feedback and comments on their assignments, and to explain to their parents what they are currently learning in class. Students should also check Aeries regularly to check on graded assignments. The “classroom” communication and feedback is separate from the grade, which can be found on Aeries. By checking Aeries, students can see if there are any assignments that they’ve missed or whether they should work on retaking or redoing in Office Hours any assignments, tests, and quizzes that did not receive a high grade.

Parents can encourage students to use Aeries well by prioritizing assignments in a category that has a higher grade weight. All teachers at IVA use grade categories so that a quiz might be 60% of a students grade whereas a homework assignment might only be 5%. Therefore, retaking a quiz is the priority over a missed or incomplete homework.

STUDENT SUCCESS TEAM

When a student is struggling to achieve academic success in school, a Student Success Team meeting (SST) may be called in order to discuss the ways in which teachers, parents, and school staff can offer proper support to the student. Support might include required Office Hours, a behavior contract, etc. Please contact the Counselor if you’d like to refer your student to the Student Success Team.

SPECIAL EDUCATION

IVA is a public school of LBUSD for the purpose of providing special education. This means we contract with LBUSD for special education services. IVA follows the provisions of an existing Individualized Education Program (IEP) and uses a school-developed process for identifying special education needs. IVA’s Special Education program is a full “push-in” model where students receive support toward their IEP goals from Special Education staff within the general education classroom. To connect with our LBUSD assigned RSP teacher or another case carrier please contact the office.

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).

STATE TESTING

IVA will administer all state assessments required pursuant to Section 60602.5, including the Smarter Balanced Assessment (SBAC) tests and other mandated state assessments (CAST-8th, ELPAC, Fitnessgram-7th). Students with IEPs or English learners who meet the applicable criteria will be given alternative assessments. Pursuant to California *Education Code* Section 60615, parents and guardians may annually submit to the school a written request to excuse their child from any or all of the state assessments.

BOOKS & SUPPLIES

Books and handout materials are provided to students. We ask that you treat the books with care so that they will last for many years.

ATTENDANCE AND INDEPENDENT STUDY

Maintaining positive attendance is the first step toward school success. The bullet points below list some of the key points from IVA's Attendance and Independent Study Policies. You may [click here to access our full attendance and independent study policies](#).

Key Points from Attendance and Independent Study Policies

- Guardians may opt into Independent Study anytime their student will be absent, up to fifteen cumulative days per school year. Independent Study requires a guardian to sign a contract and requires the student to complete work while they are away from school. This is strongly suggested for absences that will be two or more days.
- Any unexcused absence is considered a truancy. Each week IVA will send weekly truancy letters for any unexcused absences.
- Excessive truanies in a school year (3 or more) may result in additional support such as an administrator conference, an attendance contract, or referral to a Student Attendance Review Board.
- Guardians may excuse an absence by calling the office, writing a note, or emailing attendance@ivalongbeach.org.
- Common excused absence reasons are personal illness or doctor's appointments. A guardian may excuse an absence for personal illness or medical appointment up to ten times in a school year. After ten absences, a doctor's note is required.
- Most "personal" absence reasons are not excusable, including vacation. Please review the IVA Attendance Policy for a full list of justifiable personal excuses.

BEHAVIOR POLICIES AND SUPPORT

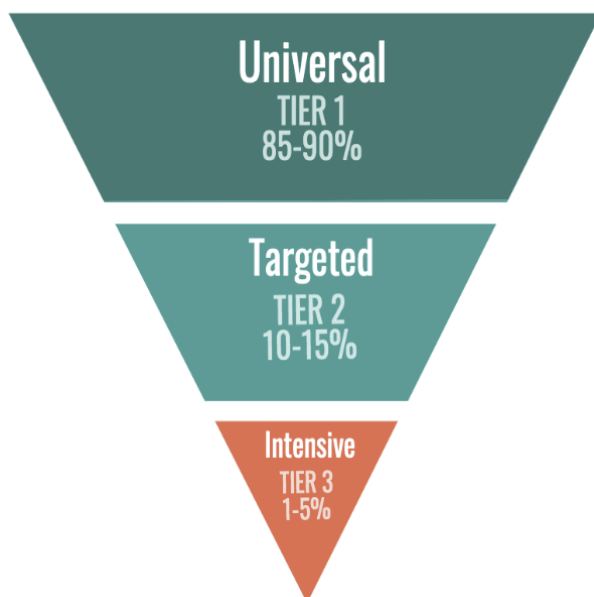
Student behavior responses at IVA are based on positive support and involve multiple facets of support that include school staff, teachers, parents, and students. At IVA, student discipline is an important opportunity to encourage thinking habits in our students so that they can learn from mistakes and understand appropriate behavior as well as the consequences for our actions. Everything we do should support thinking and learning. But - don't mistake learning opportunities for an unresponsive discipline process. We are responsive to individual behavior concerns, as well as committed to helping students process the sort of conflicts that are normal at this stage in their lives. We have outlined behavior practices in our [Schoolwide Behavior Support Framework](#). When discipline crosses the line of safety on campus we utilize our thorough [Suspension and Expulsion Policy](#) that is aligned with state and federal expulsion laws.

One important and potentially transformational element of our discipline process is to hold Restorative Conversations, which are adopted from restorative practices. These conversations are led by staff with time for each participant to be prepared before joining. Some of the most impactful conversations have included parents as appropriate. Please see our [Restorative Conversations](#) handout on our website to learn more.

It is our goal to create the most positive, least disruptive learning environment for our students. We serve middle school students and this age brings with it all the complications of growth and development, this is a tough time in the lives of kids. The combination of the age of our students and our role as a public school to serve all students means that we cannot promise an environment free from disruptions but we can commit to minimizing the seriousness and frequency of disruptions caused by student misbehavior through our school's policies. In order to prioritize learning at IVA, we take very seriously any distraction that might stop our students from being provided a positive learning environment. It is a part of our model of education to capitalize as best we can on mistakes, failures, struggles, and other "disruptions" as, potentially, teachable moments.

Graduated Approach to Discipline

At IVA, our approach for supporting students offers meaningful growth through clear expectations and ongoing support. Though IVA's Multi-Tiered Systems of Support framework applies to academic and behavior support, this outline specifically addresses behaviors. Supports includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community. Suspension will not be considered until all other means of correction are exhausted. **Each tier includes an estimated percentage range representing the amount of students that respond effectively to that tier's level of intervention.** These three tiers include:



Tier 1 Behavior: Universal Interventions

General class management both preventative & redirecting: shouting out, horseplay, general disruption, profanity, etc.

The Tier 1 universal consequences are for all students through regular instruction and basic consequences & interventions. All teachers, staff, advisors, and adult volunteers are supported at this level to implement both proactive and responsive measures to address and support student behavior.

Tier 2 Behavior: Targeted Interventions

More intervention needed e.g. recurring misbehavior or pattern of not following directions Tier 2 behaviors include: Blatant defiance, "no, I will not move seats", taking other's property, disrespectfully arguing with adults, leaving class without permission, not returning directly from bathroom for extended time, classroom avoidance.

Students who continue to show needs for additional support after exhausting Tier 1 interventions & consequences will also require Tier 2 targeted interventions. This tier usually includes family, teacher, and school admin collaboration in addition to continued Tier 1 interventions and support.

Tier 3: Intensive Interventions

Extreme misbehavior: physical, verbal, or emotional harm including sexual harassment. Students who show continued need for interventions in Tier 2 will also move to Tier 3 intensive interventions. This may include collaboration and/or referrals to service providers or the implementation of specific support plans (e.g., behavior contract, safety plan, referrals for outside support, suspension & expulsion considered, etc.). Students in this tier will continue to receive Tier 1 and 2 interventions. For a listing of infractions that are grounds for suspension or expulsion, see the Suspension and Expulsion Policy.

Postures that inform our interventions:

- Student identity is not based on what level of support they need. Although some students may require Tier 2 or Tier 3 interventions, **the overall aim of the framework is to ensure that students can return to being successful in Tier 1.** For example, if a student has a Tier 3 intervention in place, like a behavior contract, this does not mean they stay at Tier 3 once the contract is implemented. Instead, the student is now in position to be successful in Tier 1 because they now have additional support established through their behavior contract (or other Tier 3 intervention).
- It is important to consider measures of the **whole child** (i.e., academic, behavioral, social-emotional) by analyzing multiple sources of information and feedback from other teachers and colleagues to assist in better understanding the entire scope of a student's needs. Individuals are identified as students in need of supports. This helps the school to respond appropriately and provide students with their needs to prosper in a learning community.

SOCIAL MEDIA COMMUNITY AWARENESS & SUPPORT REQUEST

In the last few years, it has become clear that significant student conflict centers or becomes inflamed through social media. In the last few years, the very large majority of the major problems we are addressing at school have started on some online platform outside of school. Threats of any kind, made on any platform, towards members of our school community result in immediate action and consequences.

While IVA has a very strong policy against cell phone use during the school day, conflict online inevitably follows students to school. As student social media mistreatment towards one another impacts the school community, we ask for the help of our caregivers to prevent and address this harm. Throughout the year and summer months students and families bring to the school's attention accounts and interactions of verbal and emotional harm from students at IVA to each other through student-created Instagram accounts, school email, and chat platforms like Discord.

What does the school do in this situation?

Prior to any situation, the school does what it can to educate students to the harm of social media misuse and the importance of consent and care when posting. When students or families report harm to the school, the school's primary goal is to provide harmed students with emotional support. As you can imagine, hurtful comments and posted images taken without consent can make people feel rejected and devalued as humans. Many of our middle school students are already struggling with feelings of insecurity, self-esteem, anxiety, and depression. And this is where we need the help of our families.

Here's what caregivers can do:

- **Talk about impact & review best practices:** Discuss online activity with your kids. Many families we talk to [do not know that their children had Instagram accounts or anonymous accounts](#). Please check your students' access and have open conversations about their accounts.
- **Encourage Courage:** Help students to know how to respond to speak up against this treatment. There are IVA students that calmly and clearly explain the harm on those sites to others at school. The power of their intellectual courage is not going unnoticed and we know that we need this support from all angles.
- **Keep an Open Door:** Ask your students to tell you if other students post negative things about them and discuss the harm that can be done when posts are made in this way.
- **See Something, Say Something:** Most importantly, if you or your child has information that you think could help us address and put a stop to online abuse, please let someone at school know.

Please talk to your child about what they see online, in text messages, and in social media. We know there are different opinions about how much supervision middle school students should have online and with cell phones. Please consider helping us protect and support our school community by either talking to your children about their online/cell phone activity so they can be careful and equipped, restricting them from certain online access, and/or monitoring their activity.

Here's what students can do:

- **Speak up for others:** let the social media content creators and posters know privately in a direct message or in reply that this sort of mistreatment does cause harm to individuals and to the community. [Thank you to our students and families who do this!](#)

- **Report the post as inappropriate:** Liking or giving attention to a post as well as allowing it to continue without doing something about it can allow harm to continue. Instead report it to Instagram as bullying/harassment.
- **Let the faculty or staff know.**
- **Know that we are there for them:** All of us. We do not want our students to endure online abuse alone. If they have experienced harassment, we want to provide them support.

Thank you families for doing what you can to support your child's social media use and for keeping open communication with school staff. We are here to serve your students, to keep them safe, and to help them take accountability for harm done to reconnect back into the community.

DRESS CODE

IVA DRESS CODE GOAL: It is our aim to create a school appropriate dress code that allows for diversity and creativity while maintaining a positive school culture. IVA connects families in need with community resources. We appreciate all dress code donations to help provide students with dress code clothing. IVA spirit wear accepted any day.

*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.

TOPS:

- Shirts in any color or pattern are okay
- Outer clothes must completely cover undergarments.
- Graphics, images, or words must be appropriate for school
- Shirt must cover full torso and shoulders

HATS: Images or text must be school appropriate

BOTTOMS:

- Any plain, solid, or pattern bottoms
- Bottoms cannot reveal undergarments
- Graphics, images, or words must be appropriate for school
- Short bottoms are unacceptable

SHOES: Closed footwear that covers the entire foot (no sandals, slippers, or crocs).

PHYSICAL EDUCATION DRESS CODE.

TOPS: IVA PE-specific spiritwear (gray shirt with IVA logo and student name). Will be available for purchase in the first weeks of school and information will be sent accordingly.

BOTTOMS: Athletic shorts or pants (no cargo shorts or khakis, etc.)

PE SHOES: Comfortable to move in. Crocs/Sandals/open-toed shoes are not appropriate.

NOTE: IVA students must dress out for PE class and dress back into dress code after class. Dressing out is an element of the participation points for each day.

OUT OF DRESS CODE PROCEDURES

Students who are not in dress code are not allowed on the blacktop.

If students arrive at school out of dress code they will be asked to change by going around to the front of the school. The office holds loaner clothes for classes and the PE teachers hold loaners for PE class. Students who choose not to change their clothes will not be allowed to go out to break or lunch.

SPIRIT WEAR DRESS DAYS: Spirit dress days are assigned at the discretion of the principal.

- Tops must still cover the full torso and shoulders and bottoms must not reveal undergarments.
- Common sense guidelines for dressing appropriately apply.

SPIRIT WEAR

IVA spiritwear is within the dress code everyday. Purchase of Spirit Wear is optional and may be purchased online throughout the year thanks to the organization and support of the PTO. Please see weekly email newsletters for Spirit Wear sales and announcements.

PARENT/GUARDIAN INVOLVEMENT AND COMMUNICATION

IVA strives to provide good communication with parents and guardians via the IVA website, weekly newsletters, emails, phone calls, and meetings. Families are notified of urgent updates through the ParentSquare system which provides email, phone, and text notifications.

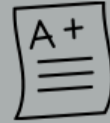


GET CONNECTED! :: ALL THE WAYS TO CHECK IN WITH IVA

IVA communicates with families & students through these platforms. If at any time you have questions don't hesitate to reach out email info@ivalongbeach.org or call (562) 912-7017.

1. AERIES PORTAL APP

Families access Aeries at registration and it gives both students & parents updates for grades & attendance records. IVA Tip: parents can set alerts on assignments, grades and more. The app is really helpful. For an additional account or to reset your password, please contact the office.



2. PARENTSQUARE :: WEEKLY NEWSLETTER & TEXT ALERTS

The main parent communication tool with weekly newsletters, text alerts, permission slips, RSVPs, parent-student-teacher conference sign ups, & more. There is a desktop version & a "ParentSquare Mobile Access" app. We like the app where you can set newsletters to come in as text message links.



3. GOOGLE CLASSROOM

Students can find their class assignments, notes or slideshows teachers posted, and receive feedback from teachers. Students get their class codes from teachers or the office. IVA Tip:



4. ATTENDANCE

Any time your student is absent the school needs notice of the type of absence. Set up independent study for 1 day or longer for both unprepared or prepared. Email attendance@ivalongbeach.org. Please reach out if you or your student needs to discuss mental health, financial or other needs impacting attendance.



5. MEAL PROGRAMS

All meals are free for students thanks to the state of CA. Monthly meal menus are available on our website. For meal application & questions about meal programs, please email meals@ivalongbeach.org



6. IVA PTO - PARENT TEACHER ORGANIZATION

At IVA, we have a wonderful team of volunteer parents who help us plan fun and connecting activities & events for students and families. Email pto@ivalongbeach.org & find out how you can help. PTO Tip - volunteering at the dances is the most fun. Follow on IG @ivapto



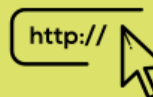
7. STOP!T

Stop!t™ mobile app allows students to anonymously report safety, misconduct, or compliance concerns to protect themselves or others. Stop!t can also connect students to a Crisis Counselor from the Crisis Text Line™. IVA Tip: parents can help students submit reports in an "apprenticeship model"



8. IVA WEBSITE & SOCIAL MEDIA

Visit our website www.ivalongbeach.org for bell schedules, school calendar, meal menus, parent student handbook & much more. IG: @ivalongbeach Facebook: @ivalongbeach YouTube: Weekly Student Announcements, livestreams & previously recorded videos @intellectualvirtuesacademy

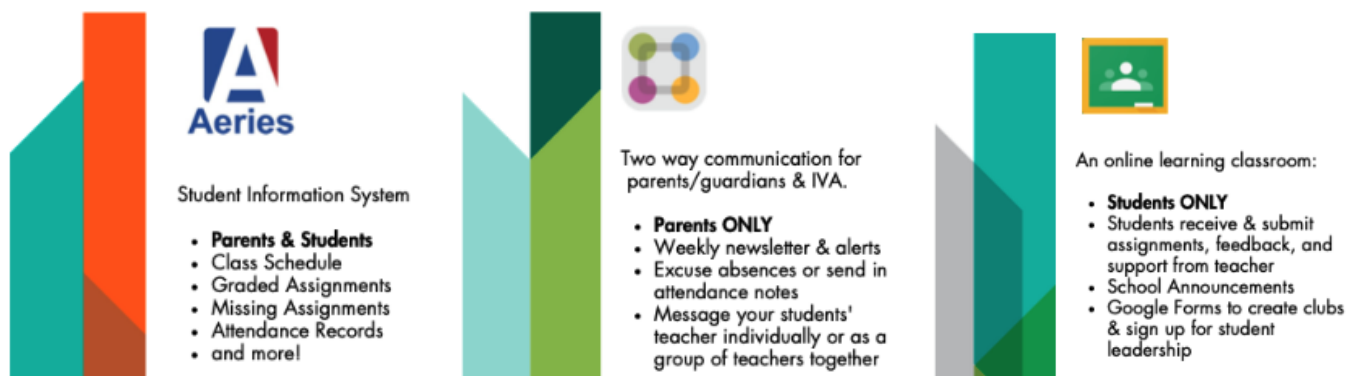


9. EMAIL US!

Office: info@ivalongbeach.org - this email goes to all of our Office Heroes.
Faculty and Staff: firstname.lastname@ivalongbeach.org (e.g., jacquie.bryant@ivalongbeach.org)
For matters that requires immediate attention, call 562-912-7017 during regular office hours 8-4pm.



ONLINE PLATFORMS



PARENT ACADEMIES

Parent involvement and support plays a critical role at IVA due to the unique educational model of the school. All parents are given information about intellectual virtues, their importance to learning, and how they can play a role in their child's intellectual character development. Parent Academies are held to assist parents in supporting their student's experience at IVA and the school will regularly communicate with parents about their student's progress and about school activities through report cards, regular grades, a weekly newsletter and email communication. Learn more about how to "apprentice" your child at IVA in the Parent Resources section of our [Curriculum and Instruction](#) page.

Parents Modeling Lifelong Learning

At IVA it is not only the student that gets to take time to think, process, and explore ideas together. IVA offers numerous Parent Academy evenings, in conjunction with our PTA, in order to support growth in and understanding of the practice of intellectual character virtues for our parents and guardians. Based on parent feedback, IVA schedules multiple Parent Academies in the first month of school to help acclimate families with technical questions and big questions about how thinking and learning works at IVA.

In addition, IVA provides Parent Academy nights annually include a focus on:

1. educational theory and practice;
2. our Advisory program and helping students towards intellectual exploration;
3. developmental psychology of our middle school kids and;
4. mindful parenting.

CLASSROOM OBSERVATIONS

In collaboration with the Principal and teachers, parents and guardians are invited to observe their child's classrooms. If you would like to observe one or more of your child's classrooms, please send your request to info@ivalongbeach.org, or contact the office directly. Once your request is received, we will respond within a reasonable period to confirm a date and time for the observation. Please note that in accordance with California Education Code 49091.10, classroom observations will be scheduled in such a manner as to ensure the safety of pupils and personnel and to prevent undue interference with instruction or harassment of school personnel.

SCHOOL LOGISTICS

BELL SCHEDULE & CALENDARS

IVA's bell schedule and calendar are available for review and download on the school website. IVA's academic calendar tends to follow the LBUSD traditional calendar. Every year, IVA implements up to five pupil-free, staff development days known as Faculty Academy. School is not in session on these days. You may access our calendar to review these days as well as all other holidays and events.

SCHOOL HOURS

School is in session from 8:20 a.m. to 3:04 p.m. Mondays, Tuesdays, Wednesdays, and Fridays. On Thursdays the school session lasts from 8:20 a.m. to 1:00 p.m.

Beyond the school day, supervision, support, and enrichment activities are also available to students each school day. Students may arrive as early as 7:30am each day, and may stay on campus as late as 4:30pm. These extended day opportunities are open to all students and will include time for homework help, enrichment activities, and outdoor play.

MEAL PROGRAM

IVA participates in California's Universal Meals Program, which means all students will be offered free breakfast and lunch every school day. Although all meals will be provided free to students, IVA is still required to annually obtain meal applications from all families. The information collected in these meal applications determines the amount of funding available to IVA through California's Local Control Funding Formula.

Any comments, feedback, or complaints regarding our meal program should be addressed to our front office or directly to meals@ivalongbeach.org. IVA extends the same meal program benefits to every student and does not discriminate based on race, color, national origin, sex, age, or disability. Any complaints alleging meal program discrimination will be addressed in compliance with IVA's internal complaint procedures and also in compliance with any applicable laws governing school meal programs.

STUDENT FEES

In compliance with California Education Code 49010, IVA does not require students to pay a pupil fee for participation in educational activities. When fee based activities are offered at IVA (e.g. field trip entrance fees, 8th grade camp, etc.), families will always be given the opportunity to request a fee waiver or scholarship.

CAMPUS TOURS

During application season, campus Tours are held at 9 a.m. on alternating Tuesdays and Thursdays, by appointment. We encourage you to visit us at least once this year as nothing helps one understand an IVA education like time in the classroom. Prospective students, parents, community members, community representatives, educators, university professors and deans have been among our past guests. Teachers and students are accustomed to the tours, which are structured to avoid lesson interruption.

VISITORS

All visitors must check in at the front office and be prepared to present proof of identity and any other information as required by law. Most reasons for visiting campus only require visitors to enter the front office. Entry into the interior of campus is generally only permitted during scheduled campus tours, or when the visitor has an express need to be on campus that has been approved by the Principal or designee.

If there are parents that want to attend class with their students they need prior approval from the principal and teachers. This interaction is provided in limited circumstances so that we do not disturb the learning environment.

EDUCATION FOR HOMELESS CHILDREN AND YOUTHS

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. As a charter school, IVA does not maintain compulsory residency requirements, ensuring all students, even those without a permanent address, have equal access to an IVA education.

IMMIGRANT RIGHTS

Regardless of immigration status, all children have the right to a free public education. You may [review this publication](#) from the CA Attorney General with more information regarding immigrant rights in schools.

ADMINISTRATION OF MEDICATION ON CAMPUS

The parent or legal guardian of any public school pupil on a continuing medication regimen for a non-episodic condition shall inform the school office directly and will then be asked to complete a form with all pertinent information (name of the medication being taken, the current dosage, name and signature of the supervising physician, etc.). For students with such a form on file, all medication will be administered in the front office with the assistance of school staff. Only students with a medication form on file will be administered medication. School personnel are not permitted to administer medication of any kind to students without a completed medication form.

SAFETY

So that IVA may protect the students and the learning environment, violence, weapons, alcohol or other drugs, vandalism, harassment, gambling, and exchanges of currency will not be tolerated.

In the event of an emergency, parents will be notified using contact information provided by parents. Please update contact information with office staff. Fire, earthquake, and lockdown drills are conducted on a regular basis to prepare for such emergencies.

GUN SAFETY NOTIFICATION

As required by California Education Code Sections 49390 through 49395, IVA has included this section in our Parent and Student Handbook to remind parents of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this section spells out California law regarding the storage of firearms. Please take some time to review and evaluate your own personal practices to assure that you and your family are in compliance with California law, and that you are ensuring the safety of your own children and our IVA community.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.

- Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

IMMUNIZATIONS

Immunizations are required for enrollment in IVA, including a Tdap booster for students entering 7th grade. For more information about required immunizations, please visit [ShotsforSchool](https://shotsforschool.org). Questions about immunization requirements can be directed to records@ivalongbeach.org.

VOLUNTEERING

Volunteers are welcome and encouraged. Volunteering opportunities can range from front office support to furniture repairs. For more information, please contact our office. All regular volunteers who work directly with students are asked to apply and complete a background check and TB test. Please contact our office if you are interested in volunteer opportunities.

ATHLETICS

After-school athletics are an extension of IVA. Our goals are to keep the athletics program consistent with the mission and vision of IVA as a whole, fostering student growth and equipping students to learn and live well. Athletics provide a unique opportunity for students to grow in their understanding and application of intellectual virtues.

Throughout the year, IVA participates in the Long Beach Unified middle-school athletics program and competes against local schools.. For the current year we anticipate having teams for flag football, volleyball, basketball, track & field, soccer, and cross country. Additional information is available on the school website and will be disseminated directly as each season arrives.

GIVING AND FUNDRAISING

WAYS TO GIVE

IVA's PTO and IVA Board of Directors coordinate closely together to support the school's fundraising efforts. Through these combined efforts with the generous support of our families and community, IVA has been able to raise funds to implement our unique educational model. Where IVA's fundraising goals support the healthy functioning of the school and its support for students, the PTO's fundraising goals support social connection events and provide fresh technology, shade, benches, and other felt benefits to our campus.

There are three ways you can support the important work of IVA throughout the year: first, by giving to the IVA Family Fund; second, by becoming a member of IVA PTO; and third, by supporting the PTO's annual Raise Craze spring drive.

ANNUAL FAMILY FUND

Support the IVA Family Fund: Because state funding does not cover all of our operating needs, we must raise funds from parents and the community to make up the difference. Through the IVA Family Fund, the school is able to spend roughly \$250 per student to keep our class sizes small and support the high quality education that you expect. IVA's work is only possible with the support of our community. Each year IVA runs an Annual Family Fund campaign to raise the \$60,000 remaining funds required for our operating income. An annual donation allows our personalized school to maintain small class sizes, one full time counselor, and assist in technology needs. We ask our families to give at whatever level is right for each family. Please [visit our website](#) for instructions on how to give whether through monthly donations on PayPal, one large gift on Venmo, a check, or in combination with a company match. Every gift is greatly appreciated. IVA's Annual Family Fund campaign is directed to our IVA families and is distinct from the PTO's campaign.

PTO FUNDRAISING

As parents, we want to make our children's experience the very best that it can be - that's why we're here at IVA! The PTO raises funds for their budget mainly through the annual Raise Craze event. This event reaches out to the extended friends and family of our own families for support. Our focus is on supporting your children's social and emotional growth and development. The PTO encourages parents to give in many ways, which might include getting involved in planning, participating and supporting the PTO's various committees and activities including:

- PTO's annual Raise Craze fundraiser:
- Parent Conversations with Special Guest Presenters
- IVA Spirit Nights at area restaurants
- Hospitality
- Membership - Families can get PTO Memberships on Cheddar Up to support advocacy
- 8th grade activities
- Yearbook
- California Scholarship Federation.
- Social Media & Communications
- Community Building

Support the PTO Membership: Our PTO has been the voice for children, families and public education here at IVA. Through the PTO, your child benefits from strong advocacy on the local, state, and federal level. Annual membership in the IVA PTO is \$10 per individual and \$30 as a family and we encourage each member of your family to join so that we can maximize our voice for you.

Support the PTO Fundraiser: In addition to membership, the PTO raises funds for technology, field trips, facility/capital improvements, classroom supplies and equipment, and more. Last year, the PTO held a Raise Craze & Day Of Service event and raised funds for much-needed shade structures, along with benches and fencing on the blacktop. The shade area was recently installed and looks amazing! This year, we will continue to raise funds through Raise Craze for school improvements.

With your support, IVA will maintain its smaller class size, provide needed technology and continue the strong academic success that has become the hallmark of an IVA education.

How to decide gifts giving priorities?

Where families have limited funds, we ask that you would first donate to the school to support and maintain our education program and then donate to the PTO.

ON-CAMPUS SALES PROHIBITED

While IVA reserves the right to conduct on-campus fundraising activity that directly benefits the school, students are not permitted to sell any items on campus, even if sales are in service of an outside fundraiser. This applies to any and all items including food (e.g. candy, drinks, etc.) and general items (e.g. school supplies, holiday decorations, etc.).

FAMILY-SCHOOL-STUDENT GOALS

The following Family-School-Student Goals are intended to outline how parents, IVA staff, and students can share the responsibility for improved student learning. These goals outline the means by which IVA, parents, and students will build and develop a partnership to help students achieve IVA's and the State's high standards. To this end, IVA, the parent, and the student roles are outlined as follows:

School. IVA will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's 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 his/her right to learn;
5. Creating a school culture and implementing teaching practices that nurture growth in IVA's nine master virtues and deep understanding of content;
6. Holding parent-student-teacher conferences during which progress toward these goals may be discussed as it relates to the individual student's achievement;
8. Granting parents reasonable access to staff;
9. Providing parents with opportunities to be involved at the IVA; and
10. Providing opportunities for growth in behavior support (e.g., restorative conversations)

Families - Parents/Guardians. IVA hopes parents/guardians will be responsible for supporting their child's learning by:

1. Reviewing all school communication (e.g., checking email newsletters, ParentSquare, and Aeries, IVA's online information system);
2. Attending school activities whenever possible (e.g., Back to School Night, Parent Academies, Open House, and Parent/Teacher Conferences);
4. Providing a quiet place to study and encouraging good study habits;
5. Striving for timely arrival in class each day, adequate sleep, and a healthy diet;
6. Supporting school policies on dress, home thinking, discipline, and attendance;
7. Participating in and allowing students to participate in restorative practices, including restorative conversations at the school site; and
8. Supporting IVA's educational mission by learning more about intellectual virtues and regularly discussing their relevance with their child.

Student Responsibilities. IVA hopes students will:

1. Arrive to class prepared and on time each day;
2. Return completed assignments;
3. Take advantage of supports such as Office Hours;
4. Be respectful to all students and adults on campus;
5. Discuss school with family members;
6. Be open to restorative conversation;
7. Be open to wondering and being curious;
8. Get to know their own intellectual character strengths and weaknesses;
9. Engage the subject matter thoughtfully and actively; and
10. Approach learning with a courageous and tenacious personal presence.

ADDITIONAL IVA POLICIES

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) affords guardians certain rights with respect to the student's education records. IVA notifies families of these rights annually via a [FERPA notification available on the IVA website](#). The registration document also informs families of the right to file a FERPA-related complaint to the U.S. Department of Education at the following address:

US Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington, DC 20202-8520

SEXUAL HARASSMENT (TITLE IX), DISCRIMINATION, INTIMIDATION, AND BULLYING PREVENTION POLICY

It is the policy of IVA to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of IVA to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, IVA is committed to enforcing this Sexual Harassment (Title IX), Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying. Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of IVA. Such discrimination, harassment, intimidation or bullying violates school policy and will not be tolerated. This policy applies to anyone on campus at IVA or those attending school sponsored activities.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If IVA possesses information that could indicate immigration status, citizenship status or national origin information, IVA shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, IVA shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, IVA shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. IVA shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;

- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Definitions

Discrimination: Discrimination is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.

Harassment: Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of IVA, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by IVA.

Sexual Harassment: Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

Intimidation: Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying: Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health; 3) causes a reasonable student to experience substantial interference with his or her academic performance; 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by IVA.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.
- Cyber sexual bullying involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, Tox, FireChat, Orbit, Bleep), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, Twitch, Imgur).

Retaliation: Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to IVA or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation

also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

RULES & PROCEDURES FOR REPORTING CHARGES OF HARASSMENT, DISCRIMINATION, BULLYING, OR INTIMIDATION

Any student or staff member who believes that he or she has been subject any of the behaviors listed above, or who has witnessed such behaviors, is encouraged to immediately report such incident to his or her teacher or to IVA's Sexual Harassment Investigator, the Principal. IVA will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible, consistent with a full, fair, and proper investigation.

Complaints can be reported on the Complaint Form found at the end of this handbook. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment. You may file this form with the Principal or, if the complaint is against the Principal, the Board President.

IVA will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

GENERAL COMPLAINT PROCEDURES

Besides complaints regarding harassment, discrimination, intimidation, or bullying, IVA also encourages students and staff to appropriately voice any and all concerns regarding school activity or behavior. The below sections describe general complaint procedures for a variety of scenarios.

COMPLAINTS BY STUDENTS AGAINST STUDENTS

This section applies 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 concerns with the other student with the help of a staff member. Most complaints will be resolved at this level. If a resolution cannot be achieved between the student with the help of a staff member:

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 appropriate staff (Counselor, Principal, office staff) 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 level. If no resolution has been achieved between the student or parent and teacher or staff member:

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 Principal of the situation. The Principal will then take action as appropriate

If the complaint is about the Principal, the complainant should attempt to discuss/resolve the concern with the Principal. If no resolution has been achieved between the complainant and the Principal;

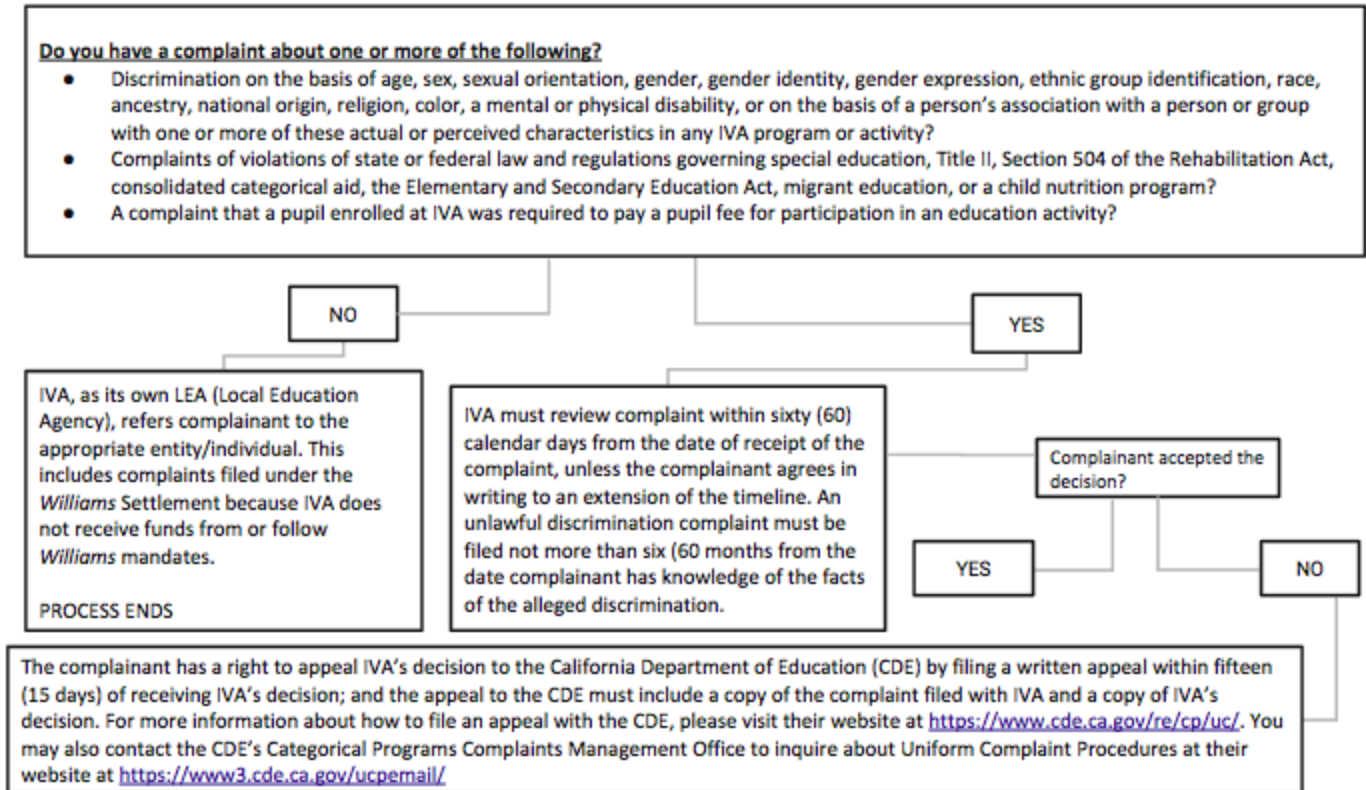
1. The complainant will be asked to write down the facts and circumstances of the dispute or concern on the Complaint Form (available in the office or in the back of the student handbook); and
2. The parties will inform the Chairman of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board Chair or investigator will report his or her findings to the Board for review and action, if necessary.

GENERAL COMPLAINT PROCESS

1. *Confidentiality:* All complainants will be notified that information obtained from the complainants and thereafter 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/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.

UNIFORM COMPLAINT PROCEDURES (UCP)

Depending on the nature of the issue, some complaints may be referred to IVA's Uniform Complaint Procedure (UCP). In general, UCP complaints are those alleging failure to comply with applicable state and federal laws and regulations, and/or alleging discrimination, harassment, intimidation, bullying, and charging pupil fees for participation in an educational activity. Uniform Complaint Procedures may also be pursued in the event that a school adopts or approves a textbook, instructional material, or curriculum that would subject a pupil to unlawful discrimination pursuant to CA Education Code 220. Please refer to the diagram below for further clarity on general complaints compared to UCP complaints. You may review IVA's full Uniform Complaint Procedures policy on our website.



IVA 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: _____