



Where How You Learn is as
Important as What You Learn!

Student and Family Handbook:
Programs, Policies, and Procedures
for the 2018 – 2019 School Year



Board Approved on June 18, 2018

WELCOME

Dear Students and Families,

Welcome to Da Vinci Connect! We are embarking on our 8th year as a school community and I am confident this will be our best year yet. We've changed our name, we have new friends joining us and even some new staff. We also have many, many friendly and familiar faces, students and staff alike, who have been waiting to greet you on your first day of school! What hasn't changed is our staff's commitment to being a school that is the best *school for homeschoolers* around! We aim to provide you with high quality on-campus learning and exceptional support for homeschool learning.



You might be wondering why, after 7 years, we decided to change our name. Families join our learning community for so many reasons. Some families had a plan to homeschool before their children reached schooling age, and we're an awesome school to partner with on that journey. Some families never intended to homeschool and a variety of factors have led them to us. Some seek project-based learning, while others are drawn to our social emotional learning philosophy. Whatever your reason, there's a common thread: *connection*. At Da Vinci Connect, our goal is to be a central hub that provides you with the community and resources your child, and family, needs to thrive:

- ✓ We connect students and parents as they explore the world while learning!
- ✓ We connect students with each other, offering all the benefits of a community-based school experience: caring teachers, a full-fledged campus, consistent classmates, collaborative learning, social opportunities...and so much more!
- ✓ We connect like-minded homeschooling families across Los Angeles with each other!
- ✓ We connect learning with authentic outcomes via projects and inquiry-based learning!
- ✓ We connect your family with highly skilled and compassionate teachers!
- ✓ We connect parents with each other to collaborate about teaching and parenting strategies and philosophies!

We are the connection point, the intersection, between school and homeschool!

It is important to us that everyone in our community feels welcome, supported and successful. This is *our* school and each of us contributes in a meaningful way. Students, parents and staff alike challenge themselves academically, socially and emotionally. We set and reach high goals, we reflect on our successes and areas of growth, we invent new solutions and dream of ways to make our school an engaging learning community for our children...

Thank you for joining us, thank you for reading this handbook as you prepare your family for an awesome year of homeschooling, and thank you for being part of the Da Vinci Connect family!

Warmly,

Michelle Rainey
Principal

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CONTACT INFORMATION

DA VINCI CONNECT

13500 Aviation Boulevard
Hawthorne, California 90250

Main Office: (310) 725-5800

Email: connect@davincischools.org

Hours: M-F 8am-4pm (excluding holidays)

Stay connected!

Visit our website: www.dvconnect.davincischools.org

Visit our main page: www.davincischools.org

Facebook: Find our private Facebook group
by searching Da Vinci Connect!

Parent Educator Resource Site: www.davincik8.org

Please check regularly for calendar updates, resources and more!

Newsletters: sent out approximately weekly Aug-June
to the primary email you provide upon registration



DA VINCI COMMUNICATIONS (DVC)

201 N Douglas Street
El Segundo, CA 90245

DA VINCI DESIGN (DVD)

201 N Douglas Street
El Segundo, CA 90245

DA VINCI SCIENCE (DVS)

201 N Douglas Street
El Segundo, CA 90245

DA VINCI EXTENSION (DVX)

13500 Aviation Boulevard
Hawthorne, California 90250

DA VINCI RISE HIGH (RISE)

13500 Aviation Boulevard
Hawthorne, California 90250

DA VINCI CONNECT (CONNECT)

13500 Aviation Boulevard
Hawthorne, California 90250



WHO WE ARE: OUR HISTORY

Da Vinci Schools first opened in August 2009 with the launch of two charter high schools: **Da Vinci Science** and **Da Vinci Design**. The name “Da Vinci Schools” was suggested by students instrumental to the inception of the organization because Leonardo da Vinci has often been described as the archetypal Renaissance artist, scientist and engineer who learned by doing.

Da Vinci Schools’ third school, **Da Vinci Innovation Academy (DVIA)**, was successfully launched in August 2011 to serve Kindergarten through 8th grade students. DVIA re-launched as **Da Vinci Connect** with its charter petition renewal in 2018.

The fourth school (and third high school), **Da Vinci Communications**, opened in August 2013 and it offers an optional 5th year of high school providing students the opportunity to complete up to one year of college credit while in high school.

In the fall of 2015, Da Vinci Schools launched a 5th school, **Da Vinci Extension**, a post-secondary pathway leading to college degree completion, in partnership with UCLA Extension. DVX later added a second higher education partner, College for America at Southern New Hampshire University to provide Da Vinci students with an affordable pathway leading to A.A. or Bachelor’s degree completion at Da Vinci.

The **Da Vinci RISE High** model was created with the help of 30 founding students. RISE High was one of only 10 schools in the nation to win a \$10 million XQ ‘Super School’ grant to reimagine high school. RISE High was created for youth in need of a flexible learning schedule, including students experiencing housing instability, foster youth, and students who are extremely credit deficient.



CORE VALUES OF DA VINCI SCHOOLS:

- We exist as an organization to serve students to the very best of our individual and collective abilities.
- We believe schools can make a profound difference in the lives of children, communities, and the future workforce.
- We work towards a shared mission, vision and purpose around project-based learning, real-world connections, and professional growth.
- We approach our work with humility, honesty and a growth mindset, and we encourage and celebrate success, progress, and risk-taking.
- We have good intentions and assume that of our colleagues.
- We speak directly and respectfully to each other when issues or disagreements arise between us and seek mutual understanding.
- We create and cultivate a cohesive, caring and trusting environment that is best for both students and adults in our community.
- We have a collaborative, open-source mentality.
- Integrity, both collectively and individually, are at the core of how we conduct ourselves.
- We are humble stewards of our organization’s resources.
- We embrace equity and diversity in all of its forms and consider it to be one of our greatest strengths.



HABITS AND SKILLS FOR A CHANGING WORLD

What we seek for our students and how we will measure our success:

Outcomes and Results	
Habits of Heart & Mind	21 st Century Skills
<p><i>Our RECIPE for Success:</i></p> <p>Reflection</p> <p>Exploration</p> <p>Collaboration</p> <p>Flexibility</p> <p>Perseverance</p> <p>Empathy</p>	<p><i>Initiative</i></p> <p><i>Leadership</i></p> <p><i>Communication</i></p> <p><i>Creativity</i></p> <p><i>Critical Thinking</i></p> <p><i>Adaptability & Agility</i></p> <p><i>Problem Solving</i></p> <p><i>Assessing & Analyzing</i></p> <p><i>Use of Technology</i></p> <p><i>Growth Mindset</i></p> <p><i>Resilience</i></p>

HABITS OF HEART AND MIND

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.” – Aristotle

Habits of Heart and Mind are characteristics of what successful people do when they are confronted with new situations or problems. The questions listed with each habit will help support the development of these habits.



SIGNATURE PRACTICES

*Our goal is to let passions drive students' educational process
as we encourage them to broaden their interests and intensify their skills.*

HOMESCHOOL/AT-SCHOOL LEARNING:

Da Vinci Connect serves homeschooling families seeking a progressive and alternative school model. Our two programs (see "Our Collaborative Learning Models") serve this unique population in different ways. Both programs incorporate at-school and homeschool opportunities. As an independent study school*, families play a *primary role* in facilitating student learning. We partner with families to support the process by providing:

- Rich, challenging and engaging content that accommodates diverse learning styles
- Professional development for home educators on a variety of topics
- Opportunities for differentiation within the school setting and during family-facilitated learning

**All DV Connect students are considered by the state to be in independent study because they spend less than 80% of their school-week in a classroom based program.*

PROJECT-BASED LEARNING (PBL):

Da Vinci believes in engaging students with a learn-by-doing model that integrates core subjects with real-life problem solving. An aspect of PBL includes opportunities for students to "show what they know" in the following ways: Presentations of Learning (POLs), Exhibitions and Student Led Conferences (SLCs). Teachers collaborate with students on projects and we also encourage and support families to use PBL during home school learning. PBL is engaging and powerful because it allows for:

- Hands-on, minds-on curriculum
- Student voice and choice
- Collaboration
- Public Presentations of Learning (POLs)
- Mastery of "learning goals" (Common Core standards)
- 21st Century Learning and Real-World Problem-Solving
- Personalization (to reflect students' passions, interests and needs)



SOCIAL EMOTIONAL LEARNING:

Social-Emotional Learning is integral to the Connect culture and woven into the daily workings of our program. It involves all members of our community. We have named our style of Social Emotional Learning Compassionate Communication and incorporates strategies to teach and model core concepts such as empathy, self-efficacy, flexibility, self-responsibility, tolerance, positive conflict resolution, and collaboration.

The goals of these tenets are to:

- Raise the level of social and emotional competence in all children
- Improve academic performance by learners who are cultivating caring, confident and self-aware
- Create a compassionate, socially responsible, and collaborative learning community

We accomplish this by:

- Teaching and modeling Habits of Heart and Mind and a growth mindset
- Building and maintaining positive relationships, including supporting conflict resolution
- Integrating Compassionate Communication philosophies and strategies
- Designing multi-age classes and experiences

WHAT IT MEANS TO BE A CHARTER SCHOOL

Charter public schools are created and operated by local educators, parents, organizations, and community groups to fill an educational need not otherwise met by traditional schools, directing their resources where their students need them most.

All charter schools:

- Are public schools of choice
- Serve ALL student populations
- Are tuition-free
- Have more flexibility and greater accountability



The aim of charter schools is to increase learning opportunities and allow for greater innovation in teaching practices. Each school is granted a renewable charter, usually by a state or local board, for three to five years and some specialize in a particular academic area. The first charter school law was passed in Minnesota in 1991. In California, there are 1,253 charter public schools serving over 603,630 students. Each year, there are over 158,000 students on charter school wait lists in California alone!

California public charter schools are governed by the “Charter Schools Act” (SB 1448), which was passed in 1992 in response to widespread calls for broad educational reform. It is critical that charter schools comply with the accountability requirements established by the state in order to receive funding and continued renewal of their charter. These requirements include, among other things, participation in California standardized testing and compliance with independent study documentation, both of which require the involvement and cooperation of our families. We cover both of these topics in greater detail in the Independent Study Attendance Policy section.

Charter Schools exist because of families, teachers and administrators standing up and voicing their desire for choice in public education. We encourage you to learn more about the charter school movement in California and to empower yourself with the tools you need to be a strong advocate for charter schools. Please check out CCSA’s “Portrait of the Movement,” the Fourth Annual Report on Charter School Performance and Accountability at www.ccsa.org/advocacy/accountability/portraitofthemovement/



California
Charter Schools
Association

CCSA's website: <http://www.ccsa.org>



OUR LEARNING MODELS

Da Vinci Connect offers two instructional models:

Homeschool Hybrid Program: 2 days on campus (9:15am - 3:15pm*, Monday and Thursday OR Tuesday and Friday) and 3 days of homeschool learning. The focus of time at school includes math and project-based learning incorporating reading, writing, social studies and science. The focus of at-home learning is math, reading and writing, which should take place daily. We encourage but don't require field trips, real world learning and opportunities to "show what you know."

*Kindergarten day is "graduated": 9:15-1:15 Aug-Dec, 9:15-2:15 Jan-March, 9:15-3:15 April-June

Homeschool Collaborative Program: 1 day of on campus learning (9:15am - 3:15pm on Wednesdays, all grade levels), 1 day of off-campus learning (field trips, hikes, park days attended by teachers, students and parents) and 3 days of homeschool learning. The Collaborative Program offers flexibility and family engagement for homeschool families and individualized parent support from highly skilled and passionate teacher(s). Class time utilizes inquiry-based learning to engage students with rich content. The focus of at-home learning is mathematics, reading, writing, social studies and science. Interested in incorporating project-based and experiential learning in your homeschooling? Your child's teacher can support you!

Support provided to both Hybrid and Collaborative families:

- **On-going support from teachers** (on-campus learning, workshops, parent educator support—in group and individual formats)
- **Workshops and Parent Educator Conferences** on a variety of topics
- **Community Events** (social events, talent show, grades 5-8 camps and more!)
- Our **Speaker Series** for parents and **Career Speaker Series** for students
- Access to selected and vetted **homeschool support resources**
- Teacher and parent-led **field trip opportunities**
- **Enrichment-style seminars/classes** within students' on-campus time



Multi-Age Grouping: *supporting a diverse group of learners in classroom settings that allow opportunities for all students to be novices and experts*

Hybrid Program	Collaborative Program
Core 1: Kindergarten	Adventurers: Grades K-4 Voyagers: Grades 5-8
Core 2: Grades 1-2	
Core 3: Grade 3	
Core 4: Grades 4-5	
Core 5: Grades 6-8	

Core/grade level and classroom placement is thoughtfully decided, taking into consideration far more than age. In a multi-age setting, how students move from one grade to the next depends both on social and academic readiness. It is our goal to know students well enough to make thoughtful decisions about their academic and social needs. Some of the ways students may show this readiness beyond at-school and at-home work completed is through conferences with staff, Presentations of Learning, project Exhibitions and Student Led Conferences and standardized assessments. Please note: there is a formal process for retaining and accelerating students and for all grade level exceptions; this process is conducted on a case-by-case basis. Please contact your child's teacher to discuss.

At Da Vinci Connect, **we recognize that our families and students are collaborative partners** in the education process. In both of our models, students spend the majority of their learning time with their families, so it is critical that families, students and staff are clear on the role that each partner plays in our learning community. The following 5 pages clearly define the roles of all individuals in this partnership.

DV CONNECT COMMUNITY AGREEMENTS

EXPECTATIONS FOR HOME EDUCATORS

Da Vinci is a collaborative learning community, where *how* you learn is as important as *what* you learn. This agreement details your roles and responsibilities as Parent Educators. As a collaborative partner in my (our) Student’s learning community, I, as Parent(s), will strive to meet all the following requirements:

1. Attend all required school meetings, events and scheduled conferences concerning my Student. This includes:

a. Homeschool Hybrid Program:

- i. Attend Parent Educator Conferences and/or work journal meetings for **each** work journal
- ii. Participate in Student-Led Conferences **once per semester**

b. Homeschool Collaborative Program:

- i. Attend Student Led Conferences **each** learning period
- ii. Parent Educator Conferences are optional but recommended!

c. Attend Students’ Exhibitions (each semester**) and Presentations of Learning (**2nd semester**)**

Note: Families are responsible for arranging make-up sessions for any missed meetings/conferences within one week of the event.

2. Support my Student’s achievement of the Da Vinci Learning Goals/Standards by seeking to meet the following guidelines:

a. Working towards teacher-assigned Learning Goals in Math and English Language Arts (Hybrid program) or Math, ELA, Science and Social Studies (Collaborative program)

b. Assuming responsibility to support my Student’s mastery of Learning Goals/Standards by:

- Spending a minimum of 30 minutes reading each homeschool day (independently and/or facilitated by Parent Educator)
- Spending a minimum of 60 minutes each homeschool day writing and learning Math-related skills plus additional Science and Social Studies learning for students in the Collaborative Program

Note: Da Vinci staff will support you by providing workshops, resources, and in-class learning

c. Supporting and reinforcing at-school learning and norms (“ways of being”)

d. Supporting Da Vinci’s commitment to project-based, constructivist learning

e. Understanding Da Vinci may set forth required deadlines for assignments

3. Commit to daily engagement with learning in accordance with the chart below:

Grade	Required Instructional Days Per Year	Required Instructional Minutes Per Year	Daily Breakdown in Hours
K	175	36,000	3.4 hrs
1-3	175	50,400	4.8 hrs
4-8	175	54,000	5 hrs

4. Follow all independent study requirements and provide evidence of academic engagement at home by:

a. Completing and submitting **Work Journal Daily Engagement Logs** by the **due date** indicated on the work journal.

b. Providing **original** (not copies) **home school work samples per work journal/learning period** with reflections per teacher request to be kept for audit purposes. Homeschool Hybrid Program requires 6 samples; Homeschool Collaborative Program requires 10 samples. Examples of acceptable samples include:

- | | | | |
|--------------------------------------|--|--|--|
| • Writing samples | • Journal entries | • Worksheets | • Screen shot of online work with handwritten comments |
| • Annotations of learning by student | • Organized scratch paper showing work | • Photos with descriptions/explanation | • Other (check with teachers) |

5. **Proactively maintain effective and collaborative communication with staff by:**
 - a. Responding to communication from staff within 48 hours
 - b. Allowing 48 hours (unless urgent) for staff to respond; avoiding communication past 5pm and on weekends
 - c. Addressing concerns directly with the person involved (please avoid triangulation or spreading misinformation)
 - d. Promptly communicating with staff when concerns or challenges arise
 - e. Assuring the school has accurate emergency and contact phone numbers, addresses and email **at all times**
 - f. Signing the Da Vinci Independent Study Agreement **prior to the first day of enrollment**
6. **Teach & model compassionate communication and support Da Vinci Habits during interactions within our community by:**
 - a. Supporting Da Vinci **Habits of Heart and Mind** (reflection, exploration, collaboration, flexibility, perseverance, empathy)
 - b. Supporting students in developing a **flexible mindset** by celebrating “struggles” and recognizing *effort over intelligence* (we highly recommend families read Mindset by Carol Dweck)
 - c. Using **engagement strategies** and **relationship-based communication** to motivate learning rather than rewards or punishments (we highly recommend families read How to Talk so Kids Will Listen and Listen so Kids Will Talk by Adele Faber and Elaine Mazlish and Punished by Rewards by Alfie Kohn)
7. **Furthermore, I understand and agree to the following terms pertaining to the Da Vinci community:**
 - a. I understand and support that Da Vinci utilizes **technology**, among many tools, in its teaching processes.
 - b. I understand that State of California **standardized testing (CAASPP)** is required of all students in grades 3-8, that the school gains its funding through the state, and although the standards inform but are not the drivers of student learning, and that over 95% participation is essential for the school’s overall health and continued operation.
 - c. I understand that it is important to **notify the school immediately if I choose to no longer have my child attend Da Vinci.**
 - d. I understand that I should make sure my child **puts away trash and equipment to ensure campus is kept safe and clean.**
 - e. I understand that if my student has or has ever had an **Individualized Education Plan (IEP)**, I must provide a copy of the IEP and the IEP must specifically provide for the child’s enrollment in an Independent Study program.
 - f. I understand that it is the **Family’s (parent/guardian(s) and the student) responsibility to provide any needed transportation** for meetings, field trips, and other travel.
 - g. I understand that the **Family is liable for the replacement or cost of replacement for lost, damaged, incomplete, or unusable books, technology and other school property** used by child.
8. **As key partners in the Da Vinci community, I:**
 - a. Understand and support the mission of Da Vinci Schools
 - b. Uphold school community limits and support the guidelines set forth in the handbook
 - c. Treat all community members with kindness, care, respect and consideration
 - d. Agree to utilize compassionate communication and our conflict resolution process when conflicts occur
 - e. Do my best to create a safe and healthy environment at home and at school
 - f. Take responsibility for learning, as well as the development and pursuit of passions
 - g. Contribute to the well-being of others, so everyone can become a caring and confident learner
 - h. Work actively to develop the Da Vinci Habits of Heart and Mind



EXPECTATIONS FOR STUDENTS

Da Vinci Connect is a **collaborative learning community** in which ***how you learn is as important as what you learn***. This agreement details your roles and responsibilities as a student.

As a collaborative partner in my learning community, my role is to:

1. **Take responsibility for my learning by--**
 - a. Focusing on mastering learning goals/content standards in **math** and **language arts**, knowing that these skills are important for anything I decide to do in life
 - i. I will read a minimum of 30 minutes each day (alone or with my home educator)
 - ii. On home school days, I will complete a minimum of 60 minutes each for writing and math-related skills (slightly less for kindergarten)
 - iii. In the Homeschool Collaborative Program, my learning will also integrate social studies and science
 - b. Supporting at-school projects by actively participating in and contributing to projects (i.e. conducting research about/for projects, bringing my own ideas, collaborating with my classmates and teacher(s))
 - c. Communicating with my family and teacher(s) about my unique interests and learning goals/content standards beyond class projects
2. **Actively participate in my learning, both on campus and off campus, by--**
 - a. **Attending** class, workshops, student led conferences, enrichment classes, and all other learning opportunities I commit to.
 - b. **Listening to** the thoughts, ideas and questions of others, knowing that I can learn from every person and every situation.
 - c. **Thinking and speaking up for myself**, knowing that my thoughts, ideas, and questions matter and that others can learn from me also.
 - d. **Asking questions and getting help** when something is not clear, I feel like I don't understand, or when I see a problem that I think needs to be addressed.
 - e. **Understanding and letting people know** how I learn best and seeking to understand and respect how others in my community learn best.
 - f. **Exploring, investigating and experimenting with** new ideas, knowing that as a life-long learner, I always have more to discover.
 - g. **Striving to improve and grow** my skills and talents and supporting those in my community to do the same.
3. **Commit to daily engagement with learning in accordance with the chart below:**



Grade	Required Instructional Days Per Year	Required Instructional Minutes Per Year	Daily Breakdown in Hours
K	175	36,000	3.4 hrs
1-3	175	50,400	4.8 hrs
4-8	175	54,000	5 hrs

4. **Support my at-home/homeschool educator in providing evidence of my at-home learning on the due date** with original (not copies) of my **home school work samples** per work journal/learning period to be kept for audit purposes. The Homeschool Hybrid Program requires 6 samples; the Homeschool Collaborative Program requires 10 samples. Examples of acceptable samples include:
 - Writing samples
 - Journal entries
 - Worksheets
 - Annotations of learning by student
 - Organized scratch paper showing work
 - Photos with descriptions/explanation
 - Screen shot of online work with handwritten comments
 - Other (check with teachers)
5. **Sign and comply with the Da Vinci Independent Study Agreement** prior to the first day of enrollment.
6. **Respect and support all members of Da Vinci's community by--**
 - a. Supporting the **Habits of Heart and Mind** (reflection, exploration, collaboration, flexibility, perseverance, empathy)
 - b. Developing a **flexible mindset** by celebrating "struggles" and recognizing effort over intelligence
 - c. Seeking to **understand others and their actions**, instead of judging them

7. Furthermore, I understand and agree to the following terms pertaining to the Da Vinci community:

- a. I understand and support that Da Vinci utilizes **technology**, among many tools, in its teaching processes.
- b. I understand that I should **immediately notify a staff member if I feel physically or emotionally unsafe** so we can support you in a timely manner.
- c. I understand that I should **put away my trash and equipment to ensure campus is kept safe and clean**.
- d. I understand that the state of **California requires testing of all students** and that my participation in these tests is important for keeping my school open and strong. I know that these tests are used to track our school versus other schools and that other tools are used to see how well I am developing.
- e. I understand that it is important to **notify the school immediately if I choose to no longer attend Da Vinci**.
- f. I understand that it is my **families' responsibility to provide any needed transportation** for the students scheduled meetings, field trips, and other travel.
- g. I understand that **I am representing Da Vinci Schools with my words, gestures, behaviors and clothing** when I attend events and field trips.
- h. I understand that my family is liable for the **replacement or cost of replacement for lost, damaged, incomplete, or unusable books, technology and other school property used** by me.



EXPECTATIONS FOR STAFF

Da Vinci Connect staff creates and empowers an atmosphere of collaborative learning and development, where all students are fully supported in becoming collaborative, informed, resourceful and reflective individuals who are college-ready, career-prepared and community-minded. This is accomplished through strong and supportive partnerships with students and families:

IN SUPPORT OF STUDENTS, STAFF:

1. **Engage students in meaningful learning by--**
 - a. Creating and implementing project-based curriculum
 - b. Connecting student work to the world outside the classroom
 - c. Managing classroom behavior through the use of clear routines and consistent expectations
 - d. Engaging students in presenting and talking about their work
 - e. Attending students' Exhibitions, Presentations of Learning and Student Led Conferences
 - f. Modeling meta-cognitive strategies to help students develop skills and strategies
 - g. Using engaging, creative, and appropriate assignments and resources (work has a clear purpose with limited use of textbooks and publisher-created worksheets)
2. **Differentiate and support the diversity of students in the classroom** (ethnicity, gender, culture, "ability," etc.) **by--**
 - a. Personalizing instruction and differentiate to support and/or challenge students
 - b. Establishing the expectation that all students participate in class activities
 - c. Meeting needs and attending meetings specified by students' IEPs, 504s, SSTs
3. **Develop appropriate relationships with students by--**
 - a. Knowing, seeing and valuing students and create a classroom atmosphere based on mutual respect
 - b. Implementing compassionate communication and conflict resolution strategies
 - c. Managing everyday challenges and issues in the classroom with students directly unless additional support is needed
 - d. Seeking appropriate support for students when needed (from administrators, peers, etc)

IN SUPPORT OF FAMILIES, STAFF:

1. **Proactively maintain effective and collaborative communication with families by--**
 - a. Identifying learning goals/content standards to be worked towards at home and at school
 - b. Responding promptly and professionally (within 48 hours unless urgent) to parents' questions/concerns
 - c. Scheduling and facilitating workshops, work journal meetings and parent-teacher-student conferences as needed
 - d. Providing meaningful information about student progress and areas for growth
2. **Da Vinci Connect staff also accomplishes their goal of facilitating an atmosphere of collaborative learning and development by--**
 - a. Acting as a learning facilitator and resource for students and families
 - b. Planning and preparing for meetings
 - c. Managing course requirements for all students
 - d. Maintaining on-going home contact (in person, via phone calls and via email as needed)
 - e. Developing interdisciplinary, project-based curriculum
 - f. Actively participating in staff meetings and professional development
 - g. Listening and being open-minded in conversations
 - h. Being solution-oriented when problems arise
 - i. Following and enforcing school rules while in meaningful, positive ways
 - j. Communicating regularly and honestly with leadership team
 - k. Tolerating ambiguity and striving for clarity
 - l. Being a presence in the school community



We commit to modeling and teaching the Habits of Heart and Mind and staff “ways of being” by:

- a. Being conscientious, innovative and reflective
- b. Reflecting on what works and what does not
- c. Being punctual and present with students, families and staff
- d. Preparing for lessons/projects/classes/meetings and seeking support from the team when needed
- e. Taking part in campus design and maintenance to keep our school safe and clean
- f. Utilizing technology as needed to be effective as a teacher and to fulfill the duties needed by a 21st century educator
- g. Loving teaching and learning
- h. Actively taking part in professional development on site and being an active learner beyond the classroom
- i. Sharing resources and lessons learned



we create.



we connect.



we care.

INDEPENDENT STUDY ATTENDANCE POLICY AND AGREEMENT

Da Vinci Schools Board of Trustees authorizes this independent study policy, applicable to its charter school serving K-8 students (CDS Code: 19 76869 0128728) (the "Charter School") as an optional alternative instructional strategy for students whose educational needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan and enabling students to reach curriculum objectives and fulfill promotion requirements.

Da Vinci Schools' CEO or designee shall approve independent study for an individual student only upon determining that the student understands and is prepared to meet Charter School's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom. Independent study entails a commitment by both the parent/guardian and the student. As the student gets older, he/she assumes a greater portion of the responsibility involved.

The CEO or designee shall annually report to the Board the number of students participating in independent study, the average daily attendance (ADA) generated for apportionment purposes, the quality of these students' work as measured by standard indicators, and the number and proportion of independent study students who graduate or successfully complete independent study.

The CEO or designee shall ensure that a written independent study agreement, as prescribed by law, exists and is maintained on file, for each participating student. (Education Code §51747.)

Equivalency

The Charter School's independent study option shall be substantially equivalent in quality and quantity to classroom instruction, thus enabling students participating in independent study to complete the Charter School's adopted course of study within the customary time frame. Students in independent study shall have access to the same services and resources that are available to other students in the school. (5 C.C.R. §11701.5.)

The Charter School shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. (Education Code § 51747.3.)

Eligibility for Independent Study

Parents/guardians of students who are interested in independent study should contact the Principal or his/her designee. Approval for participation shall be based on the following criteria:

1. Evidence that the student will work independently to complete the program.
2. Availability of experienced certificated staff with adequate time to effectively supervise the student.

A student's participation in independent study shall be voluntary. (Education Code § 51747.) Students participating in independent study must be residents of the local county or an adjacent county. (Education Code § 51747.3.) Charter School will not claim apportionment funding for any student who lives outside of these geographical boundaries unless otherwise permitted by law.

Full-time independent study shall not be available to students whose Charter School residency status is based on their parent/guardian's employment within Charter School boundaries pursuant to Education Code section 48204. (Education Code § 51747.3.)

A student with disabilities, as defined in Education Code section 56026, shall not participate in independent study unless his/her individualized education program specifically provides for such participation. (Education Code § 51745.)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code section 48206.3 by means of independent study. (Education Code § 51745.)

Written Agreements and Assignments

A written agreement shall be developed for each student participating in independent study. (Education Code § 51747.)

The written independent study agreement for each participating student shall include, but not be limited to, all of the following: (Education Code § 51747.)

1. The manner, frequency, time and place for submitting the student's assignments and for reporting his/her progress.
2. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
3. The specific resources, including materials and personnel that will be made available to the student.
4. The Charter School's independent study policy describing the maximum length of time allowed between an assignment and its completion and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study.
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one year.
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
7. A statement that independent study is an optional educational alternative in which no student may be required to participate.
8. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code section 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction.

The agreement also may include a schedule for achieving objectives and completing the agreement and a schedule of conferences between the student and supervising teacher.

The curriculum and methods of study specified in the written agreement shall be consistent with Board policy, administrative regulations and procedures for curriculum and instruction. (5 C.C.R. § 11702.)

Before beginning the independent study, each written agreement shall be signed and dated by the student, the parent/guardian or caregiver of the student under 18 years of age, the certificated employee designated as responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. (Education Code § 51747.)

The agreement shall state that the parent/guardian/caregiver's signature confers his/her permission for the student's independent study as specified in the agreement.

Student Rights and Responsibilities

Students participating in independent study shall have the right, continuously, to enter or return to the regular classroom mode of instruction, including upon termination of the agreement.

Independent study students who are late, miss scheduled conferences or do not submit assigned work on time shall not be reported as truant. However, the independent study administrator shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian.
2. A meeting between the student and the teacher and/or counselor.
3. A meeting between the student and the administrator, including the parent/guardian if appropriate.
4. An increase in the amount of time the student works under direct supervision.
5. Teachers issuing or modifying deadlines for assignments to ensure the student is making adequate progress

A pupil may not turn in his/her work journal late, miss more than 2 work samples, submit insufficient record of work during any Work Journal Period (assignment periods), or miss more than 1 regularly scheduled/mandatory* meeting, before an evaluation may be conducted to determine whether it is in the best interest of the pupil to remain in independent study or whether the pupil should return to the regular program. Failure to comply may result in additional meetings/requirements/accountability measures as outlined by supervising teachers and/or Principal or his/her designee. Therefore, should a pupil fail to turn in his/her work journal on time, fail to submit the required number of work samples, submit insufficient record of work during any given Work Journal Period, or should a Parent or pupil miss more than 1 scheduled meetings, the following actions will apply:

- a. First occurrence: Both the Parent and the pupil ("Student") will receive a FIRST NOTICE OF NONCOMPLIANCE. A time period not to exceed 1 week will be given for: (1) the Student to complete and submit the delinquent assignments in person to his/her teacher or administrator, if the Student has failed to turn in his/her work journal on time, failed to complete more than 2 work samples, or submitted insufficient record of work; or (2) the Parent to schedule a meeting with the teacher and Student, if the Parent or Student has missed more than 1 regularly scheduled/mandatory meeting. Additionally, the Student will be expected to maintain progress on all currently assigned school work during this same time period.
- b. Second occurrence: Upon the second occurrence, both the Parent and Student will receive a SECOND NOTICE OF NONCOMPLIANCE, and both will be required to meet with the Principal/School Director or his/her designee to conduct an evaluation to determine whether it is in the best interest of the pupil to remain in Independent Study. A written record of the findings of this evaluation and any pursuant actions outlined in this evaluation shall be signed and agreed upon by all participants and treated as a mandatory interim pupil record. This record will be maintained by the school for three years from the date of the evaluation.
- c. Final occurrence: A third occurrence will constitute sufficient indication that Independent Study is not the proper placement for the Student. Both the Parent and the Student will receive a NOTICE OF REMOVAL and the Student will be released from this voluntary independent study program consistent with applicable law.

For Charter School pupils, the maximum length of time that may elapse between when an assignment is made and the date by which the pupil must report to the teacher and submit the completed work shall not exceed 50 school days.

*Mandatory meetings consist of Student Led Conferences (SLCs), Exhibition, Presentations of Learning (POLs), meeting requests indicated as "mandatory" by your child's teacher to address concern about his/her progress and Work Journal/PEC meetings for each Work Journal Period.

Administration of Independent Study

Each student's independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. (Education Code § 51747.5.)

The responsibilities of the Principal shall be to:

1. Ensure the Charter School's independent study program is operated in accordance with law, Board policies and administrative regulations.
2. Approve the participation of students requesting independent study for a period exceeding five school days.
3. Facilitate the completion of independent study written agreements.
4. Approve all credits earned through independent study supervised at a location apart from the student's regular school and forward the information to the appropriate staff so that the information becomes part of the student's record.
5. Authorize the selection of staff who are assigned to supervise independent study.
6. Supervise any staff assigned to independent study functions who are not regularly supervised by another administrator.
7. Complete or coordinate the preparation of all necessary records and reports.
8. Establish and maintain in a systematic manner all records required by law, Board policy and administrative regulation.
9. Monitor student participation in independent study so that the Charter School stays within prescribed limits and income to the Charter School is maximized
10. Develop and manage the budget for independent study.
11. Obtain and maintain current information and skills required for the operation of an independent study strategy that meets established standards for the Charter School's educational programs.
12. Assure a smooth transition into and out of the independent study mode of instruction, as necessary.
13. Prepare and submit reports as required by the Board or CEO.

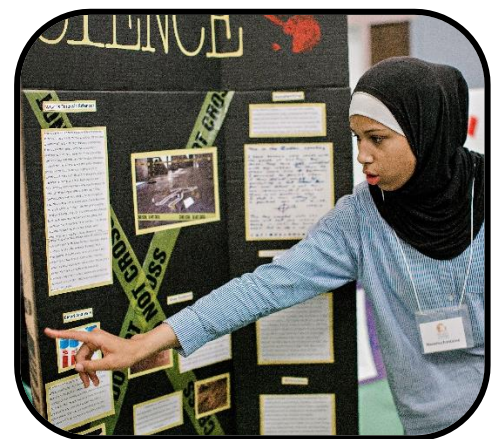
Supervising Teachers

The Principal may recommend and the independent study administrator shall approve the assignment of teachers to directly supervise independent study. The teacher may be the student's regular classroom teacher, particularly for elementary students.

Consistent with California Code of Regulations, Title 5, § 11704, the ratio of average daily attendance for independent study pupils to full-time equivalent (FTE) certificated employees shall not exceed: (i) a ratio of 25:1; or (ii) the ratio of pupils to FTE certificated employees for all other educational programs operated by the largest unified school district (as reported at the second principal apportionment in the prior year) in the county or counties in which the charter school operates. All students enrolled in the Charter School's independent study program, regardless of age, shall be included in pupil-to-certificated-employee ratio calculations. (Education Code § 51745.6.)

Independent study teachers shall:

1. Complete designated portions of the written agreement and add additional information to the written agreement when appropriate.
2. Supervise and approve coursework.
3. Design lesson plans and assignments.
4. Assess student work and determine and assign grades or other approved measures of achievement.
5. Personally judge the time value of assigned work or work products completed and submitted by the student.
6. Select and save with each agreement representative samples of the student's completed and evaluated assignments on not less than a monthly basis, preferably biweekly, and signed or initialed and dated in accordance with item #3 in the section on "Records" below.



7. Sign and complete the agreement when the student has reached his/her objectives or the agreement is terminated.
8. Maintain a daily or hourly attendance register in accordance with item #4 in the section on "Records" below.
9. Maintain any other required records and files on a current basis.

Records

For audit purposes, the CEO or designee shall maintain the following records: (Education Code § 51748; 5 C.C.R. § 11703.)

1. A copy of the Board policy, administrative regulation, enrollment agreement, and other procedures related to independent study.
2. A separate listing of the students, by grade level, program and school, who have participated in independent study, identifying units of the curriculum attempted and units of the curriculum completed by students and awarded to the students, as specified in their written agreements.
3. A file of all agreements, with representative samples of each student's or adult education student's work products bearing the supervising teacher's signed or initialed and dated notations indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.
4. A daily or hourly attendance register, as appropriate to the program in which the students are participating, separate from classroom attendance records, and maintained on a current basis as time values of student or adult education work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons.

A written record of the findings of any evaluation conducted after the student has missed the number of assignments specified in Board policy shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code § 51747.)

Additional Charter School Responsibilities

Charter School may claim apportionment credit for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by a certificated teacher. (Education Code § 51747.5.)

Charter School administration shall establish procedures, as necessary, to implement these policies in accordance with the law.



HOW WE TRACK GROWTH

At Da Vinci, we believe that learning is a life-long process that includes far more than the acquisition of knowledge. We are committed to supporting each student in his or her continual growth of learning goals/content standards and 21st Century Skills, as well as the Habits of Heart and Mind. We know that this comprehensive focus will support and empower our students as they develop and share their own individual gifts. Tracking each student's growth in a holistic way is accomplished through a combination of the following:

- Report Cards that capture teacher and home educator reflections on development in both academic skills and Habits of Heart and Mind
- Adaptive assessment tool (see "MAP" section below) that is geared more towards measuring growth in skills, versus a one-time snapshot of proficiency provided by standardized tests
- Student Presentations of Learning (POLs), Exhibition presentations and Student Led Conferences provide tangible evidence of each student's growth over time and honors students as unique individuals
- Ongoing communication between students, teachers and families



Progress Reports and Report Cards

The purpose of these documents is to report progress and growth. Our report cards provide a narrative-based reflection that measures growth in learning goals/content standards and social emotional learning via the Habits of Heart and Mind. We do not provide traditional letter grades on assessments or report cards; however, we do include MAP (see below) results, state testing data and attendance data. Provided twice a year, teachers prepare report cards reflecting the following:

1. In-class work and homeschool work samples, which provide the opportunity to track growth
2. In-class interactions and observations, which provide teachers with the opportunity to track growth in Habits of Heart and Mind
3. Student-Led Conferences, which provide opportunities for all individuals to reflect on the student's growth and set future goals
4. Presenting at Exhibition, which provides insight into student understanding of project goals, skills and knowledge as well as mastery of 21st Century Skills and Habits of Heart and Mind
5. Presentations of Learning by the student throughout the year, which provide students with valuable opportunities to share their insights and learning, while also further developing key 21st Century Skills

Measurements of Academic Progress (MAP) provided by Northwestern Evaluation Association (NWEA)

In order to provide a personalized education experience and identify student growth and need for support, we use NWEA's MAP. It is an adaptive assessment tool that produces a measure of student growth and achievement. This information will be used to personalize learning plans, create focused instructional groupings and, as needed, be a consideration in determining placement. Focused on growth rather than "proficiency," this assessment is administered in the Fall and Winter/Spring, providing an opportunity to track growth and create goals throughout the year.

California State-Mandated Testing

As a public school, we are required to participate in all California state-mandated testing (Smarter Balanced Assessments for ELA and math, 5th and 8th grade CA Science Test and 5th and 7th grade Physical Fitness Test). The state of California uses data from these assessments to monitor individual schools' performance and compare school performance to other schools throughout the state. **According to federal law, we must reach 95% participation in all state testing, so your support is critical.** Please know that we do not "teach to the test." We believe students are best prepared for these tests by engaging in rigorous and authentic work. Students often benefit from practicing test-taking strategies and there are resources available. As we do with the MAP assessment, we position the state tests as an opportunity to "show what you know" and encourage students to do their best. While we do not emphasize testing or teaching to the test, we know that standardized tests are used for various reasons (college exams, certification for many careers, etc), so familiarity with testing formats and scenarios will likely support our students in achieving their individual goals.

INCLUSION MEANS EVERYONE

Accommodating Gender Nonconforming and Transgender Students

Students have a right to privacy with regard to certain personal matters. Students may keep their gender identity private, or may openly discuss and express their gender identity, and may decide when, with whom, and how much private information to share. If a gender nonconforming or transgender student, or such student's parent, desires that Da Vinci accommodate the student's gender identity, the student may request a meeting with the Principal or Dean of Students and student's parent(s) to discuss how Da Vinci may accommodate the student's gender identity. Da Vinci shall take into consideration privacy concerns of all students when attempting to reach an accommodation.

General Education Academic Supports

Our support staff (teachers, administrators, counselors, Response to Instruction teacher, academic coaches) work to ensure all students receive the support they need to be proficient in academic content and succeed socially and emotionally. Our goal is to ensure all students receive the support they need. This is best accomplished when the student, teacher, and family educator work together to address areas of need for extra support.

Special Education Supports

Da Vinci Innovation Academy offers a full continuum of services to meet the unique needs to students with disabilities. Special Education teachers provide support in the general education classes, lead Resource seminars, provide Specialized Academic Instruction, and collaborate with general education teachers in accordance with each student's Individualized Education Program (IEP).

Rights of Students with Disabilities

In California, students with disabilities can be eligible to receive special education services between the ages of 3-22. Federal and state laws protect families and their child throughout the process of evaluation and identification for special education placement and services. Parents of children with disabilities have the right to participate in the development of the student's Individualized Education Program (IEP), and be informed of the availability of a free, appropriate, public education and of all available programs, including public and non-public options. Da Vinci Connect operates under the South West Special Education Local Plan Area (SW SELPA).

Special Education Procedures

All children will have access to Da Vinci Schools and no students shall be denied admission due to disability. Students with disabilities will be provided services in accordance with his/her last agreed upon and implemented IEP. Referrals for assessment for special education are accepted from parents, general education teachers, Student Success Teams, and all other school staff. Once a referral is received, the School Psychologist and Special Education Director will review the referral and all relevant student records to determine the appropriateness of the referral. If assessment is deemed necessary, the school team will comply with the 60 day assessment timeline once the assessment plan is signed and returned.

Da Vinci Schools provide a full continuum of supports to students with disabilities. Our goal is to provide supports to students in the least restrictive environment, and our goal is to include our students with disabilities in the general education setting to the greatest extent possible. In addition to providing meaningful supports for students with disabilities, we strive to provide accurate information to parents about the complex special education system and how it functions.

For additional information regarding the special education process, please visit <http://www.davincischools.org/about/signature-programs/special-education/>

Search and Serve Process

If you believe your student may have a disability, please contact a teacher, the Special Education department, or an administrator at your student's school. Federal and state laws require public schools to provide free and appropriate education for students with disabilities. The site team at your child's school can assist you with making a request for special education assessment in writing.

BUILDING AND SUPPORTING OUR COMMUNITY

Da Vinci students spend the majority of their school week with their at-home educators, so **we aim to support our families in being the best educators they can be!** This support includes teacher and expert-facilitated workshops, access to Da Vinci staff, and a myriad of online and other resources made available via www.davincik8.org, a site that our family council (see FAN later in this section) is continually developing to meet your needs!

For this school year, we already have some wonderful learning opportunities planned. As mentioned in "Expectations for Homeschooling Families," we ask that all families attend workshops, Parent Educator Conferences, work journal meetings and Student Led Conferences.

Workshops we offer to support families: (please check the calendar often: www.davincik8.org/calendar)

- Parent Educator Workshops, Speaker Series and/or Conferences
- Work Journal meetings, Student Led Conferences, content and event-based workshops and individualized support meetings as needed
- Various workshops: dates, time and topics to be determined annually...



WE THRIVE WHEN FAMILIES GET INVOLVED!

Families are key partners in DV Connect's unique collaborative learning community. Though we do not require family service hours, **we encourage each family to get involved in FAN events** to support the community events our amazing Family Action Network hosts annually. Your service not only ensures the success of our school, but it also provides our families with valuable opportunities to connect, share and build a network of support. **Find an area that speaks to your own talents and passions and help Da Vinci thrive!**

FAMILY ACTION NETWORK (F.A.N.)

To help coordinate family involvement, we established the DVIA **Family Action Network (FAN)**. Together, with Da Vinci staff, FAN represents 7 areas of focus:

Events – fun and engaging school-wide events, like:

- Opening Social
- Movie Nights
- Middle School Dances
- Talent Show
- End of Year Cultural Fair

FUNdraising – FUN ways to raise funds, like:

- Skate nights
- Book fairs (onsite and virtual)
- Pizza Days

School Spirit – help us celebrate our awesome community:

- Pizza lunches and Spirit Days
- Da Vinci wear
- Teacher/volunteer appreciation

Facilities - key facility-related needs, like:

- Family Work Days
- Gardening
- On-going Site Needs

Communication--

- Weekly newsletter
- Local Control and Accountability Plan feedback
- Pastries with the Principal

Family Support – provide family support and education as they journey through their experience at Da Vinci:

- Family resources
- Family education
- Family mentoring

Staff Support – support key staff needs, such as:

- Room Parents
- Strategic communication
- Homeschool connections and field trips



Please email
DaVinciFanEvents@gmail.com
for support and to get
involved!

PROCEDURES AND POLICIES

VOLUNTEERING

Parents are welcome to visit and volunteer at DV Connect! In order to address the needs of the students in the classroom and as a courtesy to our teachers, we ask that you let them know about your visit 24 hours in advance so they can accommodate you or plan activities for you to engage in. Also, in order to monitor safety, parents must check in at the office before going to the classroom.

When visiting or volunteering, our goal is to help make your experience one in which you feel productive and valued. Therefore, we ask parents who wish to give time to our classrooms to engage in the following process so that your involvement will be focused and worthwhile:

- Before volunteering regularly in the classroom, need attend a mandatory parent-volunteer meeting with Kaitlin or Michelle
- Prior to volunteering, the teacher will meet with you to clarify expectations and goals
- Parents supporting learning in the classroom on a regular basis will need to be fingerprinted and provide a TB test (must be from the last four years)
- We will begin parent assistance after the first 2 weeks of school so that teachers and students can establish connections and routines (although parents may visit classrooms before this)
- Teachers will coordinate volunteer times to accommodate both your needs as well as the needs of the students in the classroom
- It would be helpful if all parents who wish to work in our classrooms read *How to Talk so Kids will Listen and Listen so Kids will Talk* by Faber and Mazlish before beginning to volunteer (available at local libraries and bookstores)
- ***Please contact our office staff to express your interest in volunteering! (connect@davincischools.org)***



You might find that volunteering in the classroom doesn't work for your child. We also welcome (and need!) volunteers in our office and in other parts of campus! If you would like to help out, please let our office staff know.

As always, we appreciate your willingness to contribute to Da Vinci's learning community. ***We look forward to working together!***



DROP-OFF AND PICK-UP

Student safety is a top priority at Da Vinci. It is important that parents and students comply with the following drop-off and pick-up procedures at all times to ensure the safety of all students:

Drop-Off:

For all programs and school days, school starts promptly at 9:15am and ends at 3:15pm. **Please support your student by arriving with enough time for him/her to be settled in class before the start time.** The “chalkboard door” will open and classrooms will be available at 9:00. At the end of the day, we ask parents to wait near the flagpole on the north end of campus until 3:15 pickup. This enables teachers to end the day with students focused on the classroom rather than on parents walking by. **A curbside drop-off service is available for between 9:00 - 9:15am.** To support this service, it is critical that you only drive northbound in the parking lot during drop off and pick up. If your child arrives to campus late, s/he will be required to sign in at the front office. If you are not using the curbside service, limited parking is available in our parking lot, on 135th St., on 138th street and in the Dana Middle School parking lot next door.

Pick-Up:

In order to help ensure our afternoon pick-up system is smooth and safe, please review the following requests with all individuals (moms, dads, nannies, grandparents...) who pick up your children:

- If your child is going on a playdate or being picked up by another parent, you MUST email the front office (connect@davincischools.org) before 2:45pm. We cannot release students to unplanned playdates. Please do not email your child's teacher. They will not see your email when they are teaching. Thank you!
- You may park and walk to the gate by the flagpole or wait in our drive-through pick up line. Parking is available in front of DVIA, in front of DV Rise/DVX, in the neighborhood and at Dana Middle School.
- Please DO NOT park at the curb in the drive through line. This significantly impedes our ability to keep the line moving swiftly and causes confusion for drivers and students. Also, the curb is red and is an emergency parking area.
- Please do not park in a disabled person designated parking spot. We have families with needs for those spots.
- Please do not hang out in the pick-up area, which includes the entire area in front of the “Forum.” When families are lingering and children are running around/playing, it creates a visual barrier for students trying to locate the staff who are helping them get to their car safely. You are welcome to walk to the grass in front of Rise/DVX or walk to the front of DV Connect for run-around/chat/play time. Thanks for helping us keep kids safe!

Middle School Info:

If you are the parent of a middle schooler (6th-8th grade) and you want him/her to walk into the parking lot unattended to find you or walk home/to the library, etc, please email the front office (connect@davincischools.org) to give *on-going* permission. Your child will then exit campus through the main office and let the front desk know they are leaving (receptionist will verify your child is on the list).

Signing-Out, Checking-In, and Alternative Pick Up Arrangements

If your child must leave campus before the end of the school day, parents or guardians must enter the office and sign their student out. Parents must sign in their child in the main office when returning from an appointment or when arriving late for school. This ensures we have accurate information to support students throughout the day. Please leave enough time for your child to be contacted in his/her classroom, disengage from the learning, pack up, and walk to the front of campus. Please do not text your child to come to the office. If you wish to arrange for alternative pick-up (including grandparents, extended family, friends, older siblings, etc.), please notify the main office: connect@davincischools.org.

FAMILY DIRECTORY USE

Connect's Parent Directory is an opt-in system. Parents share the information they wish to share with other families. The directory is provided as a courtesy to our families. Its sole purpose is to connect families for school-related matters. Please do not use the directory to solicit non-school related business or in violation of the expectations for Da Vinci Connect families outlined in this handbook. You choose what information to share during registration/re-enrollment and you can access the directory on the "Family Directory" tab of the Parent Educator Resource Site (www.davincik8.org).



CELEBRATIONS AND BIRTHDAYS

As a small, community-focused school, we are especially sensitive to children's feelings about celebrations and parties. We want all children to feel celebrated and appreciated in the community meetings we hold. With that in mind, **if your child is not inviting his/her entire class to a party or event, please send invitations to the invited children's families directly rather than delivering them at school.** We encourage you to be inclusive, as it strengthens our community. Allergies and food sensitivities are a prevalent part of children's lives today; therefore, **we encourage families to find ways to celebrate their child's birthday that do not involve food items. Please reach out to your child's teacher(s) for ideas.** Thank you!

RELEASE OF STUDENT INFORMATION

Da Vinci Schools / Da Vinci Connect supports parents' use of outside tutors to help their children succeed academically. Under The Family Education Rights and Privacy Act of 1974 ("FERPA"), parents/ guardians have the right to give consent to the school to disclose personally identifiable information from the student's education records to a third party tutor or tutoring agency. Upon the parent/guardian's completion of a written consent form, the school can communicate directly with a student's tutor and disclose certain information for the purpose of improving the educational experience of the student. The school will not communicate directly with a tutor and information will not be disclosed unless the required consent form has been signed. Parents/guardians have the right to revoke such consent at any time by providing written notice to the school. The school does not endorse any third party tutor and is not responsible for the actions of any tutor or the academic result of the tutoring. The Consent to Release of Student Information form can be obtained in DV Connect's front office.

HEALTH AND SAFETY

Injury, Accident or Illness at School: If a student becomes ill at school, he/she is taken to the front office. The school gives first aid only to injuries occurring at the school. School personnel are not authorized to treat any serious illness or injury, or to give any internal first aid medication.

If he/she is too ill to return to the classroom or needs medical attention, the parent is notified. If we are unable to make contact, we shall attempt to contact a person designated on the Emergency Contact list. Parents will be expected to pick up their child promptly. The school does not have adequate facilities to give students a comfortable prolonged stay. No child is ever sent home alone when he/she is ill.

If care beyond immediate first aid is needed for school injuries, we will contact the paramedics and abide by their recommendations. Parents will be contacted immediately.

Illness: We believe that regular attendance has a positive effect on student learning and achievement. While good attendance is encouraged, if your child has a temperature above normal, or has had vomiting/diarrhea, please keep student home until they have been symptom free without medication for 24 hours. Student's with unknown rash or reddened eye (a sign of "pink eye") will be sent home and will need to be symptom free and/or have a physician's note stating that they are non-contagious in order to return to school.

Students in need of home instruction due to chronic and/or extended illness should contact the school principal and nurse and provide physician referral or documentation.

Please call or email your child's teachers and the front office if you keep your child home due to illness (310 725 5800; connect@davincischools.org). If you have to leave a message, please leave the following information: child's name, teacher's name and specific illness, i.e. cold, flu, etc. It greatly helps the staff to be aware of illnesses that may be present among children.

Communicable Illnesses: If a student has had a communicable disease, please notify the office by a phone call or a note. Flyers are sent home to parents of other children in the class to alert them that their children have been exposed.

Emergency Contacts: When completing our registration, the section for Emergency Contacts is very important and must be completed to start each school year. For the protection of all students, please include at least **2** Emergency Contacts in addition to parents/guardians. The Emergency Contacts should be people who live within 15 minutes' travel time of the school. **IT IS ESSENTIAL THAT PARENTS NOTIFY THE SCHOOL IMMEDIATELY WHEN THE INFORMATION CHANGES** so that we can keep the Emergency Contact information current.

Tobacco Use Prevention: Da Vinci is a tobacco free school. No smoking or vaping is allowed on campus (indoors or outdoors) at any time.

Medical Diagnoses: If a student is diagnosed with a medical condition that is impacting them at school and students/parents would like the teachers/staff notified, contact the school nurse who can ensure staff is aware of and trained to manage any school-based medical or symptom management.

Permission for Student Medication: If a student needs to take a prescribed medication during school hours, he/she may do so, assisted by trained school personnel if needed. An **AUTHORIZATION FOR MEDICATION AT SCHOOL** form giving permission to administer medication during the school day must be completed by the PHYSICIAN and signed by the parent and be on file at the school.

Authorization forms are available in the school office.

All medications must come to school in the original pharmacy container. Medications must be kept in the Office. (Exception includes asthma inhalers and Epi-pens which ALSO require an authorization form completed by physician indicating the student may carry and self-administer).

Parents should not send any type of over the counter medication with the student to school. Students are **not** to bring aspirin, cough drops, cough syrups, vitamins, or other over-the-counter medications to school. These may constitute a health hazard to other students. Only prescribed medications may be on campus and they must be kept in the Office. Physicians can write prescriptions and complete the authorization for over- the-counter

medications such as Tylenol and the medication can be brought to the office and office staff can administer to student as needed. Students found to be carrying medication on campus will have it confiscated and parents will be notified immediately. These provisions are mandated by California law. Any questions on medication management should be directed to the school nurse.

Immunizations: Da Vinci Schools follow all requirements of the California School Immunization Law, Health and Safety Code Sections 120325-120375. Incoming students are responsible to submit their complete immunization records. The school will maintain a list of unimmunized children (exempted or admitted conditionally), so they can be excluded quickly if an outbreak occurs.

Lice: Prevention is important. Instruct your child not to share personal items like combs, brushes, caps, clothing, etc. If a student does have lice, please notify school. If it is discovered at school that student has lice, parents notified and asked to pick up student. Treatment of the student and home environment occurs prior to re-admission. Parents must bring children to the school office to be checked before being readmitted to school. **ALL NITS MUST BE REMOVED BEFORE RETURNING TO SCHOOL.**

Head Injury: Students who have a head injury at school will be monitored in the office and parents will be notified. A letter will be sent home with information about signs and symptoms to monitor for.

Sexual Health Education: The California Healthy Youth Act, requires school districts to provide students with integrated, comprehensive, accurate, and unbiased comprehensive sexual health and HIV prevention education at least once in middle school and once in high school.

Parents may view the curriculum and other instructional materials by request. Parents may opt-out from instruction if they so choose by requesting in writing that their student not receive the instruction. Contact the School Nurse for more information

Lunch, Snack and Water Bottles

Please provide a nutritious snack and lunch for your child each day. We recommend that you provide your child with a reusable water bottle each day. We have water dispensers throughout campus but do not have a large supply of cups (and we like to be eco-friendly!)

DVIA staff wish to support nutritional wellness by encouraging families to avoid the following:

- 1) Please do not allow your child to bring candy or other sugary treats. We also discourage sharing such treats as some families have very strict sugar policies and some students have health restrictions.
- 2) No soda on campus please. Additionally, try to avoid all sugary drinks. *We really do see a difference in students' ability to concentrate on learning and make good social choices after they have consumed sugar and other unhealthy foods and drinks!*
- 3) Please do not send your student to school with unhealthy "fast food."
- 4) Please avoid celebrating your child's birthday and other holidays with food items. Nearly every time some children are left out due to food allergies, sensitivities and family choice. We also know that the amount of sugar really does add up! Please reach out to your child's teacher(s) for alternative ideas.

Food Allergies: Your child's teacher will notify you if children in the class have allergies that the class should be aware of. These children's parents take the ultimate responsibility for their child's safety by providing their own lunches, snacks and treats for their children, but your help in this matter is greatly appreciated. Please encourage your child not to share food at school! If an extreme allergy is present, your teacher may ask that you avoid packing certain foods in your child's lunch to avoid exposure.

Wheeled-Device Safety: Da Vinci Connect expects students who ride bicycles/skateboards/scooters to and from school to wear safety helmets in conformance with California state law. Riders should observe traffic and other safety laws and rules.

Students who ride bicycles/scooters/skateboards shall be required to park them in an area designated by the administration and are encouraged to use bicycle locks. Da Vinci Connect is not responsible for lost, stolen, or damaged property. All such risk is assumed by the student.

Bicycles/skateboards/scooters or any other device with wheels (including but not limited to roller backpacks and shoes with wheels) may not be ridden anywhere on campus at any time, including before and after school hours. This includes the sidewalk and parking lot in front of the entire 13500 Aviation Boulevard campus. Students must make arrangements with staff for bicycle/skateboard/scooter storage prior to the beginning of the school day. These items may not be carried by the student during the school day. If a student is seen using or carrying a bicycle/skateboard/scooter on campus, administration will store the device until the end of the day. If additional confiscations occur, administration will return the device during a meeting with a parent/guardian.

This policy is written solely to ensure the safety of all students while on Da Vinci Connect's campus.

MENTAL HEALTH POLICY

Protecting the health and well-being of all students is of utmost importance to Da Vinci Schools. We have a site-based school counselor and the support of Antioch University Marriage and Family Therapist interns. Additionally, in order to ensure that mental health is addressed at all schools, the Da Vinci Schools board has adopted a mental health and suicide prevention policy which will help to protect all students through the following steps:

As grade appropriate, students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. Each school will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources. When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the student and help connect them to appropriate local resources. Students will have access to national resources which they can contact for additional support, such as:

- The National Suicide Prevention Lifeline – 1.800.273.8255 (TALK), www.suicidepreventionlifeline.org
- The Trevor Lifeline – 1.866.488.7386, www.thetrevorproject.org

All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis. For a more detailed review of policy changes, please see Da Vinci Schools full suicide prevention policy.

DA VINCI SCHOOLS CIVILITY POLICY

Members of Da Vinci Schools staff will treat parents and other members of the public with respect and expect the same in return. The Da Vinci Schools are committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds.

This policy promotes mutual respect, civility and orderly conduct among Da Vinci employees, parents and the public. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff. In the interest of presenting Da Vinci employees as positive role models to the students, as well as the community, Da Vinci Schools encourages positive communication and discourages volatile, hostile or aggressive actions. Da Vinci Schools seeks public cooperation with this endeavor.

Disruptions

1. Any individual who disrupts or threatens to disrupt school/office operations, threatens the health and safety of students or staff, willfully causes property damage; uses loud and/or offensive language which could

provoke a violent reaction; or who has otherwise established a continued pattern of unauthorized entry on school property, will be directed to leave the school property promptly by the school administration.

2. If any member of the public uses obscenities or communicates in verbal or written language in a demanding, loud, insulting and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely admonish the speaker to communicate civilly. If corrective action is not taken by the abusing party, the school employee will verbally notify the abusing party that his/her participation in the meeting, conference or telephone conversation is terminated and, if the meeting or conference is on school premises, the offending person will be directed to leave promptly.
3. When an individual is directed to leave under circumstances outlined in paragraphs 1 or 2, the administration shall inform the person that he/she will be guilty of a misdemeanor in accordance with California Education Code 44811 and Penal Codes 415.5 and 626.7 if he/she reenters any school facility within 30 days after being directed to leave, or within seven days if the person is a parent/guardian of a student attending that school. If an individual refuses to leave upon request or returns before the applicable period of time, the administration may notify law enforcement officials (CF 5131.4 Campus disturbance) (CF. 9323 Meeting Conduct).

Safety and Security

1. The principal will ensure that a safety and/or crisis intervention techniques program is provided in order to raise awareness on how to deal with these situations if and when they occur.
2. When violence is directed against an employee, or theft against property, employees shall promptly report the occurrence to their principal or supervisor and complete an Incident Report.
3. An employee whose person or property is injured or damaged by willful misconduct of a student may ask the District to pursue legal action against the student or the student's parent/guardian.

Documentation

1. When it is determined by staff that a member of the public is in the process of violating the provisions of this policy, an effort should be made by staff to provide a written copy of this policy, including applicable code provisions, at the time of occurrence.
2. Following any violation of the provisions of this policy, the employee will immediately notify his/her supervisor and provide a report of the incident.

Legal Reference

32210 - Disturbing School

44014 - Assault on Personnel

Abuses

Penal Code

243.5 B Arrest on School Grounds

413.5 B Fighting on School Grounds

626.8 B Entry of School by Person Not on Lawful

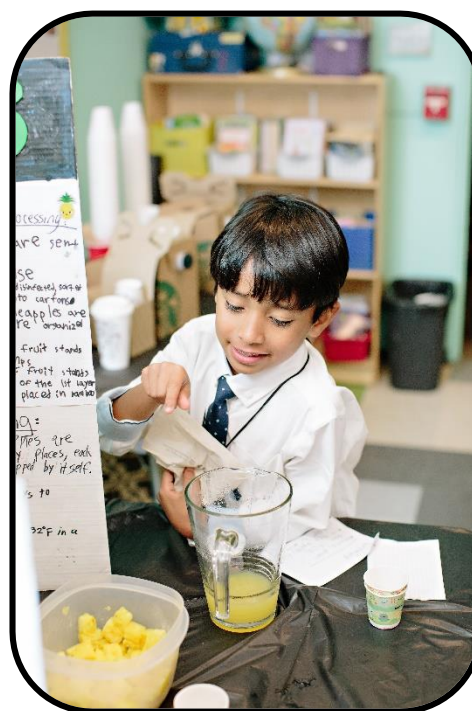
Business

627.7 B Refusal to leave School Grounds

Education Code

44810 - Person on School Grounds

44811 - Insults and



DISCRIMINATORY HARASSMENT POLICY

Discriminatory harassment is a particular form of personal disrespect that Da Vinci Schools DOES NOT TOLERATE among students, among employees, or between employees and students. All community members should report any type of harassment by other student(s) to a teacher, counselor, or principal. Da Vinci Schools is committed to providing a safe and empowering educational environment free of discriminatory harassment. This policy defines discriminatory harassment.

Discriminatory harassment of a student includes harassment based on actual or perceived sex assigned at birth, gender, race, economic class, color, religion, sexual orientation or sexual identity.

It is unacceptable to retaliate against any individual making a complaint of discriminatory harassment or for participating in a harassment investigation. Retaliation constitutes violation of this policy. Students who violate this policy may be subject to disciplinary action, up to and including expulsion. All students shall cooperate with any investigation or restorative justice process authorized or conducted by Da Vinci Connect into any alleged act of discriminatory harassment. Da Vinci Connect may, at the discretion of the administration and/or counseling staff, require that students attend mediation/restoration with other students, staff members or stakeholders to ensure that safety and trust are regained in the community.

Discriminatory harassment can consist of virtually any form or combination of verbal, physical, visual or environmental conduct. It need not be explicit or even specifically directed at the victim.

No student shall create or assist in the creation of a hostile or offensive work environment for any other person by engaging in any discriminatory harassment or by tolerating in on the part of another student.

All students shall report any conduct, which fits the definition of discriminatory harassment, to the Principal or other appropriate authority figure.

All complaints or allegations of discrimination or sexual harassment will be kept confidential during any informal and/or formal complaint procedures except when disclosure is necessary during the course of an investigation, in order to take subsequent remedial action and to conduct ongoing monitoring.

Sexual Harassment Policy

Da Vinci Schools is committed to maintaining a working and learning environment that is free from sexual harassment. Sexual harassment of or by employees or students is a form of sexual discrimination in that it constitutes differential treatment on the basis of sex assigned at birth, sexual orientation, or gender, and, for that reason is a violation of state and federal laws and violations of this policy.

Da Vinci Schools considers sexual harassment to be a major offense, which can result in disciplinary action to the offending or the suspension or expulsion of the offending student. Any student or employee of Da Vinci Schools who believes that she or he has been a victim of sexual harassment shall bring the problem to the attention of the appropriate administrator so that prompt action may be taken to investigate and resolve the problem. Da Vinci Schools prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Any such complaint is further advised that civil law remedies may also be available to them. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned.

The California Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

- (a) Submission to the conduct is explicitly or implicitly made a term of a condition of an individual's employment, academic status, or progress.
- (b) Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic

decisions affecting the individual.

(c) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.

(d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Da Vinci Schools further defines sexual harassment as including, but not being limited to:

- Unwelcome verbal conduct such as suggestive comments, derogatory comments, sexual innuendos, slurs, or unwanted sexual advances, invitations, or comments, pestering for dates, making threats, or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written materials, cartoons, or drawings, graffiti of a sexual nature, or use of obscene gestures or leering.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault, or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

Sexual harassment can be grounds for discipline, up to and including expulsion, even for a one-time offense.

Bullying on Campus

Bullying includes threats, name-calling, intimidation, hazing, inappropriate touching, cyberbullying, gestures, symbol display or verbal/non-verbal/written communication that makes a student feel uncomfortable or unsafe even if the person engaging in such behavior does not feel he/she is harassing/bullying. This includes harassment/bullying of a racial, sexual, or non-sexual nature. If faculty or staff observe, or are made aware of, behavior that meets Da Vinci Schools definition of bullying, they will typically do some or all of the following:

- Listen and provide support to the target of the bullying by acknowledging the nature and seriousness of the behavior.
- Listen and provide support to the person who enacted the bullying to get to the root of the issue and to stress the seriousness of the behavior. The perpetrator will also be asked to engage in a restorative process to regain trust and safety within the community. A part of this process includes engaging in a facilitated conversation with the person who was bullied.
- Bring concerns to school counselor, the involved student's teacher(s) and to school leadership
- Inform parents, guardians and stakeholders of the students involved and engage them as part of the solution
- Set up specific written goals and/or behaviors that need to be adhered to and that are monitored regularly
- Establish a time period in which the change needs to be seen
- Engage the students, parents/guardians and other stakeholders in a restorative justice process to regain trust and safety in the relationship. This will often be in place of suspension or expulsion.
- Request an outside evaluation from the behaviorist, educational therapist or neuropsychologist, depending on appropriateness
- Set up a limited schedule for the student to attend school until targeted behaviors improve

In some cases, Da Vinci Schools may not be equipped to meet the needs of the student engaged in bullying behavior. The student may be asked to leave the school at any time during the school year, for example;

- The continued behavior becomes a threat to the safety and productivity of the learning community
- The behaviors have not improved during the specified time period

- There is a repeated or significant safety issue in having the student around other students
- The student requires an extensive amount of one-on-one behavior support that can't be fulfilled by current staff

Bullying Off Campus

Sometimes, events that occur off campus have repercussions on campus, affecting members of the community and the learning environment. Any conduct occurring off school grounds, whether bullying or cyberbullying, that causes or threatens to cause a substantial disruption at school, or substantially interferes with the rights of students or employees to be secure and benefit from their school environment, could merit similar consequences as those above. In some cases, if warranted, Da Vinci School may also feel it necessary to report incidents to the police.

The Administration, in its sole discretion, shall determine whether conduct violates the policies set forth above.

EMERGENCY PROCEDURES AND DISASTER PREPAREDNESS

As part of our Disaster Preparedness Plan, we ask parents to supply personal use and consumable items in the event that a disaster requires students to remain at school for an extended period of time. **We ask that you send the following items on your child's first day of school. PLEASE NOTE: These bags will not be returned at the end of the school year.** Please use a **one gallon Ziploc-style bag** to pack an assortment of the following recommended items:

- Water or juice
- Canned fruit with pop tops
- dried fruit or nut snack packages
- cheese and cracker type snack packages
- granola bars
- individual moist towelettes
- a family picture (please do not send original photos or personal items you want returned)
- an "I love you" comfort note to your child

The items in your bag will be your child's own personal "comfort bag" in case of a disaster. We have very limited storage space, so please limit the items to those that will fit in a gallon Ziploc-style plastic bag. The school will have a supply of water, snacks, flashlights, hygiene and first aid supplies on hand in case of a disaster.

Emergency Procedures

Our staff is trained in order to provide for the safety of students, staff, and visitors during times of emergency. Emergency preparedness includes fire, lockdown and earthquake drills that happen during the school year. **All alarms, including false alarms and malfunctions, are treated as real.** Additionally, we respond to even vague local disturbances (swarms of bees, suspicious individuals in the neighborhood, etc.) and consider these opportunities for real-life practice of our emergency procedures. In the event of an alarm or non-emergency response, all staff, students, and visitors are required to complete an orderly and safe evacuation of the classrooms and building. Staff and students will meet in pre-assigned areas and will remain there until all students are accounted for and instructed to return to the building or move to a safer area. In the case of a major emergency (such as a significant earthquake or fire), we will use social media (e-mail, phone, Facebook, Twitter) to keep families updated. During such an emergency, staff will be focused on ensuring that all students are safe and accounted for.



DRESS CODE POLICY

The purpose of Da Vinci's dress code policy is to foster a physically and emotionally safe and respectful environment at school where students focus on who each other is, not who or what they wear. The dress code is in effect from the time students arrive on campus until they leave. This includes during enrichment, learning center or other services or meetings. This uniform dress code policy has been adopted by the Board of Directors of Da Vinci in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school.

Students or parents requesting an exemption from any provision of this dress code for religious or other reasons should contact the school office directly.



Specifications:

- **Shirt Options:** Polo shirt of any color/pattern, with or without the Da Vinci logo. Button-down shirts of any kind may be worn but must remain buttoned. Official Da Vinci Schools t-shirts (from any of our schools or programs). Other shirts may not be worn over the polo, button-down or t-shirt unless for warmth (sweatshirt, jacket).
- **Pants/Shorts/Skirts:** Pants and jeans may be worn but may not be ripped/frayed above the knee. Skirts and shorts may not be shorter than 2 inches above the knee. Leggings are permitted.
- **Jackets/Sweaters/Sweatshirts:** May be worn over, but not in place of the above-mentioned acceptable shirt options. We recommend writing your child's name on all outerwear and please visit the lost and found often!
- **Shoes:** Must be close-toed and have a back. Shoes with wheels are not permitted on campus.
- **Head Covers:** Other than religious head covers, all other forms of hats or headdress may not be worn indoors or during class time.

No student will be sent home, denied attendance, or penalized academically, or otherwise discriminated against, for noncompliance with this dress code. However, a staff member will contact parents/guardians requesting compliance with the dress code policy and a meeting will be held if multiple infractions occur. Additionally, students in core 4 and 5 may have a conversation with a staff member if their clothes do not meet dress code policy.

DISCIPLINE POLICY

It is the goal of Da Vinci Connect to provide experiences for children that teach them compassion, commitment, and concern for others. It is understood that children learn what they experience, and therefore we ask that all adults model appropriate behavior for children. Staff help children behave in ways that are conducive to learning and building community. Classroom experiences create developmentally appropriate opportunities for autonomy and positive decision-making. **The essence of discipline is understanding behavior and finding effective ways to express our needs and react to the needs of others.**

At Da Vinci, we are dedicated to helping children learn to meet their own needs while empathizing with and respecting the needs of others. Children and teachers decide upon agreements together that work toward the mutual benefit of all involved. They also decide upon solutions that will be helpful to all concerned should problems arise. On occasions when teachers must set limits without a student's input, they communicate clearly, firmly and with kindness, dignity and respect. Teachers form empathic and positive relationships with their students, holding them to high standards of behavior.

School-Wide Expectations

- Respect the needs and feelings of others
- Use appropriate language and demonstrate concern for the property of peers, classrooms/campus and the entire community
- Be safe and considerate of the safety of others
- Be willing to problem-solve to address the needs of others
- Remain in the classroom or on school grounds unless permission is given by the teacher or administrator to leave

Redirecting Behavior

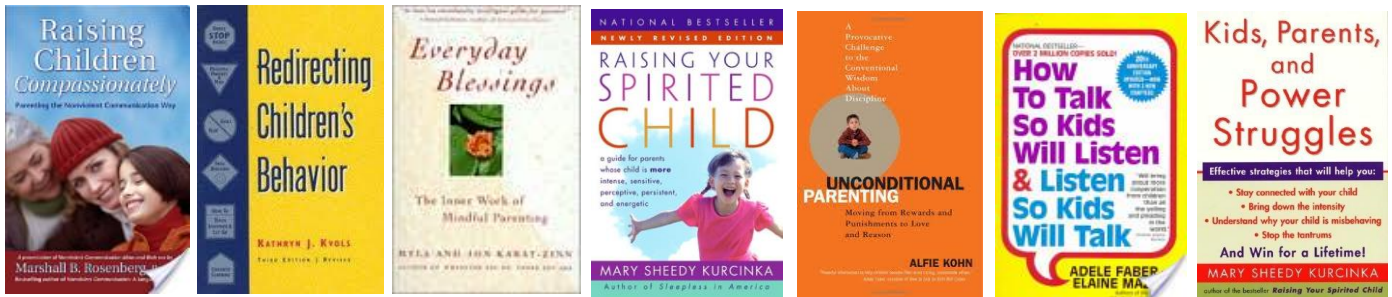
It is our strong belief that while punishment may work in the short term to stop unwanted behavior immediately, long-range results may include resentment, revenge, rebellion, and/or retreat.

Therefore, *we use strategies that are not humiliating to children*. Our approach is based upon mutuality and incorporates clear and firm expectations with respect for children so that a foundation for teaching life skills, good decision-making and self-regulation is emphasized.

The main objective in assigning consequences for misbehavior is to assist children in making good choices, whether in the classroom, at lunch time, or during recess. When a child is **unsafe, interrupts learning, is not respecting the needs of others or is unwilling to problem-solve**, the following course of action occurs:

- Child is reminded of the expected behavior and previously agreed-upon school standards
- Should the behavior continue, the teacher will conference with the child to create a plan that helps the child meet school behavior expectations
- When inappropriate behavior does not change, an administrator is consulted
- Finally, a conference will be called with the parent in order to assist the child in meeting the school's expectations for behavior

Here are some books we have found useful for supporting interactions with students:



REMOVAL FROM SCHOOL

If at any time a child's behavior is unsafe or dangerous to himself/herself or to another child or teacher, the child will be sent home from school for at least the remainder of the school day. The school upholds the right to further suspend or require a child be withdrawn from school should these behaviors occur or it be determined that the school cannot meet the child's academic, social, or emotional needs. Da Vinci Connect regards suspensions and expulsion as a last resort. After a proper investigation and hearing, the following forms of behavior by a student, parent or guardian may be grounds for expulsion:

- The threat, causation, or attempted causation of physical injury to another person
- Possession of a weapon (e.g., firearms, knives, or explosives) or possession of a replica firearm on the school campus or school-approved activities
- Unlawful possession, use, sale, offer, or being under the influence of any controlled substance, alcoholic beverage, or any intoxicant
- Theft or attempted theft of school or private property
- Destruction or attempted destruction of school or private property
- Any attempt to guess passwords, break into others' accounts, or gain unauthorized access to administrator accounts
- Obscene or offensive acts or habitual profanity or vulgarity
- Abusive behavior or treatment by a student, parent, or guardian of another, including other members of the student body, staff, faculty, and administrators
- Disruption of school activities or willful defiance of valid school authorities
- Violation by a student, parent, or guardian of a policy or procedure as set forth in this student handbook (i.e. student, parent, or guardian have demonstrated they do not value the student's place at the school).

STUDENT WORK AND MEDIA RELEASE



Periodically, Da Vinci Schools, its employees, professional partners, and outside media representatives wish to photograph, videotape, interview, or use student testimonials or student work for marketing, fundraising, publicity, recruitment, advertising/promotion, illustration, and other print, digital and broadcast media.

If parents or guardians do not want their child to be photographed, videotaped, audiotaped, or interviewed during school sponsored activities, please contact the school's main office: connect@davincischools.org.

RESPECTABLE USER (TECHNOLOGY) POLICY

We are pleased to offer our students access to the school computer network. Access to the Internet and e-mail enables students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world.

Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access undesirable materials as well. Individual users of the computer networks are responsible for their behavior and communications over these networks and must comply with school standards. Beyond the clarification of such standards, Da Vinci is not responsible for restricting, monitoring, or controlling the communications of individuals utilizing the network.

To protect the integrity of technology systems and the users against unauthorized or improper use of these systems, the school reserves the right, without notice, to limit or restrict any individual's use, and to inspect, copy, remove, or delete any unauthorized use of this technology upon authorization of the school director or his or her designee.

Students are prohibited from using technology for any unauthorized or unlawful purpose. Using technology to send, save, view, forward, or create harassing or offensive content or message is strictly prohibited. Offensive material includes, but is not limited to pornographic, obscene, or sexual material or comments, jokes or images that would violate the school policies. The school policies against harassment and discrimination apply to the use of technology.

Within reason, freedom of speech and access to information will be honored. The following are some of the actions that are not permitted, and violations may result in a loss of access as well as other disciplinary or legal action, including expulsion.

- Any attempt to guess passwords, break in to other accounts, or gain unauthorized access to administrator accounts
- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting, or attacking others
- Damaging computers, computer systems, or computer networks
- Violating copyright laws
- Using another's password
- Trespassing in another's folders, work, or files
- Intentionally wasting limited resources
- Employing the network for commercial purposes

Additionally, making and/or distributing audio or video recordings of a student or staff member against their wishes is prohibited and may constitute harassment. Live streaming of video or audio is prohibited on campus and at all school-sponsored events.

CELL PHONE POLICY

No cell phones in class (phones should be off and in your backpack).

If your phone is seen or heard (if it makes sounds):

- First time: Asked by teacher to put and keep device away
- Second time: Get it back after class from teacher
- Third time: Cell phone goes to Principal, Dean of Students of main office for safe keeping and parent must retrieve it on your behalf



Use of personal music devices are not allowed in class unless explicitly permitted by the teacher for that occasion. Headphones and cords are considered a part of your cell phone. They must also be put away.

INTELLECTUAL PROPERTY

All intellectual property that is generated at school, or related to school, including, without limitation, all equipment, documents, books, computer disks (and other computer-generated files and data), and copies thereof, created on any medium and furnished to, obtained by, or prepared by any student in the course of or incidental to student matriculation at Da Vinci, belong to Da Vinci. Da Vinci is an open source organization (information created cannot be charged for or sold); this provision ensures that no individual, student, or staff member may claim ownership at the expense of others.

STUDENT FINES

Students must pay all fines owed, such as fines for lost or damaged textbooks, in a timely manner. Grades, diplomas, transcripts, and the graduation ceremony may be withheld if a student willfully cuts, defaces, or otherwise injures, or willfully does not return upon demand, school property that has been loaned to them (i.e. a textbook). Students may be charged for textbooks checked out to them and not returned by the end of the year. Students may be billed for any books or materials returned with unreasonable damage unrelated to natural wear and tear.

ADMISSIONS AND LOTTERY

All California students are eligible to attend charter schools pursuant to state and federal law. As prescribed by state law, charter schools conduct an enrollment lottery—a public random drawing—for available enrollment spaces as a way to ensure equal opportunity of access for all students. (At most charter schools, there are more applications than enrollment spaces available.) During the lottery, all K-12 students are assigned enrollment spaces according to the order in which their names are drawn. For example, the first name places that student first on the enrollment list. Once all enrollment spaces have been filled, subsequent students are placed on a waiting list to fill any vacancies that may arise. More information can be found at: <http://www.davincischools.org/enroll/overview/>

RE-ADMISSION REQUIREMENTS

Da Vinci is a school of choice. Students who choose to enroll at Da Vinci must seek re-admission on an annual basis. Da Vinci has established the following school policies for readmitting students, which include consideration of the following:

- Whether or not the student may have engaged in “disruption of school activities or willful defiance of valid school authorities.”
- Whether or not the parent or guardian may have engaged in inappropriate, threatening, or abusive behavior toward staff, faculty, and other members of the community to the point of being disruptive of school activities, school administration, faculty time, or school function as determined by the Chief Executive Officer of Da Vinci Schools.

- Whether or not the student and student’s family reasonably continue to demonstrate a commitment to the Da Vinci program.
- Whether there is evidence of noncompliance with the provisions of the Student and Family Handbook. After consultation with faculty, staff, and other school-related individuals, the CEO of Da Vinci Schools bears ultimate responsibility for all readmission decisions. Based upon consultations— a review of the behavior and performance of a student, parent, and guardian, and upon staff observation – readmission to Da Vinci may not be allowed. Da Vinci Schools retain the option, at its sole discretion, to enroll students who have previously left. If you wish additional information about this policy, please contact your school Principal for information about this Policy.

CALENDAR

Our calendar is posted both on the Da Vinci Schools website and on our Parent Educator Resource Site. Please check it often and sync your device!

2017-2018 Academic Calendar Summary
 *All dates are subject to change

Da Vinci Communications, Design and Science High Schools		
Event	Fall 2017	Spring 2018
Instruction Begins	Aug 22, 2017 * Nov. 8, 2017 - First Day of Classes at New High School Campus	Jan 16, 2018
Last Day of Instruction	Dec 22, 2017	June 13, 2018 - DVS June 14, 2018 - DVCI/DVC

DVA Parent Educator Resource Site

HOME | INSTRUCTIONAL SUPPORT | RESOURCES | FAMILY CONNECTIONS | CONTACT US

Calendar | Learning Goals | Family Directory | Family Handbook | Weekly Newsletter

WHAT'S NEW

- Summer Break!
June 6, 2018 to Aug 15, 2018
Have a wonderful summer!

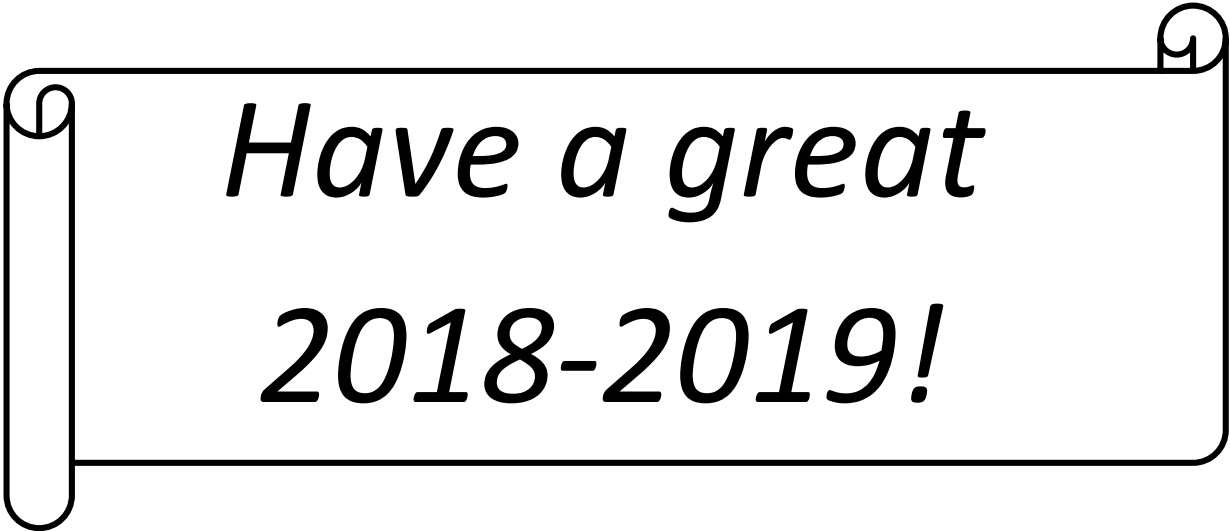
UPCOMING EVENTS

See [Calendar](#) for details

Mon, Jun 11th to Fri, Jun 15th
Staff PD

WORK JOURNAL/DAILY ENGAGEMENT LOG

Independent Study programs collect attendance via Daily Engagement Logs, also called Work Journals, that reflect 1) daily engagement with educational activities and 2) “time value” assigned to learning as evaluated by a credentialed teacher. You can read all about how Da Vinci Connect staff and families process attendance and assign time value on our Parent Educator Resource Site! Explanations, samples, deadlines and year-long work journals are all accessible there. Check it out!



*Have a great
2018-2019!*

*The way we talk to our children becomes
their inner voice.*

- Peggy O'Mara

*A child educated only at school is an
uneducated child.*

-George Santayana

*You gain every strength, courage and
confidence by every experience in which
you really stop to look fear in the face... You
must do the thing you think you cannot do.*

-Eleanor Roosevelt