



Transitional Kindergarten – 8th Grade

**Student and Family Handbook
2021-2022**



WELCOME!

Dear Students and Families,

Welcome to Da Vinci Connect! We are embarking on our 11th year as a school community! If you are a new family, welcome! We have amazing students, home educators and staff who can't wait to get to know you and welcome you to our community! So much has changed in the past year. As you know, we spent the 2020-2021 school year navigating a global pandemic whose impact continues to affect our community. We experienced highs, lows, and everything in between, and we are truly grateful to have navigated it all with each of you. While stepping into this new year feels equally hopeful as it does uncertain, and will inevitably bring with it continued change, here is what hasn't changed: Our staff remains committed to offering the best hybrid learning model around, where children are honored and valued! We aim to provide you with high quality on-campus learning and exceptional support for remote/at-home learning. Additionally, we have dedicated ourselves to providing exceptional education opportunities through hybrid learning, project based learning, and social emotional learning--all through the lens of equity and culturally responsive pedagogy.

At Da Vinci Connect, our goal is to provide you with the school-based 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 passionate teachers!
- ✓ We connect parents with each other to collaborate about teaching and parenting strategies and philosophies!

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 learning, and thank you for being part of the Da Vinci Connect family!

Warmly,

 *Kaitlin Toon*
 *Tami Christopher*

Kaitlin Toon,
Principal

Tami Christopher,
Assistant Principal

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CONTACT INFORMATION

DA VINCI CONNECT (TK-8 CAMPUS)

12501 Isis Avenue
Hawthorne, California 90250

Main Office: (310) 725-5800, ext 5100

Email Connect K-8: connect@davincischools.org

Email for Connect HS: connectHSoffice@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 “Official Da Vinci Connect School Group”!

Parent Educator Resource Site: <https://dvconnectresources.org/> (check in with any staff member for the PW) *Please check regularly for calendar updates, resources and more!*

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

More information at www.davincischools.org



DA VINCI CONNECT K-8

12501 Isis Avenue
Hawthorne, California 90250

DA VINCI CONNECT HS

550 Continental Boulevard
El Segundo, California 90045

DA VINCI EXTENSION (DVX)

550 Continental Boulevard
El Segundo, California 90045

DA VINCI COMMUNICATIONS (DVC)

201 N Douglas Street (Floor 3)
El Segundo, CA 90245

DA VINCI DESIGN (DVD)

201 N Douglas Street (Floor 4)
El Segundo, CA 90245

DA VINCI SCIENCE (DVS)

201 N Douglas Street (Floor 2)
El Segundo, CA 90245

DA VINCI RISE HIGH (RISE)

3 locations—find out more here:
<https://dvrise.davincischools.org/>



General Office Support Drop off/Pick Up changes	connect@davincischools.org
Payments for School Events Student Records Requests Attendance Records Student Accident & Incident Claims	Lynne Yoon (Office Manager) lyoon@davincischools.org
Enrollment and Registration Withdrawals	Jacob Diaz (Office Manager-Enrollment Coordinator) jdiaz@davincischools.org
Front Desk/Reception Support Student First Aid General Office Support	Bernadette Glenn (Office Clerk) bglenn@davincischools.org
Program Development K-12 Program Alignment & Articulation Independent Study Compliance	Michelle Rainey (Executive Director) mrainey@davincischools.org
Program Development Student Support & Academic Interventions Instruction / Curriculum / Assessment / Grading Master Calendar, Master Schedule & Daily Schedule	Kaitlin Toon (Principal) ktoon@davincischools.org
Testing (CAASP, ELPAC, PFT, MAP) English Language Learners, Special Education & 504 Plans Discipline, Attendance and Facilities Core 4-5 Camp Graduation	Tami Christopher (Assistant Principal) tchristopher@davincischools.org
Health Information, Support, Medications, Immunizations	Emily Green (School Nurse) egreen@davincischools.org
Homeschool/Independent Study Curriculum Support Curriculum Workshops & Training Parent Educator Support Administrative Designee Student Success Team Facilitator	Theresa Leone (Parent Educator Support Specialist) tleone@davincischools.org
Academic and Social Emotional Counseling 504 Coordinator	Nydia Ochoa (Counselor) nochoa@davincischools.org
Special Education Support and Services	Allegra Johnson (Director of Student Services) ajohnson@davincischools.org Lynn Rodriguez (Director of Special Education) lrodriguez@davincischools.org
Student and Family Events	Jahmal Durham (Activities Coordinator) jdurham@davincischools.org
Mission and Vision of Da Vinci Schools	Dr. Matthew Wunder (CEO of Da Vinci Schools) mwunder@davincischools.org

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 relaunched as **Da Vinci Connect** with its charter petition renewal in 2018 and in April of 2020 expanded its charter petition to include TK-College by merging with Da Vinci Extension and launching an early college high school model. **Da Vinci Connect HS** officially launched in fall 2020.



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

21ST CENTURY SKILLS

The following are the skills identified by educators, business leaders and social agencies as those required for success in 21st century society and workplaces.

<p><i>The 4 C's of Learning and Innovation:</i></p> <p><i>Critical Thinking</i></p> <p><i>Creativity</i></p> <p><i>Communication</i></p> <p><i>Collaboration</i></p>	<p><i>Digital Literacy</i></p> <p><i>Information Literacy</i></p> <p><i>Media Literacy</i></p> <p><i>Information and Communication Technology</i></p>	<p><i>Career & Life:</i></p> <p><i>Flexibility Adaptability</i></p> <p><i>Initiative</i></p> <p><i>Cross-Cultural Connections</i></p> <p><i>Accountability</i></p> <p><i>Leadership</i></p>
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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.

HYBRID LEARNING

Da Vinci Connect serves families seeking a progressive and alternative school model. As an independent study and hybrid learning model*, families partner with the school to provide learning both on-campus and remotely.

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), project 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. Social Emotional Learning, or as we call it, Compassionate Communication, incorporates strategies to teach and model core concepts such as empathy, self-efficacy, flexibility, self-responsibility, equity, agency, 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 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 2018-2019, 1,306 California charter schools served over 628,849 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



OUR LEARNING MODEL

Homeschool Hybrid Program: 2 days on campus (9:15am - 3:15pm) and 3 days of homeschool/remote learning. The focus of time at school includes cognitively guided math instruction, project-based learning (integrating reading, writing, social studies and science) and social emotional learning. 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."

Support provided to all families:

- **On-going support from teachers** (on-campus and remote learning, 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!)
- Access to selected and vetted **curriculum and resources**
- Teacher and parent-led **field trip opportunities**
- Access to **Parent Educator Support Specialist** (including office hours, training)



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

Core 1: TK and Kindergarten

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 our program, 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 STUDENTS AND HOME EDUCATORS

Da Vinci is a collaborative learning community, where *how* you learn is as important as *what* you learn. This agreement details the roles and responsibilities for students and Home Educators. As collaborative partners in the Da Vinci Connect learning community, we request that students and parents/guardians strive to meet all the following requirements:

- 1) **Attend all mandatory school meetings, events and scheduled conferences concerning my student, including:**
 - a) All meetings deemed “mandatory” by my student’s Supervising Teacher, Principal and/or administrative designee (*Note: Families are responsible for arranging a make-up session for any missed meetings within one week of the event*)
 - b) Student-Led Conferences (once per semester)
 - c) Exhibition (once per semester) and Presentations of Learning (2nd semester)
- 2) **Support my student’s achievement of academic standards/learning goals by:**
 - a) Integrating instruction in math, reading and writing daily (many families choose to use social and studies topics/materials for reading and writing instruction)
 - b) Assuming responsibility to support my student’s mastery of Learning Goals/Standards as indicated on each Learning Log
 - c) Committing to “daily engagement” (learning each day) in accordance with the chart below:

Grade	Required Instructional Days Per Year (at school and at home, combined)	Required Instructional Minutes Per Year	Daily Breakdown in Hours
TK-K	175	36,000	3.4 hrs
1-3	175	50,400	4.8 hrs
4-8	175	54,000	5 hrs

- 3) **Follow all independent study requirements set forth by Da Vinci Connect and Da Vinci Schools’ Independent Study Board Policy and provide evidence of academic engagement at home by:**
 - a. Completing and submitting Learning Logs by the indicated due dates.
 - b. Providing **3 original** (not copies) **work samples per Learning Log/Learning Period**. These must show evidence of at-home learning (unless otherwise indicated by student’s teacher) and must be kept by the school for audit purposes; examples of acceptable samples can be found in our [Learning Log FAQ](#)
- 4) **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**
- 5) Teach and model compassionate communication and support Da Vinci Habits of Heart and Mind during interactions within our community by:**
- a. Supporting Da Vinci **Habits of Heart and Mind** (reflection, equity, collaboration, flexibility, perseverance, empathy)
 - b. Supporting students in developing a **flexible mindset** by celebrating “struggles” and recognizing *effort over intelligence* (we recommend Carol Dweck’s work around growth mindset)
 - c. Using **engagement strategies** and **relationship-based communication** to motivate learning rather than rewards or punishments (our philosophy is influenced by How to Talk so Kids Will Listen and Listen so Kids Will Talk by Adele Faber and Elaine Mazlish)
- 6) 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 I must **notify the school immediately if I choose to no longer attend Da Vinci.**
 - d. I pledge to **support campus safety and cleanliness by following rules and guidelines**, including throwing away trash or returning equipment to its proper location.
 - 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 indicate independent study as an appropriate placement.
 - f. I understand that it is the **family’s 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.
- 7) As key partners in the Da Vinci community, we:**
- 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 our 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 STAFF

Da Vinci Connect staff strive to create 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, DA VINCI CONNECT 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 explaining their learning
 - 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
2. **Differentiate and support the diversity of students in the classroom** (ethnicity, gender, orientation, culture, "ability" and all other expressions of who our children are) by--
 - a. Personalizing instruction and differentiating 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
 - d. Creating and implement curriculum that is responsive to the diversity of the students in the classroom
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, DA VINCI CONNECT 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 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, through virtual platforms, via phone calls and via email as needed)
 - e. Developing interdisciplinary, constructivist and/or 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 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

Additionally, we commit to modeling and teaching Social Emotional Learning, including Da Vinci Connect’s 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



INDEPENDENT STUDY BOARD POLICY

The Da Vinci Schools Board of Trustees authorizes independent study at the charter schools operated by Da Vinci Schools, Da Vinci Design, Da Vinci Communications, Da Vinci Science, and Da Vinci Connect (nonclassroom-based school) (hereinafter, 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 at classroom-based schools 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 § 48204. (Education Code § 51747.3.)

A student with disabilities, as defined in Education Code § 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 describes 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 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. For nonclassroom-based schools, this right is conferred to students through their rights to enroll in their home district program.

Independent study students who are late, miss scheduled conferences or do not submit assigned work on time may 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 Learning Log late, miss more than 2 work samples, submit insufficient record of work during any Learning Period (assignment periods), or miss more than 1 regularly scheduled/mandatory* meeting (each incident referred to as an "Occurrence"), 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 Learning 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 to his/her teacher or administrator, if the Student has failed to turn in his/her Learning Log 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 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) and any meeting request indicated as “mandatory” by the student’s teacher or Charter School administrator.

Administration of Independent Study

The responsibilities of the Principal shall be to:

1. Ensure the Charter School’s independent study program is operated in accordance with law and Board policies
2. Approve (or deny) 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 and Board policy.
9. Monitor student participation in independent study so that the Charter School stays within prescribed limits to support Charter School's operation.
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

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 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: (5 C.C.R. § 11703.)

1. A copy of the Board policy, enrollment agreement, and other policies and 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

We believe learning is a life-long process that includes far more than acquiring 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) geared towards measuring growth in skills over a one-time snapshot of proficiency (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
- Teacher assessments and observations



Report Cards and Learning Log Feedback

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 in the TK-8th grade program; 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:

- In-class work and homeschool work samples, which provide the opportunity to track growth
- In-class interactions and observations, which provide teachers with the opportunity to track growth in Habits of Heart and Mind
- Student-Led Conferences, which provide opportunities for all individuals to reflect on the student's growth and set future goals
- 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
- Presentations of Learning, 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 (CAASPP for ELA and math, 5th and 8th grade CA Science Test and 5th and 7th grade Physical Fitness Test). California uses these assessments to monitor a school's performance and compare school performance to others 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 by engaging in rigorous and authentic work. Students benefit from practicing test-taking strategies and there are resources available. We view 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 in various ways (college exams, career certification, 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 Assistant Principal and the student's parent(s)/guardian(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 offers a full continuum of services to meet the unique needs of 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 a special education assessment in writing.

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!**

School Site Council

The School Site Council is a committee of school administration, teachers, staff, parents and students. The School Site Council is charged with developing and overseeing the Single Plan for Student Achievement which identifies and addresses the instructional needs of students and specifies how categorical funds will be used to accomplish the goals outlined in the plan. Interested parents can run for a position on the School Site Council each year, and the parent representatives will be chosen based on a vote of their peers. The School Site Council oversees the Title I program and budget.

Family Action Network

To help coordinate family involvement, we established the DV Connect **Family Action Network (FAN)**. Additionally, to provide input into Da Vinci Connect’s K-12 goals and accountability measures, the School Site Council meets at least quarterly. Together, with Da Vinci staff, FAN and SSC represents 7 areas of focus:

Annual Rhythm Events – fun and engaging

school-wide events, like:

- Fall Festival
- Multicultural Fair
- Talent Showcase
- Poetry Jam
- Science/Maker’s Fair

FUNdraising – FUN ways to raise funds, like:

- Skate nights
- Book fairs (onsite and virtual)
- Parent’s Nights out

School Spirit – help us celebrate our awesome community:

- Spirit Days
- Da Vinci Apparel
- Teacher/volunteer appreciation

Campus Beautification – address needs such as:

- Family Work Days
- Gardening
- Beautification Projects

Communication--

- Weekly newsletter
- Local Control and Accountability Plan feedback
- Coffee Talks with Admin and Counselors

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:

- Classroom Coordinators
- Strategic communication
- Homeschool connections and field trips



Please email our Activities coordinator, Jahmal Durham (jdurham@davincischools.org) to get involved!

PROCEDURES AND POLICIES

Click [HERE](#) for a full and comprehensive list of all updated Da Vinci Schools Board Policies

GOOD NEIGHBOR, DROP-OFF AND PICK-UP PROCEDURES

Please help us be good neighbors to our Del Aire Community!

Our campus is within the heart of a family-friendly neighborhood and in order to support the safety and well-being of our school and surrounding community, we want to share a few guidelines we ask that you follow.

- **Please follow the instructions of our staff as we implement the drop-off and pick-up procedures** which have been designed to maximize the safety of our students and minimize traffic and pedestrian impact on Isis Avenue.
- If at any time our parking lot is full and you need to park in the neighborhood, **please do not encroach or block any driveways and avoid walking on, or through, anyone's property.**
- During any early morning, late evening, or weekend events, please be conscious of **noise levels**, keeping in mind that **we are in the heart of a residential community.**
- **The parking lot at Del Aire Park should only be used if you are going to spend time with your student at the park.** Their parking spaces are limited and the lot should not be used for Connect drop off and pick up to avoid school protocols.

DA VINCI CONNECT – DEL AIRE CAMPUS

Drop Off and Pick Up Map



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:

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 front gate will open and classrooms will be available at 9:00. At the end of the day, we ask parents to wait near the front gate 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 enter our parking lot driving Southbound, and follow the designated cones and exit as marked. *Please do*

NOT turn left out of our parking lot. 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, parking is available in our parking lot on campus.

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 unknown playdates or pickups and we cannot consult emergency contact databases while releasing students in mass after school. Please do not email your child's teacher. They will not see your email when they are teaching. Thank you for understanding!
- You may park in the DV Connect parking lot and walk to the front gate or wait in our drive-through pick up line. Please refer to our good neighbor policy for neighborhood parking.
- Please DO NOT park at the curb in the drive through line. This significantly impedes our ability to keep the line moving swiftly, is unsafe and causes confusion for drivers and students.
- Please do not park in a disabled person designated parking spot. We have families with needs who rely on those spots.
- Please do not hang out or play in the pick-up area between the entry/exit gate and the pickup line. it impedes our ability to ensure that students are making it to their cars safely.

Students Exiting Campus:

Students may only leave campus when accompanied by an authorized adult or pre-arranged (cleared via the front office: connect@davincischools.org). If you are the parent of a student in 4th grade and up and you want him/her to find you in the parking lot or walk home unattended, you should indicate this in SchoolMint. If you DID NOT indicate so in your registration on SchoolMint, please email the front office to give *on-going* permission for your child to leave campus. S/he will be issued a backpack tag, which school staff will use to allow your child out the gate and pick up time.

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.

VOLUNTEERING

Parents are welcome to visit and volunteer at DV Connect! All visitors to campus, including alumni, parents, guardians and family members, must have an appointment as approved by a teacher or administration, and we ask that you coordinate your visit at least 24 hours in advance. All visitors must register at the front office by providing proof of identity. The principal or designee or school security officer may revoke or deny the registration of any person if there exists a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff. Any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior may be requested to immediately leave school grounds. For further information, please see the Visitors on Campus Policy under "Board Policies" on the Da Vinci Schools website at www.davincischools.org

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:

- 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. We appreciate your willingness to contribute to Da Vinci Connect's learning community.

We look forward to working together!

FAMILY DIRECTORY USE

Our family 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). To access the code for the family directory, please e-mail the front office at connect@davincischools.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

COVID protocols: Subject to change in accordance with the most recent direction from the Los Angeles Department of Public Health. Separate notifications will be communicated to parents and families.

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 provide space for prolonged illness 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 is ill, he/she should stay home. (*See updated COVID-related guidelines).

Students 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.

If unsure whether your student's health condition or illness requires staying at home, please contact the school nurse, and/or [see this reference list](#).

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 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. (Exceptions include 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 a student has lice, parents will be notified and asked to pick up the 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 will receive notification prior to the initiation of any sexual health education programming. 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.

DV Connect 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 due to health restrictions.
2. No soda on campus please. *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 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. 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 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 the Da Vinci Connect 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.

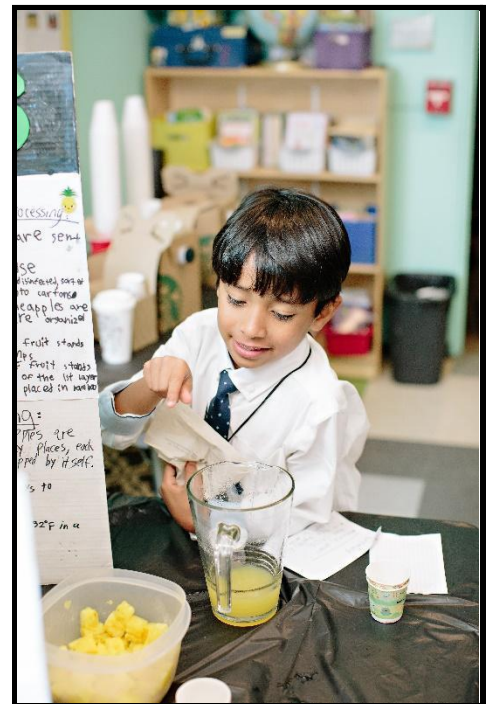
2. Following any violation of the provisions of this policy, the employee will immediately notify his/her supervisor and provide a report of the incident.

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 it 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

Our Comprehensive Safety Plan can be found [HERE](#) under “3000 Business and Non Instructional Operations

As part of our Disaster Preparedness Plan, we ask families to supply personal use and consumable items for each child 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

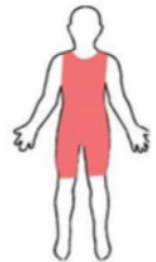
The items in your bag will be your child’s own personal “comfort bag” in case of a disaster. We have very limited storage space, so please limit the items to those that will fit in a gallon Ziploc-style plastic bag. The school will have a supply of water, snacks, flashlights, hygiene and first aid supplies 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 what they wear. The dress code is in effect from the time students arrive on campus until they leave. This includes learning center time, 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.



Acceptable	Unacceptable
<ul style="list-style-type: none"> ● Shirts (t-shirts, polos, button-downs, Da Vinci apparel) ● Pants/jeans/leggings ● Shorts, skirts, dresses (mid thigh or longer) 	<ul style="list-style-type: none"> ● Skirts/dresses/shorts shorter than mid-thigh ● Tops with straps less than two inches in width ● See-through clothing of any kind (unless paired with appropriate clothing underneath) ● Pajamas/sweatpants

<ul style="list-style-type: none"> ● Collared blazers, jackets or sweatshirts (Da Vinci, college, sweaters, jean jackets, track jackets, etc. with school appropriate tops underneath) ● Close-toed shoes with a strap on the back 	<ul style="list-style-type: none"> ● Open-toed shoes or shoes without a back ● Inappropriate content/language/graphics of any kind ● Indecent exposure of any kind ● Non-religious head coverings (hats, beanies, hoods, or caps) in class, unless otherwise stated by the teacher ● Jewelry/accessories that could cause harm to self or others
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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

Racist, Discriminatory, and Dehumanizing Language Policy

Purpose

Da Vinci Schools ("Da Vinci") rejects all forms of racism, discrimination, and dehumanizing conduct as destructive to the mission, vision, core values, and goals of the organization. Da Vinci is committed to the following principles:

1. Establishing and sustaining equitable practices and a school community that shares the collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism, discrimination, and dehumanizing conduct.
2. Cultivating the unique gifts, talents, and interests of every child to end the predictive value of social or cultural factors, such as race, class, or gender, on student success.
3. Respecting and championing the diversity and life experiences of all community members to support Da Vinci's mission, vision, core values, goals, and objectives.
4. Providing a safe and healthy learning environment free of harmful racist and dehumanizing conduct boosts academic achievement and student wellbeing.

Educators play a vital role in reducing racism and inequity by recognizing the manifestations of racism, creating culturally inclusive learning and working environments, and dismantling educational systems that directly or indirectly perpetuate racism, discrimination, or dehumanizing conduct.

As combating racism, discrimination, and dehumanizing conduct is a legal, ethical, and moral imperative, the purpose of this policy is to eliminate all forms of racist and dehumanizing conduct and to complement existing Da Vinci policies (e.g., Student Code of Conduct and nondiscrimination policies) to help foster a safe, empowering, and healthy school environment.

Our organization, schools, and community have an obligation to promote mutual respect. Furthermore, the Board believes that a healthy, positive psychosocial school environment enhances and increases academic achievement and social-emotional development, and therefore the prevention and effective disposition of racist and dehumanizing incidents are fundamental to achieving Da Vinci's mission, vision, core values, and goals.

Prohibited Racist and Dehumanizing Incidents

Da Vinci Schools will not tolerate behavior, such as intimidation, harassment, bullying, or racist and dehumanizing incidents.

Pursuant to Education Code section 220, no person shall be subjected to incidents of harassment, discrimination, intimidation, bullying, or racist and dehumanizing conduct on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, ability, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status. The term "racist and dehumanizing incidents" as used in this policy means expression of hostility or discrimination against a person, property, or institution because of the target's real or perceived protected characteristics (e.g., race, gender, national origin, ethnic group, sexual orientation, and other protected characteristics listed below). This may include using bigoted insults, taunts, or slurs, defacing, removing, or destroying posted materials or announcements, posting or circulating demeaning jokes or correspondence (e.g., social media), aggressive physical gestures, or sending insulting or threatening messages by phone, e-mail, Web sites, social media, or any other electronic or written communication.

Reporting and Investigating Racist and Dehumanizing Incidents

Da Vinci expects students and staff to immediately report incidents of intimidation, harassment, bullying, and racist and dehumanizing conduct to the Principal or designee. Staff who witness such acts must take immediate steps to intervene when safe to do so. School staff will solicit feedback through methods such as providing a contact email address and complaints box.

Da Vinci will promptly investigate complaints of racist and dehumanizing incidents. An investigation may include: (1) interviewing pertinent staff and students; and (2) reviewing relevant notes, communications, and materials.

Da Vinci shall endeavor to investigate each complaint in a thorough and confidential manner. Da Vinci prohibits retaliation in any form for filing of a complaint, reporting racist or dehumanizing incidents, or for participating in the complaint-filing or investigation process. If the party raising a complaint feels that appropriate resolution of the investigation or complaint has not been reached, the party should contact the Principal.

Da Vinci may complete an investigation pursuant to its Uniform Complaint Procedures policy depending on the circumstances. The Chief Executive Officer or designee may refer a matter to law enforcement for investigation if warranted.

Staff Training to Support Learning Environment

To help ensure racist and dehumanizing incidents do not occur on school campuses, Da Vinci will provide ongoing staff development training to cultivate respect and understanding in all students and staff and a safe and healthy learning environment for all staff and students.

Da Vinci will actively work to establish a safe, anti-racist, inclusive, and caring school culture where students and staff are respected and celebrated for their differences. This work includes stating clear expectations for student and staff behavior and modeling, teaching and practicing these expected behaviors, and teaching lessons and strategies that reinforce the Da Vinci's Student Code of Conduct.

Teachers should discuss this policy with their students in an age-appropriate manner and should assure them that they need not endure any incidents of racist and dehumanizing conduct. All staff, students, and their parents will receive a summary of this policy at the beginning of the school year as part of the Student and Family Handbook, during new student orientation, freshman overnigher, and through Da Vinci's parent notification system.

Consequences for Violating Policy

Students are expected to treat others with respect. Students who violate this policy by committing or otherwise participating in a racist or dehumanizing incident are subject to disciplinary action which may include:

- Taking measures to repair the harm caused by the racist and dehumanizing incident through Restorative Practices. (Restorative practices are grounded in restorative justice, a way of looking at wrongdoing that focuses on repairing the harm done to people and the relationships rather than on punishing offenders. The most critical function of restorative practices is restoring and building relationships. Students and staff must meet with those they have wronged, explore what happened, and make necessary amends. The restorative practices process can happen in groups as small as three and as large as a whole class).
- Suspension or Expulsion.

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 to 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).

Suspensions can be appealed to the Principal or his/her designee within 5 school days of the issuance of the suspension. Within 30 days of receipt of the appeal, a neutral officer or a hearing shall meet with the student and parent/guardian and any pertinent school personnel. A hearing panel shall be composed of the following persons, provided that the parent/guardian or adult student has given written consent to release information from the student’s records to the members of the panel so convened: a school administrator, a certificated employee, and a non-certificated employee – none of whom are members of the Board or employed on the staff of the school in which the student is enrolled. For further information, please see the Visitors on Campus Policy under “Board Policies” on the Da Vinci Schools website at www.davincischools.org

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

TECHNOLOGY POLICY, AGREEMENT AND CODE OF CONDUCT

Students and their parent(s)/guardian(s) must review Da Vinci Schools’ Student Use of Technology Policy, Acceptable Technology Use Agreement and Code of Conduct for Virtual Learning Opportunities, all found on the [Da Vinci Schools website](http://www.davincischools.org). A signature on page 6 is a requirement and is completed at the same time that students, parents/guardians and teachers sign the Independent Study Enrollment Agreement.

CELL PHONE POLICY

No cell phones in class (phones should be off and in your backpack) unless otherwise directed by your teacher.

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, Assistant Principal or main office for safekeeping 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 to get calendar updates directly on your phone!

LEARNING LOGS

Independent Study programs collect attendance via Learning Logs (previously called Work Journals and some programs call them “daily engagement logs”). These documents are a requirement of independent study and allow the school to calculate a students’ attendance. The logs demonstrate 1) daily engagement with educational activities and 2) “time value” assigned to learning as evaluated by a credentialed teacher. Learning Logs are housed on Google Classroom and you can learn more about them [HERE](#) and [HERE](#).



*Have a great
2021-2022!*

That's at the core of equity: understanding who your kids are and how to meet their needs. You are still focused on outcomes, but the path to get there may not be the same for each one.

-Dr. Pedro Noguera

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