2026 - 2027
STUDENT AND PARENT/GUARDIAN HANDBOOK

APPROVED MAY 29, 2026

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Dear Students and Families,

Welcome to Da Vinci Connect TK8! We are embarking on our 16th year as a school community! We have dedicated ourselves to providing exceptional learning opportunities through hybrid learning, project based learning, and social emotional learning--all through the lens of equity and culturally responsive pedagogy. This looks like honoring everyone for the intersecting identities they bring to our community, and ensuring that our students see all parts of themselves and their families in our learning environments and curriculum. This also looks like ensuring that historically marginalized voices are represented as valid perspectives within our learning. We protect and celebrate diversity in all forms with the shared goal that an understanding and acceptance of ourselves and others leads to a deep sense of belonging within our community.

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 provide feedback to students and one another in ways that are kind, helpful, and specific. We commit to practicing and modeling our Habits of Heart and Mind. 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 education meet our children where they're at and celebrate who they are.

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,

Robin Brown She/Her
Principal

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SCHOOL INFORMATION

DA VINCI CONNECT TK8
12501 Isis Ave. Hawthorne, CA 90250
310-725-5800 X 5100
connect@davincischools.org
www.dvconnect.davincischools.org
www.davincischools.org

1. CONTACT INFORMATION

If you have questions about…	You should contact…
General Office Support Drop off/Pick Up Changes	connect@davincischools.org (310) 725-5800, ext 5100 Office Hours: 8:00am-4:00pm
Payments for School Events Student Records Requests Independent Study Compliance Cumulative Records	Lynne Yoon (Office Manager) lyoon@davincischools.org
Enrollment and Registration Withdrawals	Ebony Bobadilla (Office Manager-Enrollment Coordinator) ebobadilla@davincischools.org
Front Desk/Reception Support Attendance General Office Support	Jennifer Vlasman (Administrative Services) jvlasman@davincischools.org
Program Development Independent Study Compliance Student Support & Academic Interventions Instruction / Curriculum / Assessment / Grading Master Calendar, Master Schedule & Daily Schedule	Robin Brown (Principal) rbrown@davincischools.org
Testing (CAASPP, ELPAC, PFT, MAP) English Language Learners, Special Education & 504 Plans Discipline, Attendance and Facilities Events (Core 4-5 Camp, Graduation)	(Assistant Principal)
Health Information, Support, Medications, Immunizations Student First Aid	Emily Green (Director of Health Services) egreen@davincischools.org Connecthealthoffice@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 Nancy Waites (Independent Study Teacher)* nwaites@davincischools.org
Academic and Social Emotional Counseling Administrative Designee 504 Coordinator	Nydia Ochoa (Counselor) nochoa@davincischools.org
Special Education Support and Services	Lynn Rodriguez (Director of Special Education) lrodriguez@davincischools.org

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Student and Family Events	Jahmal Durham (Activities Coordinator) jdurham@davincischools.org

2. HOURS & OPERATIONS

Policies
Da Vinci Connect TK8 adheres to policies shared by all Da Vinci Schools. All policies can be found on the Da Vinci Schools website: https://www.davincischools.org/people/board-of-trustees/board-policies/.

DV Connect TK8 Front Office Hours
The front office opens at 8:00am and closes at 4:00pm Monday – Friday.

Closed Campus
All Da Vinci Schools campuses are closed campuses, meaning that once students have arrived on campus, students are not permitted to leave campus during the school day without proper authorization including being signed out by their parent or legal guardian.

Procedure for Picking Up a Student Early
Students will only be released during the school day to their parent/guardian that is listed in PowerSchool for the student. If a parent/guardian wishes for one of the emergency contacts listed in PowerSchool to pick up a student early, they must make the request in person or by phone. When the parent/guardian arrives to pick up their student, the office will verify that the person coming to pick up the student is listed on the emergency contact form. The office staff may require photo identification for verification of parent/guardian/emergency contact identity.

The student will only be called out of class when the parent/guardian arrives at the school to pick them up. Students will not be called out from class or dismissed from school per phone requests by the parent/guardian except in emergency situations which will be assessed on a case by case basis. The parent/guardian must sign the student out of school, indicating time of sign-out and reason for sign-out. A doctor's note (if applicable) should be provided upon student's return to school on the same day or on the next day in which the student is present.

Leaving school early or arriving late often, with or without reason, can be damaging to a student's educational experience and to how their courses are run. If a student often leaves school early or arrives late, a conference will be held with the family to discuss potential consequences, including loss of participation in extracurricular activities, dances, etc.

Procedure for Bringing a Student to School After the School Day Has Started
When a student arrives more than 20 minutes after the school day has started, the parent/guardian is required to come to the front office with the student who is late and sign him/her in. Include reason for late arrival and any appropriate documentation of late arrival (i.e. doctor's note).

Students Exiting Campus Independently
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 them 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. They will be issued a backpack tag, which school staff will use to allow your child to exit the gate independently at pick up time.

Visitors to Campus
All visitors to campus, including alumni, parents, guardians and family members, should have an appointment as

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approved by a teacher or administration. 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 full details regarding visitors on campus, visitor expectations, campus access, and safety procedures, please refer to the Da Vinci Schools Visitors on Campus Policy.

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)
- Volunteers are expected to practice and model the Habits of Heart and Mind while on campus

**Sometimes a parent volunteering in their child's space is not beneficial to the child or their learning environment. Volunteering is up to the discretion of the classroom teacher and school administration.*

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 when opting in to participate in the family directory. The directory can be found in your student's Canvas portal.

Celebrations and Birthdays

As a small, community-focused school, we want all children to feel celebrated and appreciated in our community. With that in mind, if your child is not inviting their 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 ask families to find ways to celebrate their child's birthday that does not involve food items. Please reach out to your child's teacher(s) for ideas. Thank you!

Family Involvement

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! Please e-mail our Activities Coordinator, Jahmal Durham (jdurham@davincischools.org) to get involved!**

Ordering Food for Delivery

Students and guardians are not permitted to order any food to be delivered to the school at any time (Grubhub, Uber Eats, DoorDash, etc.), whether during school hours or before/after school hours. If food ordered for delivery by a

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student or parent is delivered to the school, it will be confiscated for the remainder of the school day. The food will be available for pick-up by the student or guardian at the end of the school day.

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.

3. ATTENDANCE

Success in school depends greatly on prompt and regular classroom attendance. Frequent tardiness and absences result in students missing important presentations, demonstrations, discussions, explanations, and collaboration on project-based work. We request that families schedule vacations or special programs so as not to conflict with school. Students are expected to be in the classroom at these times and may be marked tardy if they are not in their scheduled class at the start of school.

For full details regarding attendance, excused and unexcused absences, truancy, and attendance supports, please refer to the Da Vinci Schools Attendance Policy.

Independent Study Board Policy
Da Vinci Connect TK8 is considered an independent study program even though students attend school part time in a hybrid learning model. As an independent study program, Da Vinci Connect follows California Department of Education (CDE) Education Code and Da Vinci Schools' Independent Study Board Policy. Per California state compliance for independent study, all families must sign an Independent Study Enrollment Agreement (ISEA) before beginning to receive instruction in our program. This is completed as part of the enrollment process. Our staff will provide support and guidance throughout the year so that your family understands program expectations.

Procedure for Reporting Absences or Tardies
A parent/guardian must notify the school of a student's absence or tardy and provide the reason for the absence. Schools may require verification, such as a note or other documentation, consistent with Board Policy.

Each school site will communicate specific procedures for reporting absences and submitting documentation.

1. Email Jen at the Front Office (jvlasman@davincischools.org) or call the school at (310) 725–5800 and leave a message notifying the school of the absence. Please include the name of the student, the grade level of the student, and the reason for absence in the email or the message.
2. When the student returns to school, please send the student with a note verifying the absence or tardy. All notes should contain the following information. (Please see the next section regarding excused and unexcused absences and tardies.)
    - Student's full name
    - Grade level
    - Date(s) of absence
    - Reason for absence
    - Signature

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Attendance, Participation, and Tiered Re-Engagement
In an independent study program, daily participation is essential to student success. Attendance is earned through the completion of assigned work, participation in scheduled learning activities, and regular communication with teachers and support staff.

A student may be identified for re-engagement support if they do not submit assigned work, miss required meetings or synchronous instruction, fail to respond to school outreach, or demonstrate a pattern of limited participation.

When a student is not participating consistently, the school will implement a tiered re-engagement process to identify barriers and provide support. This process may include phone calls, emails, and meetings with the student and parent/guardian; the development of an Attendance Success Plan; referral to a Student Attendance Review Team (SART); and, when appropriate, home visits or referrals to additional services.

Students with ongoing non-participation may be required to attend a re-entry meeting before resuming their regular program. If the school determines that the student is not making satisfactory educational progress or that independent study is no longer an appropriate placement, the school may recommend a change in educational program.

Families are encouraged to communicate with school staff as soon as challenges arise so that supports can be provided promptly.

Consequences for Unexcused Tardies
Students are expected to arrive to class on time. Repeated tardiness may result in school-based consequences and/or interventions, as well as parent communication. Excessive tardies may also contribute to truancy determinations under state law.

4. WEEKLY SCHEDULES AND COMMUNITY AGREEMENTS

During normal operation, a typical week's schedule is shown below. Presentations of Learning (POLs), Student-Led Conferences (SLCs), and holidays may lead to schedules different than a normal week's schedule.

Da Vinci Connect TK-8 Master Schedule for Grade TK-8

Grades TK-3
On-campus days are either M/T or TH/F. An example of on-campus days and Asynchronous days are modeled below

Total Daily Instr. Min: 300	Monday	Tuesday	Wednesday	Thursday	Friday
9:15-10:15 am (60 min.)	Multiple Subject Block 1	Multiple Subject Block 1	Multiple Subject Morning Block to include Reading, Writing, Handwriting, Math, Social Studies and Science	Multiple Subject Morning Block to include Reading, Writing, Handwriting, Math, Social Studies and Science	Multiple Subject Morning Block to include Reading, Writing, Handwriting, Math, Social Studies and Science
10:15-10:30 am BREAK					
10:30-11:30 am (60 min.)	Multiple Subject Block 2	Multiple Subject Block 2			
11:30-12:00 pm LUNCH					

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12:00-1:30pm (90 min.)	Multiple Subject Block 3	Multiple Subject Block 3	Multiple Subject Afternoon Block to include Reading, Writing, Handwriting, Math, Social Studies and Science	Multiple Subject Afternoon Block to include Reading, Writing, Handwriting, Math, Social Studies and Science	Multiple Subject Afternoon Block to include Reading, Writing, Handwriting, Math, Social Studies and Science
1:30-1:45 pm BREAK					
1:45-3:15 pm (90 min.)	Multiple Subject Block 4	Multiple Subject Block 4			

Grades 4-8 **On-campus days are either M/T or TH/F. An example of on-campus days and Asynchronous days are modeled below**					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
9:15-10:15 am (60 min.)	Instructional Block 1	Instructional Block 1	Multiple Subject Morning Block to include Reading, Writing, Math, Social Studies and Science	Multiple Subject Morning Block to include Reading, Writing, Math, Social Studies and Science	Multiple Subject Morning Block to include Reading, Writing, Math, Social Studies and Science
10:15-11:15 am (60 min.)	Instructional Block 2	Instructional Block 2			
11:15-12:15 pm (60 min.)	Instructional Block 3	Instructional Block 3			
12:15-12:45 pm LUNCH					
12:45-2:00 pm (75 min.)	Instructional Block 4	Instructional Block 4	Multiple Subject Afternoon Block to include Reading, Writing, Math, Social Studies and Science	Multiple Subject Afternoon Block to include Reading, Writing, Math, Social Studies and Science	Multiple Subject Afternoon Block to include Reading, Writing, Math, Social Studies and Science
2:00-3:15 pm (75 min.)	Instructional Block 5	Instructional Block 5			

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) Focused instruction in math, reading and writing daily during homeschool days
   b) Assuming responsibility to support my student's mastery of assigned Learning Goals/Standards as indicated on each Learning Log
   c) Committing to "daily engagement" (learning each day) in accordance with the chart below:

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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 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 Da Vinci Habits of Heart and Mind and support the tenets of compassionate communication during interactions within our community by:

a. Supporting Da Vinci **Habits of Heart and Mind** (reflection, equity, collaboration, flexibility, agency, curiosity, and 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)
d. Assume positive intentions when engaging in problem solving, listen for understanding, and give/receive feedback that is kind, helpful, and specific

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 indicate an offer of FAPE in alignment with the offerings our Independent Study program can provide

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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 the child.

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 that is culturally responsive and connects student work to the world outside the classroom
   b. Creating a culture of belonging by co-creating clear norms, expectations, and routines
   c. Prioritize community building by engaging in morning and closing meetings
   d. Attending students' Exhibitions, Presentations of Learning and Student Led Conferences
   e. Modeling meta-cognitive strategies to help students develop skills and strategies
   f. 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--**
   e. Knowing, seeing and valuing students and creating a classroom atmosphere based on mutual respect
   f. Implementing and modeling compassionate communication and conflict resolution strategies
   g. Managing everyday challenges and issues in the classroom with students directly unless additional support is needed
   h. 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

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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 positive 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

5. TRANSPORTATION

Da Vinci Schools does not provide transportation services to and from school, except for in curricular related field trips or as required by law.

To support safe and flexible transportation options for school-sponsored trips, Da Vinci Schools may authorize the use of private vehicles under specific conditions. All drivers must meet school requirements, including valid licensure, appropriate insurance, and registration with the school. Parent/guardian permission is required for all student passengers, and all transportation must adhere to applicable safety laws and school guidelines. For full details, please refer to the Da Vinci Schools Transportation by Private Vehicle on School Trips Policy.

Important Drop off and Pick up Information

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.

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

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School starts promptly at 9:15am and ends at 3:15pm. Please support your student by arriving with enough time for them to be settled in class *before* the start time. The front gate will open and breakfast service will be available at 8:55 am. Classrooms will be available at 9:00am. 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 between 8:55am- 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. When using curbside, DO NOT PARK OR EXIT YOUR VEHICLE. *Please do NOT turn left out of our parking lot.* If your child arrives on campus late, they 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 grown ups 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**.
- 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 DO NOT park at the curb in the drive through line.
- Please do not park in a disabled person designated parking spot.
- Please do not hang out or play in the pick-up area between the entry/exit gate and the pickup line.

Skateboards, Bicycles, E-Bikes, Scooters, Rollerblades & Other Wheeled Devices
Wheeled devices are not permitted in the school building. The school provides places to lock up these items, but the locks are not provided by the school. Students should purchase their own lock to secure their skateboard, bicycle, e-bike, scooter, or rollerblades throughout the school day. The school is not responsible for any loss or damage to skateboards, bicycles, scooters, or rollerblades brought to campus.

To maintain the safety of all students, students are not permitted to ride their skateboards, bicycles, e-bikes, scooters, or rollerblades anywhere on campus. Signs are displayed prohibiting this behavior at the front of the school and in the parking lot. Students who use skateboards, bicycles, scooters, or rollerblades to get to school can lock them up in the designated location once on campus.

If a student brings the wheeled device into the classroom, or is found to be using the wheeled device on campus, it may be confiscated and returned only to the student's parent, guardian or individual listed on their emergency contacts list.

6. HOW WE TRACK GROWTH

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 academic knowledge 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:

- **Narrative Report Cards and Learning Log Feedback**
    - The purpose of these documents is to report student progress that measures growth in academic content areas and social emotional learning. Both classroom teachers and parent educators are asked to share a narrative reflection indicating what the child knows and can do, and how they can continue improving. We

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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 with our narrative report cards. Narrative report cards are sent home twice per academic year.

- Learning Log feedback is provided by the Independent Study teacher and classroom teachers. Learning Log feedback will be provided directly to Parent Educators via the Canvas portal and can include requests for corrections, suggestions for how to improve homeschooling activities, or resources to continue supporting student growth. Learning Log feedback is completed at the end of each learning period

- **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 GROWTH assessments in math and ELA. 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 and participation is critical.**

- **Performance based assessments** such as student led conferences, Exhibition, Presentations of Learning, and other in-class "Show What You Know" opportunities
- **In-Class assessments, observations, and on-going communication between home and school**

7. SCHOOL PROGRAMS & SIGNATURE PRACTICES

PARENT/GUARDIAN INVOLVEMENT

Da Vinci values and recognizes the importance of parent/guardian involvement in their student's education, and as such we expect all families to attend certain school events and highly encourage parents to attend others if possible:

Events parents/guardians are expected to attend...	Events parents/guardians are highly encouraged to attend...
• Fall Student-Led Conference (SLC) • Fall Exhibition • Spring Student-Led Conference (SLC) • Spring Exhibition • Any mandatory meeting	• Presentations of Learning (POLs)

SIGNATURE PRACTICES

Presentations of Learning (POLs)

Each year, students complete a Presentation of Learning (POL) in which they demonstrate mastery of content and an ability to reflect on their learning in a formal presentation setting.

Student Led Conferences (SLCs)

Student Led Conferences occur each semester and provide students the opportunity to share their academic progress with their family in a structured setting, focusing on content mastery and growth over the semester and year. Student-

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led conferences occur on two homeschool days each semester, and families are expected to sign up for and attend their student's SLC each semester.

Exhibition
Each semester Da Vinci Connect TK8 hosts a school-wide Exhibition night where students show off their final products and demonstrate their mastery of essential skills throughout the semester. All families are expected to attend to see the students' work.

Habits of Heart and Mind
Our Habits of Heart and Mind are characteristics that we, along with global leaders in professional industries, believe develop people into kind, independent, community minded adults in the world. We ask our entire community to commit to practicing and modeling these habits for one another. Learn more about our Habits of Heart and Mind, including resources to teach that at home, on our Counseling Connection site!

Core Tenets of Da Vinci Connect TK8

1. **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 us to provide learning both on-campus and during homeschool days off-campus. **This hybrid learning model includes 2 days on campus (9:15am - 3:15pm) and 3 days of homeschool/family-facilitated learning**. The focus of time at school includes collaborative learning and integrated studies through Project Based Learning and social emotional learning. The focus of at-home learning is foundational skills in math, reading and writing. Families are welcome to incorporate additional subjects, field trips, and exposure to real-world learning opportunities. We partner with families to support the process by providing:

- **On-going support from credentialed teachers**
- **Workshops and Parent Educator Conferences on best practices, instructional strategies, parenting, self-care and more**
- **Community Events** for students and families
- Access to selected and vetted **curriculum resources at no cost**
- Teacher and parent-led **field trip opportunities**
- Access to **Parent Educator Support Specialist** to support with all aspects of homeschooling
- Access to **Independent Study Teacher** (in addition to classroom teachers) to support with independent study requirements

**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.*

2. **Project-Based Learning (PBL)**

Da Vinci believes in engaging students with a constructivist/learn-by-doing model that integrates academic content 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 learning that includes student voice and choice
- depth over breadth and mastery of content areas guided by Common Core State Standards, CA History Standards, NGSS Standards, and Social Justice Standards
- Collaboration

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- Public Presentations of Learning to authentic audiences
- Real-World Problem-Solving and culturally relevant pedagogy
- Personalization to reflect students' passions, interests and needs

3. 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, including what we call Compassionate Communication, incorporates strategies to teach and model core concepts that raise the level of social and emotional competence in *all* stakeholders, improve academic performance of all learners, and 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 giving and receiving feedback that is kind, helpful and specific
- Integrating Compassionate Communication philosophies and strategies when problem solving
- Incorporating mindfulness and self-regulation strategies into classroom learning
- Refraining from using punitive rewards and punishments
- Multi-age grouping: *Supporting a diverse group of learners in classroom settings that allow opportunities for all students to be novices and experts in a classroom setting*
    - 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, 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.

8. STUDENT SERVICES

Student Privacy

School staff do not discuss student information, including attendance, discipline and academic progress, with persons other than the parent/guardian listed in school records, unless the parent/guardian is also present.

Student Success Teams (SST)

Students who demonstrate a need for additional support may be referred to a Student Success Team (SST). SSTs are a school-based problem solving team, utilized to review individual student problems and to recommend alternative strategies/interventions to be implemented in the general education classroom. As such, SSTs are a function of general education, and the focus of the SST is a student's success in the general education setting.

504 Plans

Da Vinci Schools provides 504 plans for qualifying students. A 504 plan is a legal document falling under the provisions

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of the Rehabilitation Act of 1973. It is a plan for the provision of regular education and related aids and services designed to meet the student's individual educational needs. To qualify for a 504 plan, a student must have a documented disability that causes a substantial limitation on the student's ability to learn or another major life activity.

For more information, please see the Da Vinci Schools Section 504 Policy.

Suicide Prevention Policy
Protecting the health and well-being of all students is of utmost importance to Da Vinci Connect TK8. When a student is identified as being at risk of committing suicide, 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

Students are encouraged to seek help for themselves or others by speaking with any staff member. All reports of suicide risk are taken seriously and will be addressed immediately. While student privacy is respected, confidentiality may be limited when necessary to protect student safety.

For more detailed information, please refer to the full Suicide Prevention Policy.

Immigration Response and Student Privacy
Da Vinci Schools is committed to maintaining safe, inclusive, and welcoming campuses for all students and families, regardless of nationality, citizenship, or immigration status. Da Vinci Schools does not collect or maintain information about students' or families' immigration status unless required for a specific state or federal program, and student records are protected by federal and state privacy laws. If immigration enforcement officials come to campus, staff must immediately notify the Superintendent or designee, verify credentials, request legal documentation, and follow established protocols before allowing access to students, records, or nonpublic areas, except in exigent circumstances. Families are encouraged to keep emergency contacts updated and review the full Da Vinci Schools Response to Immigration Issues policy on the Da Vinci Schools website for more information.

Multilanguage Learner Master Plan
Da Vinci Schools outlines a comprehensive approach to supporting Multilanguage Learners, including identification, instruction, reclassification, and ongoing monitoring to ensure access to rigorous academic content and language development. For full details, please refer to the Da Vinci Schools English Learner Master Plan.

Parent Advisory Committee (PAC)
As a public charter school, our Parent Advisory Committee (PAC) serves as the primary stakeholder leadership body, fulfilling the functional requirements of both a Parent Advisory Committee and a School Site Council. The PAC is composed of the school principal, teachers, staff, students, and parents appointed to represent our diverse student body.

The PAC's primary responsibility is to review and provide formal feedback on the Local Control and Accountability Plan (LCAP), which also serves as the school's Single Plan for Student Achievement (SPSA). In this capacity, the PAC ensures that school goals and the Title I budget are aligned with the needs of all students, particularly English Learners, Foster Youth, and socioeconomically disadvantaged families. While the plan is developed by the LEA, the PAC provides the essential stakeholder voice and oversight required to ensure our resources effectively support student success..

Title I Designation

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Da Vinci Schools has been designated as a school receiving Title I funds. The Da Vinci School Board has designated these funds to be used on a school wide basis. Parents have rights to inquire about the Title I program, teacher qualifications, and any program improvement designations. The Title I program and budget is overseen by the Parent Advisory Committee (PAC).

Meals
Meals are served and managed through an outside vendor. For 2026-2027, all California public schools are providing one free breakfast and one free lunch per school day to any student requesting a meal. Meal applications are not required. Da Vinci Schools operates under CEP (Community Eligibility Provision).

For more information, please visit our meal program page on the Da Vinci Schools website

Food Allergies
Your child's teacher may notify you if children in the class have allergies that the class should be aware of. These children's parents/guardians 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.

Home Hospital
Home Hospital serves students who incur a temporary disability (mental or physical health related absence), which makes attendance in the regular day classes or alternative education program impossible or inadvisable. Home hospital is intended for students with an involuntary period of confinement (home or hospital) due to a medical issue, usually defined as more than 2 weeks, and less than 9 weeks. Supportive documentation from a medical doctor is required. Please contact the Director of Health Services, Emily Green, at egreen@davincischools.org if you believe you or your child are in need of home hospital services. For more details, refer to the Da Vinci Schools Home Hospital Board Policy.

School Health Services
All campuses have access to health supplies and staffing. Health related policies can be found in section "5000 Students" of the Da Vinci Schools Board Policies website. More specific health related information can be found below.

Injury, Accident, or Illness at School
If a student becomes ill at school, the student should report to the health office in the front office. In the event that a student is unable to report to the office, the student should notify a staff member for assistance. Da Vinci Schools gives first aid only to injuries occurring on campus. School personnel are not authorized to treat any serious illness or injury, or to give any internal first aid medication.

If the student is too ill to return to the classroom or needs medical attention, the guardian will be notified. If the school is unable to make contact, the school will attempt to contact a person designated on the Emergency Contact List. Guardians will be expected to pick up the student promptly. Da Vinci Schools does not have adequate facilities to give students a comfortable prolonged stay. No student will be sent home alone when the student is ill.

If care beyond immediate first aid is needed for school injuries, the staff will contact the paramedics and abide by their recommendations. Guardians will be contacted as soon as possible. For more information, please review our Healthcare Emergencies Policy.

Illness
Da Vinci Schools believes that regular attendance has a positive effect on student learning and achievement. While good attendance is encouraged, if your child has a temperature above 99.5°F, or has had vomiting/diarrhea, please

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keep the student home until they have been symptom-free without medication for 24 hours. 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.

Communicable Illnesses
If a student has had a communicable disease, please notify the office by a phone call or a note. Da Vinci Schools will communicate with the guardians of the other children in the class to alert them of the possible exposure.

Emergency Contacts
It is the responsibility of the guardian to verify that Da Vinci Schools has accurate and up-to-date emergency contact information. For the protection of all students, include at least two emergency contacts in addition to guardians. The emergency contacts should be people who live within 15 minutes' travel time of the school. It is essential that guardians notify the school immediately when the information changes so that we can keep the emergency contact information current.

Tobacco Use Prevention
Da Vinci Schools is a tobacco-free school. No smoking or vaping is allowed on campus (indoors or outdoors) at any time.
For more information, please review our Alcohol or Other Drug Policy.

Medical Diagnoses
If a student is diagnosed with a medical condition that is impacting them at school and students/guardians would like the staff notified, contact the school nurse who will ensure staff is aware of and trained to manage any school-based medical or symptom management. For students requiring specialized physical health care services (SPHCS) during the school day in order to attend school, please review the Specialized Health Care Services Policy.

Permission for Student Medication
If a student needs to take medication during school hours, the student may do so, assisted by trained school personnel if needed. Permission to administer both prescription and over the counter medication on campus require an Authorization for Medication at School form to be completed. This form must be completed by a physician and signed by the guardian and be on file at the school. All medications must come to school in the original pharmacy container. Medications must be kept in the health office unless authorization form completed by a physician indicates the student may carry and self-administer.

Students are not permitted to bring aspirin, cough drops, cough syrups, vitamins, or other over-the-counter medications to school without authorization. These may constitute a health hazard to other students. Only medications with authorization on file may be on campus. Students found to be carrying medication on campus will have it confiscated and guardians will be notified as soon as possible. These provisions are mandated by California law. Any questions regarding medication management should be directed to the school nurse. For more information, please review our Medication Administration Policy.

Immunizations
Da Vinci Schools follow all requirements of the California School Immunization Law, Health and Safety Code Sections 120325-120375. Guardians of incoming students are responsible for submitting the student's complete immunization records. The school will maintain a list of unimmunized children (exempted or admitted conditionally) in the case of an outbreak. For more information, please review our Immunization Policy.

Head Lice

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Da Vinci Schools addresses head lice in a manner that prioritizes student health while minimizing unnecessary disruption to learning. Students with head lice may remain in school for the day, with follow-up and treatment expectations in place to support resolution and prevent spread. For more information, please review the Da Vinci Schools Head Lice Policy.

Head Injury
Students who get a head injury at school will be monitored by staff. Guardians will be notified and may be asked to pick the student up. A letter will be sent home with information about signs and symptoms to monitor. For more information, please review our Head and Neck Injury Policy.

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. Parent/guardians will receive notification prior to the initiation of any sexual health education programming. Parent/guardians may view the curriculum and other instructional materials by request. Parent/guardians may opt-out from instruction if they so choose by requesting in writing that their student not receive the instruction. For more information, please review our Sexual Health and HIV /AIDS prevention Policy.

9. SPECIAL EDUCATION

Special Education Services at Da Vinci Schools
Da Vinci Schools offers a range of special education supports and placement options to meet the unique needs of students with disabilities. Special education teachers and related service providers support students within general education classrooms, lead resource seminars, provide Specialized Academic Instruction (SAI), and collaborate closely with general education staff in alignment with each student's Individualized Education Program (IEP).

Rights of Students with Disabilities
In California, students with disabilities may be eligible to receive special education services from ages 3 through 22. Federal and state laws safeguard the rights of students and their families throughout the identification, evaluation, and placement process. Parents have the right to participate meaningfully in the development of their child's IEP and to be informed of their child's right to a free appropriate public education (FAPE), as well as all available program options, including public and non-public placements.

Additionally, in the state of California, SELPA's are mandated consortiums of school districts, charter schools and county offices which ensure comprehensive special education services are being provided at each Local Educational Area (LEA).

Da Vinci Schools (Communications, Connect, Design and Science) are members of the El Dorado County Charter Special Education Local Plan Area (El Dorado County Charter SELPA).

Da Vinci RISE is a member of the Los Angeles County Charter Special Education Local Plan Area (https://www.lacountycharterselpa.org/)

Special Education Procedures
All students have access to Da Vinci Schools, and no student shall be denied admission on the basis of disability. Students with disabilities will receive services in accordance with their most recent agreed-upon and implemented IEP. Referrals for special education assessment may be initiated by parents, general education teachers, Student Success Teams, or other school staff. Upon receipt of a referral, the School Psychologist and Special Education Director will review relevant information to determine whether an assessment is warranted. If so, an assessment plan will be

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developed within 15 days of the referral. Once the signed assessment plan is returned, the evaluation will be completed within the 60-day legal timeline.

Da Vinci Schools provides a full continuum of supports designed to meet students' needs in the least restrictive environment (LRE). We are committed to including students with disabilities in general education settings to the greatest extent appropriate. In addition to delivering high-quality supports, we strive to provide families with clear and accurate information about the special education process. For more information, please visit: http://davincischools.org/special-education.shtml

Search and Serve (Child Find)
As a public school network, Da Vinci Schools has an affirmative "Child Find" obligation under the Individuals with Disabilities Education Act (IDEA) to identify, locate, and evaluate all children with suspected disabilities within our boundaries, regardless of the severity of disability or educational setting (public, private, or homeschool). This responsibility requires proactive and ongoing efforts to ensure that students in need of special education and related services are identified and assessed in a timely, comprehensive, and nondiscriminatory manner.

We are committed to working collaboratively with families, staff, and community partners to ensure that no child is overlooked and that every eligible student has access to a free appropriate public education (FAPE) tailored to their individual needs.

If you suspect your child may have a disability or require additional support, please contact your student's teacher, the Special Education Department, or a school administrator.

10. STUDENT CODE OF CONDUCT

In order to provide an effective, safe, focused, and enjoyable learning environment, Da Vinci Schools has established behavioral expectations for all students. The following is an outline of what is expected for our students and consequences for misconduct.

Students are expected to adhere to the Da Vinci Code of Conduct at all times.

- I will treat everyone with love and respect, including myself.
- I will treat school property and shared spaces with respect.
- I will help co-create and maintain a positive, safe, healthy and inclusive environment for all.
- I will come to school with an open-mind, ready to learn, critically reflect, and share my learning.
- I will act responsibly and accept consequences, including repairing the harm that my actions (intended or not) have caused.
- I will connect and contribute to the community and the world around me.

Respect for Self and Others
Da Vinci students, parents/guardians, and staff are expected to respect others, support teaching and promote a positive learning environment. Prohibited behavior by any member of this community includes using offensive/vulgar language (e.g., racially insensitive language, sexist language, cursing), ignoring a staff request, disrupting the learning process, disrespecting a staff member, employing intimidation, threatening or willfully causing physical or other harm, slander, sexual harassment/misconduct, lying, stealing/theft, and fighting. Making and/or distributing any photos, videos or audio recordings of a student or staff member against their wishes and without their consent is prohibited and may constitute harassment. Live streaming of video or audio is prohibited on campus and at all school-sponsored events.

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Anyone engaging in prohibited behavior will be subject to disciplinary consequences up to and including the possibility of being recommended for expulsion. Respect for the rights of others is expected from all members of the school toward other school members, school neighbors, nearby businesses, and other schools.

Dress Code

Da Vinci Schools is committed to fostering a safe, inclusive, and respectful learning environment where students can express their individuality without fear of bias or unnecessary restriction. Dress code expectations are grounded in safety, dignity, and minimizing disruption to learning, not in regulating student bodies. The dress code is in effect during the entire school day, including office hours. The dress code applies to field trips, site visits, internships, and other school-related activities, unless the supervising adult informs the students otherwise.

Students must wear:

- Clothing that includes a top, bottom, and shoes at all times. Close toed shoes may be necessary based on the activities conducted (labs, field trips, athletics etc.)

Students may wear:

- Clothing of their choice, including hats and head coverings (face must remain visible for safety)

Clothing may not include:

- Content that is discriminatory, hateful, or promotes violence or illegal activity
- Content that displays any drug, alcohol, or weapon related images
- Items that pose a clear safety risk in a school setting
- Clothing must provide reasonable coverage of private body areas (e.g., genitals, buttocks, stomach and chest) with opaque (non-see-through) fabric at all times.
- Undergarments should be concealed

Equity Commitment: Dress code enforcement will be:

- Free from bias related to gender, race, body type, or identity
- Handled privately and respectfully
- Designed to minimize loss of instructional time

Students will not be removed from class for dress code violations unless there is a clear and immediate safety concern.

Appropriate Bathroom Use

In order to maintain privacy and safety, only one student per bathroom stall is permitted. If more than one student is in a bathroom stall, an investigation (including the search of student belongings) may be initiated and consequences may be issued.

Public Display of Affection

The only acceptable public display of affection that is permitted is hand-holding. If students engage in more than holding hands, they will be asked to stop. School staff, including school administration, may follow up with parents or guardians if the students continue to show more public affection than is deemed appropriate for school.

Personal Electronics

Student use of personal electronic devices, including cell phones, tablets, smart glasses, Meta/Ray-Ban Meta glasses, AI-enabled wearables, wearable cameras, smartwatches, wireless earbuds/headphones, and any device with recording, livestreaming, AI, internet, or communication functionality are governed by the Technology Use Policy, Technology Use Agreement, and Code of Conduct and the Possession of Cell Phones Policy.

No cell phones during the school day (phones should be off and in your backpack) unless otherwise permitted by a staff member. If your phone is seen or heard (if it makes sounds):

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- 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

This policy includes any "smart" device/watch in addition to cell phones. 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.

Da Vinci Schools is not responsible for lost, stolen, or damaged personal electronic devices. Students bring these items to school at their own risk.

Amplified Sound
Amplified sound is only permitted with approval from school administration. Students who bring portable speakers to school are not permitted to use them on school grounds, including before school, after school, and during lunch. If a student is using a device to amplify sound, the device may be confiscated and given to school administration, who will return it only to the student's guardian.

Selling Items On Campus
Students are not permitted to sell items of any kind on or around campus, unless pre-approved by the administration. If a student is found to be selling any item(s) before, during, or after school hours, the items may be confiscated and a guardian may be contacted. Students may be subject to disciplinary consequences. For full details, please see the Da Vinci Schools Drugs and Alcohol Policy.

Approval of Flyers
All posted information must be approved by school administration. Posted information must be related to a DV-sponsored club, team, or activity; free of spelling or grammatical errors; contain no inappropriate content; and be promptly removed when the information is no longer relevant (i.e., event date has passed or club no longer meets). All posted information should be put up only in areas designated and approved by administration for that purpose. Unapproved, posted information will be removed, and those responsible for the unapproved posted information may be subject to disciplinary consequences.

Unauthorized Photos, Audio Recording, and Videoing
Making and/or distributing photos or audio or video recordings of a student or staff member against their wishes and without their consent is prohibited and may constitute harassment. Live streaming of video or audio is prohibited on campus and at all school-sponsored events.

Academic Honesty
Da Vinci Schools values academic honesty and ethical behavior in the learning environment in order to promote honesty, responsibility, fairness, and integrity.

Academic dishonesty is any attempt to obtain academic credit for work that is not one's own or to provide unauthorized assistance to another student. Academic dishonesty includes cheating, plagiarism, falsification, and the misuse of technology, including Artificial Intelligence (AI).

Cheating is defined as obtaining or attempting to obtain credit for academic work through dishonest or unauthorized means, or assisting another student in doing so. Examples of cheating include, but are not limited to:

- Copying from another student's work or allowing another student to copy your work.

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- Using unauthorized notes, websites, devices, or other resources during a test, quiz, or assignment.
- Collaborating with others on work that is intended to be completed independently.
- Submitting work that has already been graded in another course without prior teacher approval.
- Altering grades or academic records.
- Taking an assessment for another student or allowing another person to complete work on your behalf.

Plagiarism is the use of another person's or entity's words, ideas, images, data, or creative work without proper acknowledgment. Examples of plagiarism include, but are not limited to:

- Copying directly from a book, article, website, video, another student's assignment, or any other source without proper citation.
- Paraphrasing another source so closely that the original meaning and structure remain substantially unchanged.
- Combining material from multiple sources and presenting it as original work.
- Submitting work created in whole or in part by another person or entity, including generative AI tools, without appropriate attribution.
- Falsifying or inventing information, data, sources, or citations.

Artificial Intelligence (AI)
Students may use Artificial Intelligence (AI) tools only when explicitly permitted by the teacher. AI may be used to support, but not replace, a student's own thinking and original work. Any ideas, language, or information generated by AI that are incorporated into an assignment must be cited or disclosed as required by the teacher. Submitting AI-generated work as one's own without teacher permission or required attribution constitutes academic dishonesty. Student use of AI tools must also comply with the Da Vinci Schools Technology Use Policy.

Guidelines for Avoiding Plagiarism
To maintain academic integrity, students are expected to:

- Cite all sources used to gather information, including books, articles, websites, interviews, and AI tools.
- Use quotation marks when copying language directly from another source.
- Provide in-text citations and a bibliography or works cited page when required.
- Seek clarification from their teacher whenever they are unsure whether collaboration or outside assistance is permitted.

Determining Whether Academic Dishonesty Has Occurred
Determinations regarding academic dishonesty, including the unauthorized use of Artificial Intelligence (AI), will be based on a review of available evidence and the professional judgment of school staff. Evidence may include, but is not limited to, a student's demonstrated understanding of the submitted work, discrepancies between the work and the student's typical performance, citation omissions, version history, and information from plagiarism detection or other software tools.

No single indicator or software tool will be used as the sole basis for determining that academic dishonesty has occurred. Students will be given an opportunity to discuss the work and provide an explanation before consequences are assigned.

Consequences for Academic Dishonesty
When academic dishonesty is suspected, the teacher will discuss the matter with the student and may consult with school administration.

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In determining an appropriate response, the school will consider the nature and severity of the incident, the student's intent, the extent to which the work was misrepresented, the student's prior history of academic dishonesty, and whether the conduct reflects a misunderstanding or a deliberate attempt to gain an unfair academic advantage.

Consequences are intended to be both educational and corrective. In many cases, particularly for a first or minor violation, the school may emphasize instruction and restorative responses designed to help the student understand and correct the behavior.

More significant consequences may be imposed when the violation is substantial, intentional, repeated, involves multiple assignments or courses, or occurs after the student has previously received instruction or intervention regarding academic honesty expectations.

Depending on the circumstances, consequences may include one or more of the following:

- Instruction on proper citation, attribution, and academic practices.
- An opportunity to redo or resubmit the assignment.
- A reduced grade or a zero on the assignment.
- Parent/guardian notification and/or a family meeting.
- A restorative assignment or reflection activity.
- Loss of eligibility for school activities or events.
- Disciplinary action in accordance with school policy.
- Failure of the course for repeated or serious violations.
- Suspension for severe or repeated violations.

Repeated acts of academic dishonesty, including incidents involving multiple classes or teachers, may be considered collectively in determining the appropriate response and may result in increasingly serious consequences.

Bullying Prevention Policy (adopted and edited from the California Department of Education)
Da Vinci Schools is committed to maintaining a safe and respectful school environment. Bullying, harassment, intimidation, and cyberbullying are prohibited on campus, at school-sponsored activities, and in off-campus conduct (including online behavior) that causes or is reasonably likely to cause a substantial disruption to the school environment or interferes with a student's ability to participate in school.

For purposes of this policy, bullying is generally understood as unwanted, aggressive behavior that involves a real or perceived imbalance of power and is repeated, or has the potential to be repeated, over time. Bullying may be physical, verbal, social/relational, written, or electronic in nature.

Bullying is typically defined by three core components:

1. **Power Imbalance -** The student engaging in bullying uses, or is perceived to use, physical strength, social status, popularity, access to embarrassing information, group influence, or another form of power to control, intimidate, exclude, or harm another student.
2. **Intent to Harm -** The behavior is deliberate and intended, or reasonably likely, to cause physical, emotional, social, or educational harm. Bullying is more than accidental harm or a mutual disagreement.
3. **Repetition or Pattern -** The behavior occurs more than once or has the potential to occur again. This pattern distinguishes bullying from a one-time conflict, disagreement, or peer dispute.

These elements—*power, purpose, and pattern*—help distinguish bullying from typical peer conflict. While all student conflict should be addressed appropriately, bullying requires a targeted school response because of its potential impact on student safety, belonging, and access to education.

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Students are encouraged to report incidents of bullying to any staff member or school administrator. Staff who witness such acts will take appropriate steps to intervene when safe to do so. Reports will be addressed promptly, investigated in a manner that is thorough and maintains confidentiality to the extent possible, and followed by appropriate interventions and/or disciplinary action in accordance with Board Policy. Retaliation against any individual who reports or participates in an investigation is strictly prohibited.

If a student or parent/guardian believes a concern has not been adequately addressed, they may contact school administration for further review. Additional complaint procedures may apply depending on the nature of the concern.

For more information, please see the full Bullying Policy.

Bullying Off Campus
Sometimes, events that occur off campus have repercussions on campus, affecting members of the community and 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 Schools may need to report incidents to the police.

Conflict Resolution / Mediation
Da Vinci Schools values respectful communication and encourages students to resolve conflicts constructively. When appropriate, the school may offer conflict resolution or restorative practices to support students in addressing disagreements and repairing harm.

Participation in mediation or restorative processes does not limit the school's authority to take appropriate action to maintain safety, prevent harm, and uphold school expectations.

Statement of Non-Discrimination
(Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 section 504 of the Rehabilitation Act of 1973). Da Vinci Schools does not discriminate against any person on the basis of gender, race, color, religion, national origin, ethnic group, actual or perceived sexual orientation, marital or parental status, physical or mental disability. Da Vinci Schools will take steps to assure that the lack of English will not be a barrier to admission and participation in school programs. Complaints alleging noncompliance with this policy of nondiscrimination should be directed to Veronica Rodriguez, Chief People Officer / Assistant Superintendent, at (310) 725-5800 or vrodriguez@davincischools.org.

Sexual Harassment Policy
Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. Sexual harassment includes, but is not limited to, the following behaviors:

- Suggestive or derogatory comments; sexual innuendos or slurs; unwanted sexual advances, threats, invitations, or comments
- Displays of sexually suggestive objects or pictures
- Use of obscene gestures or leering
- Unwanted touching

Da Vinci Schools expects students to immediately report incidents of sexual harassment to school staff or the school administration. Staff who witness such acts will take steps to intervene when safe to do so. Each complaint of sexual harassment will be promptly investigated in a thorough and confidential manner.

Students who commit sexual harassment are subject to disciplinary action up to and including a recommendation for

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expulsion. The school will make reasonable efforts to keep a report of sexual harassment and the results of investigation confidential.

For more information, please see the full Sexual Harassment Policy and Title IX Policy and Grievance Procedures.

Vandalism
All students are expected to treat the school property with care and respect. No one is to injure, destroy, deface, or trespass on school property. Parents/Guardians will be responsible for paying for any damage done to the building by their child. Writing or spray painting, inappropriately on or around campus, carving or sticking gum on school furniture/fixtures, mishandling a book, damaging technology, destroying equipment are all infringements on the right of the Da Vinci community.

Controlled Substances and Prohibited Items
Da Vinci Schools is committed to maintaining a safe, healthy, and drug-free learning environment. The possession, use, sale, distribution, or being under the influence of alcohol, controlled substances, or any intoxicant at school, on school grounds, or at any school-sponsored activity is strictly prohibited.

Students are also prohibited from bringing unsafe or unauthorized items to school or school events, including but not limited to weapons (or items that could reasonably be perceived or used as weapons), drugs or drug paraphernalia, tobacco or nicotine products (including vaporizers), and fireworks.

Violations of these expectations may result in disciplinary action in accordance with Board Policy, which may include intervention, counseling, suspension, or expulsion, depending on the nature and severity of the incident.

For more detailed information, please refer to the full Alcohol and Other Drugs Policy.

Policy to Address Racist, Discriminatory, and Dehumanizing Incidents
Da Vinci Schools is committed to maintaining a safe, inclusive, and respectful learning environment for all students. Racism, discrimination, harassment, intimidation, bullying, and dehumanizing conduct are strictly prohibited. This includes conduct based on actual or perceived protected characteristics, including but not limited to race, ethnicity, nationality, religion, gender, gender identity or expression, sexual orientation, disability, or immigration status, consistent with state and federal law.

Students, families, and staff are encouraged to report incidents to a school administrator or designee. Reports will be addressed promptly and investigated in a manner that is thorough and maintains confidentiality to the extent possible. Retaliation against any individual who reports or participates in an investigation is strictly prohibited.

When appropriate, the school may implement supportive measures, restorative practices, and/or disciplinary action in accordance with Board Policy and applicable law. In certain circumstances, matters may also be addressed through the Uniform Complaint Procedures or referred to law enforcement.

For more detailed information, including definitions, reporting procedures, and potential consequences, please refer to the full Racist and Dehumanizing Incidents Policy.

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11. TECHNOLOGY USE POLICY

Student Use of Technology Policy, Code of Conduct, and Acceptable Technology Use Agreement (Including use of Artificial Intelligence)

The Da Vinci Schools ("Da Vinci") Board of Trustees intends that technological resources provided by the schools be used in a safe and responsible manner in support of the instructional program and for the advancement of student learning. All students using these resources shall receive instruction in their proper and appropriate use.

Teachers, administrators, and/or staff are expected to review the technological resources and online sites that will be used in the classroom or assigned to students in order to ensure that they are appropriate for the intended purpose and

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the age of the students.

The Chief Executive Officer or designee shall notify students and parents/guardians about authorized uses of Da Vinci Schools technology, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with this Board policy and the Da Vinci Schools Acceptable Technology Use Agreement.

Da Vinci Schools technology includes, but is not limited to, computers, Da Vinci's computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through Da Vinci-owned or personally owned equipment or devices.

Before a student is authorized to use Da Vinci Schools technology, the student and his/her parent/guardian shall sign and return the Acceptable Technology Use Agreement. In that agreement, the parent/guardian shall agree not to hold Da Vinci Schools or any Da Vinci staff responsible for the failure of any technology protection measures or user mistakes or negligence and shall agree to indemnify and hold harmless Da Vinci Schools and Da Vinci Schools staff for any damages or costs incurred.

Da Vinci Schools reserves the right to monitor student use of its technology without advance notice or consent. Students shall be informed that their use of Da Vinci technology, including, but not limited to, computer files, email, text messages, instant messaging, and other electronic communications, is not private and may be accessed by Da Vinci for the purpose of ensuring proper use. Students have no reasonable expectation of privacy in use of Da Vinci Schools technology. Students' personally owned devices shall not be searched except in cases where there is a reasonable suspicion, based on specific and objective facts, that the search will uncover evidence of a violation of law, policy, or school rules.

The Da Vinci Schools Chief Executive Officer or designee may gather and maintain information pertaining directly to school safety or student safety from the social media activity of any Da Vinci student in accordance with Education Code 49073.6 and Board Policy- Student Records. Whenever a student is found to have violated Board policy or Da Vinci's Acceptable Technology Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of Da Vinci's equipment and other technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

The Chief Executive Officer or designee, with input from students and appropriate staff, shall regularly review and update procedures to enhance the safety and security of students using Da Vinci Schools technology and to help ensure that Da Vinci adapts to changing technologies and circumstances.

Internet Safety

The Chief Executive Officer or designee shall ensure that all Da Vinci Schools computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 USC 6777; 47 USC 254; 47 CFR 54.520)

To reinforce these measures, the Chief Executive Officer or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

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Da Vinci Schools Acceptable Technology Use Agreement shall establish expectations for appropriate student conduct when using the Internet or other forms of electronic communication, including, but not limited to, prohibitions against:

1. Accessing, posting, submitting, publishing, or displaying harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.
2. Intentionally uploading, downloading, or creating computer viruses and/or maliciously attempting to harm or destroy Da Vinci Schools equipment or materials or manipulate the data of any other user, including so-called "hacking".
3. Distributing personal identification information, including the name, address, telephone number, Social Security number, or other personally identifiable information, of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person.
4. Using a Virtual Private Network (VPN) while on school premises or for circumventing network security measures, accessing restricted content, or engaging in unauthorized activities.
5. Students may not use or wear devices capable of recording or analyzing audio, video, or images—including AI-enabled glasses—on campus or during school activities. This includes devices with passive or active recording capability. Violations may result in confiscation and disciplinary action.

The Chief Executive Officer or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting one's own personal identification information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Da Vinci Schools Code of Conduct for Virtual Learning Opportunities
Da Vinci Schools ("Da Vinci") virtual classrooms are real classrooms with real teachers; therefore, appropriate student behavior is expected. To ensure that all of our Da Vinci students understand how to behave in an online environment, we have developed a code of conduct that all students are required to follow. This code of conduct addresses student interaction with Da Vinci staff and other Da Vinci students, as well as their individual actions in any online or virtual setting at Da Vinci.

Interactions with Da Vinci Staff
1. Students should address all Da Vinci staff members as adults with the courtesy expected for education professionals.
2. Students should phrase communications with Da Vinci staff in a polite and courteous manner appropriate for speaking to adults. The tone of emails and phone conversations must be respectful.
3. Since our online environment is a learning environment, students should not use excessive "slang" or language that they might use in other environments. It is recommended that students communicate with teachers in language that is acceptable such as in complete sentences.
4. Students are not to use obscene, profane, threatening, or disrespectful language or images in any communications with staff. These actions are prohibited as indicated in our Student and Parent/Guardian Handbook and Da Vinci Board policies for student discipline.
5. Students must use the school authorized email address appropriate for the educational environment. Email addresses that use profanity or may otherwise be construed as offensive, shall not be permitted in correspondence with staff. Posting of any profile pictures should be a head-shot of the student only and may not be offensive or inappropriate in any manner. The Da Vinci administration reserves the right to determine if a student email address and/or profile picture is inappropriate. Students using an inappropriate email address and/or profile picture will be required to update their user profiles.

Interactions with Other Da Vinci Student Users

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1. All communications with other students enrolled in Da Vinci must be of a course related nature. Any sending of unsolicited email to other Da Vinci classmates that is not course-related is prohibited.
2. All communications with other students in any forum, course related email, discussion post, etc., must be polite, courteous and respectful.
3. The integrity and authenticity of student work is something that we take seriously and check using a variety of technologies. Copying the work of others, allowing others to knowingly copy a student's work, and/or misusing content from the Internet could result in removal from our courses. Upon enrollment, Students and families agree to abide by the policies and procedures outlined in the Student and Parent/Guardian Handbook, including the section on Academic Honesty.
4. With the exception of project-based learning activities, do not collaborate with other students (work with) on your Da Vinci assignments unless directed to do so by your teacher. Working together is useful in the traditional classroom, but it is not permitted in our online environment without specific teacher instructions to do so. In addition, parent support for your on-line lessons are indicated through parent communication portals and teacher communications.
5. Students are not to use obscene, profane, threatening, or disrespectful language or images in any communications with other Da Vinci students. These actions are prohibited as indicated in the Student and Parent/Guardian Handbook relating to student discipline and in the Da Vinci Board Policies.

Appropriate Use of the Internet (See Da Vinci Schools Student Use of Technology Policy and Da Vinci Students Acceptable Technology Use Agreement)

1. Da Vinci students are subject to all local, state, and federal laws governing the Internet. Consequently, program administrators will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted through Internet access.

2. Any student that violates this Code of Conduct or any Board policy will be subject to disciplinary action that may result in removal from Da Vinci course(s), as well as other disciplinary or legal action.

DA VINCI STUDENT ACCEPTABLE TECHNOLOGY USE AGREEMENT
Da Vinci Schools ("Da Vinci") authorizes students to use technology owned or otherwise provided by Da Vinci Schools as necessary for instructional purposes. The use of Da Vinci Schools technology is a privilege permitted at the Da Vinci Schools discretion and is subject to the conditions and restrictions set forth in applicable Board policies and this Acceptable Use Agreement. Da Vinci Schools reserves the right to suspend access at any time, without notice, for any reason. The Chief Executive Officer or designee shall have sole discretion to determine what constitutes appropriate use of Da Vinci technology.

Da Vinci Schools expects all students to use technology responsibly in order to avoid potential problems and liability. Da Vinci Schools may place reasonable restrictions on the sites, material, and/or information that students may access through the system. Each student who is authorized to use Da Vinci Schools technology and his/her parent/guardian shall sign this Acceptable Technology Use Agreement as an indication that they have read and understand the agreement.

Definitions
Da Vinci Schools technology includes, but is not limited to, computers, Da Vinci Schools computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through Da Vinci-owned or personally owned equipment or devices.

Student Obligations and Responsibilities

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Students are expected to use Da Vinci Schools technology safely, responsibly, and for educational purposes only. The student in whose name Da Vinci Schools technology is issued is responsible for its proper use at all times. Students shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned. Students are prohibited from using Da Vinci technology for improper purposes, including, but not limited to, use of Da Vinci technology to:

1. Access, post, display, or otherwise use material that is discriminatory, libelous, defamatory, obscene, sexually explicit, or disruptive.
2. Bully, harass, intimidate, or threaten other students, staff, or other individuals ("cyberbullying").
3. Disclose, use, or disseminate personal identification information (such as name, address, telephone number, Social Security number, or other personal information) of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person.
4. Infringe on copyright, license, trademark, patent, or other intellectual property rights.
5. Intentionally disrupt or harm Da Vinci technology or other Da Vinci operations (such as destroying Da Vinci equipment, placing a virus on Da Vinci computers, adding or removing a computer program without permission from a teacher or authorized personnel, changing settings on shared computers).
6. Install unauthorized software.
7. "Hack" into the system to manipulate data of Da Vinci or other users.
8. Engage in or promote any practice that is unethical or violates any law, Board policy, or Da Vinci practice.

Virtual Private Network (VPN) Usage

The goal of this Acceptable Technology Use Agreement is to maintain a secure and educational online environment and to help ensure the safety and well-being of students, staff, and the schools' digital infrastructure. The Da Vinci network is designed to provide a secure and filtered internet experience for educational purposes. The use of Virtual Private Networks (VPNs) can compromise the overall security and integrity of the network and hinder the effectiveness of content filtering. VPN usage can pose security risks, including, but not limited to, the potential for malware, unauthorized access, and compromising sensitive information.

Students are strictly prohibited from using VPNs while on school premises. The use of VPNs for circumventing network security measures, accessing restricted content, or engaging in unauthorized activities is forbidden.

Artificial Intelligence (AI) Usage

Da Vinci Schools is committed to preparing students for a technology-rich world while upholding academic integrity and responsibility for digital citizenship. This section outlines appropriate student use of Artificial Intelligence (AI) tools in support of learning and ethical behavior. This section will be reviewed annually to reflect changes in AI technology and evolving educational practices at Da Vinci Schools.

Acceptable Use:

Students may use AI tools (such as ChatGPT, Grammarly, Canva AI, etc.) when:

- A teacher gives explicit permission for a class assignment or project.
- AI is used to support, not replace, original student work.
- Any AI-generated content is properly cited or disclosed when required.

Unacceptable Use:

The following uses of AI tools are not allowed:

- Submitting AI-generated work as one's own without permission or citation.
- Using AI to complete assessments such as quizzes, tests, or essays unless approved by a teacher.
- Creating or sharing harmful, misleading, or inappropriate content using AI.

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- Bypassing school filters or using unapproved AI platforms.

Academic Integrity:
Improper use of AI that results in academic dishonesty—such as plagiarism or cheating—will be addressed under the Da Vinci Schools Academic Honesty guidance, which is found in the "Student Code of Conduct" section of the Student and Parent/Guardian Handbook.

Privacy & Data Guidelines:
Students must protect their own privacy and the privacy of others by:

- Avoiding the entry of personal or identifiable information (names, addresses, student ID numbers) into AI tools.
- Using only those AI platforms approved by the Da Vinci Schools Technology Department.

Digital Citizenship Expectations:
Students are expected to:

- Engage critically and thoughtfully when using AI.
- Use AI tools ethically, responsibly, and respectfully.
- Understand and consider the long-term implications of AI use.

Teachers and administrators may:

- Prohibit or limit AI use on specific assignments.
- Request revisions or resubmissions of work if AI was used inappropriately.
- Provide additional guidance on appropriate AI use.

Violations of this policy may result in:

- Verbal or written warnings.
- Loss of technology access privileges.
- Academic penalties aligned with the Academic Integrity Policy.
- Further disciplinary action, as outlined in the Da Vinci Schools Student Code of Conduct and Da Vinci Student Acceptable Technology Use Agreement.

Privacy
Since the use of Da Vinci Schools technology is intended for educational purposes, students shall not have any expectation of privacy in any use of Da Vinci Schools technology.

Da Vinci Schools reserves the right to monitor and record all use of Da Vinci technology, including, but not limited to, access to the Internet or social media, communications sent or received from Da Vinci Schools technology, or other uses. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of technology (such as web searches and emails) cannot be erased or deleted.

All passwords created for or used on any Da Vinci Schools technology are the sole property of Da Vinci Schools. The creation or use of a password by a student on Da Vinci Schools technology does not create a reasonable expectation of privacy.

Parents/guardians are responsible for supervising their student's use of Da Vinci technology while at home or outside of school hours.

Personally Owned Devices

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To protect the privacy, safety, and security of students, staff, and visitors, the use of smart glasses, wearable cameras, or other wearable devices capable of recording audio, video, photographs, or livestreaming (including Meta/Ray-Ban Smart Glasses and similar devices) is prohibited on campus and at school-sponsored activities unless specifically authorized by school administration for educational or accessibility purposes. Students found using such devices may be required to remove them and may be subject to disciplinary action in accordance with school policies.

If a student uses a personally owned device to access Da Vinci Schools technology, he/she/they shall abide by all applicable Board policies and this Acceptable Technology Use Agreement.

Reporting
If a student becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of Da Vinci Schools technology, he/she/they shall immediately report such information to the teacher or other school personnel.

Consequences for Violation
Violations of the law, Board policy, or this agreement may result in revocation of a student's access to Da Vinci Schools technology and/or discipline, up to and including suspension or expulsion. In addition, violations of the law, Board policy, or this agreement may be reported to law enforcement agencies as appropriate. Students/Parents/Guardians may be liable for replacement cost for technology loaned to a student that the student fails to return, or that are willfully defaced or otherwise damaged. The liability of the parent/guardian shall not exceed ten thousand dollars, adjusted annually for inflation. (Education Code 19911 and 48904).

Da Vinci Student Acknowledgment
I have received, read, understand, and agree to abide by this Acceptable Technology Use Agreement and other applicable laws and Da Vinci policies governing the use of Da Vinci Schools technology. I understand that there is no expectation of privacy when using Da Vinci Schools technology. I further understand that any violation may result in loss of user privileges, disciplinary action, and/or appropriate legal action.

Name: _____ Grade: _____

(Please print)

School: _____

Signature: _____ Date: _____

Parent or Legal Guardian Acknowledgment

If the student is under 18 years of age, a parent/guardian must also read and sign the agreement. As the parent/guardian of the above-named student, I have read, understand, and agree that my child and I shall comply with the terms of the Acceptable Technology Use Agreement. By signing this Agreement, I give permission for my child to use Da Vinci Schools technology and/or to access the school's computer network and the Internet. I understand that, despite Da Vinci's best efforts, it is impossible for the school to restrict access to all offensive and controversial materials. I agree to release from liability, indemnify, and hold harmless Da Vinci Schools and its directors, officers, and employees against all claims, damages, and costs that may result from my child's use of Da Vinci Schools technology or the failure of any technology protection measures used by Da Vinci Schools. Further, I accept full responsibility for supervision of my child's use of his/her access account when such access is not in the school setting.

Name: _____ Date: _____

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(Please print)

Signature: _____

12. 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.

When a disruption occurs that needs to be addressed, the Civility Policy will be enforced according to the procedures outlined in the Civility Policy found in the Da Vinci Schools Board Policy 1313 (a).

For full details regarding visitors on campus, visitor expectations, campus access, and safety procedures, please refer to the Da Vinci Schools Visitors on Campus Policy.

13. DISCIPLINE

Restorative Practices
Da Vinci Schools will use a restorative practices approach to discipline. Restorative practices focus on addressing the impact of behavior on individuals and the school community, rather than solely on punishment. 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, Expulsion and Intervention
Da Vinci Schools is committed to maintaining a safe and supportive learning environment. Student discipline, including suspension and expulsion, is implemented in accordance with the school's Board-approved policies and applicable law.

A student may be suspended or recommended for expulsion for acts identified in the Da Vinci Schools Suspension and Expulsion Policy, when other means of correction, such as restorative justice, are not feasible or have been unsuccessful, or when a student's conduct presents a threat to the safety of others. Suspensions are typically limited in duration and parents/guardians will be notified of the reason for the suspension and the student's due process rights.

Prior to or following a suspension, the school may implement interventions and supports, including restorative practices, counseling, or behavior plans, to assist the student's successful return to school. Schools may require a re-entry meeting to support the transition back to campus.

Student discipline may also involve additional protocols depending on the situation, including:

- Behavioral health referrals (see Student Behavioral Health Referral Protocol)

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- Protections and interventions for students in special education (see Behavioral Interventions for Students in Special Education)
- Responses to incidents involving discrimination, harassment, or hate-based behavior (see Policy to Address Racist, Discriminatory and Dehumanizing Incidents)
- Policies related to alcohol and other drugs (see Alcohol and Other Drugs Policy)
- Student use of personal electronic devices (see Possession of Cell Phones Policy)

In limited circumstances, involuntary removal or disenrollment may occur in accordance with the Involuntary Removals/Disenrollment Policy.

All disciplinary actions will be implemented in accordance with due process requirements and applicable laws, including additional protections for students with disabilities under the Individuals with Disabilities Education Act (IDEA).

Appeals Process
Students and families have the right to appeal certain disciplinary decisions in accordance with Board Policy. Classroom-level consequences may be reviewed by school administration.

- Suspensions may be appealed in accordance with the procedures outlined in the Da Vinci Schools Suspension and Expulsion Policy, including timelines and hearing processes.
- Expulsion appeal proceedings are conducted by an Administrative Hearing Panel as defined in Board Policy.

For full details regarding student discipline procedures, rights, and responsibilities, families should review the complete Board Policies referenced above.

14. EMERGENCY PROCEDURES

The school's staff is trained in order to provide for the safety of students, staff, and visitors during an emergency. Emergency preparedness includes fire, earthquake, and lockdown drills. These drills are run throughout the year so that students and staff know what to do in the event of an emergency. All alarms are treated as real; false alarms, emergency drills, and real alarms should elicit the same response by all staff, students, and visitors. Student failure to follow emergency procedures or the willful attempt to compromise emergency preparedness are grounds for consequences, including expulsion from school.

In the case of an emergency, parents and guardians should expect to receive communications from the school including phone calls, texts, and/or emails and an update posted to the school's website with further information regarding the emergency and the procedure for retrieving students from school if needed. For more information about safety and emergency procedures for our schools please refer to the Comprehensive School Safety Plan Board Policy.

15. ADMISSIONS & LOTTERY POLICIES

ADMISSIONS POLICY
All California students are eligible to attend charter schools pursuant to state and federal law.

In adherence with the Wiseburn Da Vinci Magna Carta, this charter, and applicable law (e.g., Education Code section 47605(e)), Da Vinci Connect provides a **preference** for residents of the Wiseburn Unified School District in that District residents are guaranteed enrollment in its K-8 program and one of the high schools operated by Da Vinci Schools (e.g., Da Vinci Science, Da Vinci Communications, Da Vinci Design). The Magna Carta does not guarantee at which of the high schools a student will be placed. In order to reserve a spot, Wiseburn Residents must apply and complete the enrollment

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process.

As required by California law, charter schools maintain open enrollment and, when the number of applicants exceeds available capacity, conduct a public random drawing ("lottery") to determine enrollment. This process ensures open, fair and equal access for all students (Education Code section 47605(e)).

Prior to the lottery, applicants may be assigned to enrollment preference categories as permitted by law (e.g., siblings of current students, etc.), as outlined in the school's charter.

If a lottery is necessary, it is conducted by grade level. Within each grade, students are selected through a random drawing in accordance with applicable preferences until all available seats are filled.

Students not selected for enrollment will be placed on a waitlist in the order determined by the lottery.

In accordance with applicable law and as outlined in the Wiseburn Da Vinci Magna Carta, the following student groups receive enrollment preference and are exempt from participation in the lottery process:

1. Students who are currently enrolled at Da Vinci Connect.
2. Residents of the Wiseburn Unified School District.

In addition, the following groups of students receive enrollment priority in the order listed below:

3. Siblings of currently enrolled Da Vinci Connect students in grades TK-11.
4. Children of Da Vinci and Wiseburn teachers, staff, and Board members, not to exceed 10% of enrollment.
5. Students who are currently attending Wiseburn K-8 schools on permit (entered district in K-5).
6. Students who are currently attending Wiseburn K-8 schools on permit (entered district in 6th grade).

Waitlist Management
All students who do not receive a placement during the random, public lottery will be placed on a waiting list to enroll should space become available. Waitlist ranking will be assigned in the order selected. A student is allowed to be on multiple waitlists, and must be offered a placement should space become available. Once a spot is accepted, the student will be removed from all other waitlists. Waitlists do not carry over to subsequent years.

16. UNIFORM COMPLAINT PROCEDURE ANNUAL NOTICE

Da Vinci Schools ("School") annually notifies students, employees, parents/guardians, and other interested parties of the Uniform Complaint Procedures (UCP) process. The School is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation, bullying against a protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education

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- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content (Grades 9-12)
- Discrimination, Harassment, Intimidation, and/or Bullying against any protected group as identified in Education Code §§ 200 and 220 and Government Code § 11135, including any actual or perceived characteristics set forth in Penal Code § 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by the School which is funded directly by, or that received or benefits from, any state financial assistance. Unlawful discrimination further includes noncompliance with Education Code §§ 243(a) and 244(a).
- Education and graduation requirements for Foster Youth, Homeless Youth, Former Juvenile Court School Students, Pupils from Military Families, Pupils who are Migratory, and Pupils Participating in a Newcomer Program
- Every Student Succeeds Act
- Local Control Accountability Plan
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Student
- Regional Occupational Centers and Programs
- School Plan for Student Achievement
- Schoolsite Councils
- State Preschool
- State Preschool Health & Safety Issues in LEAs Exempt from Licensing
- Any other state or federal educational program the State Superintendent of Public Instruction or designee deems appropriate

Filing a UCP Complaint

Generally, a UCP complaint shall be filed no later than one (1) year from the date the alleged violation occurred, except that complaints regarding the educational rights of students experiencing foster care are not subject to the one-year timeline. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation, or bullying occurred, or six (6) months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying. For complaints relating to School's LCAP, the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by School. A pupil fee or LCAP complaint may be filed anonymously (without an identifying signature) if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Complaints Concerning Pupil Fees

A pupil enrolled at School shall not be required to pay a pupil fee for participation in an educational activity. A pupil fees complaint may be filed with the Responsible Employee (defined below).

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A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Responsible Employee

The designated official ("Responsible Employee") responsible for processing UCP complaints is: Veronica Rodriguez, Chief People Officer/Assistant Superintendent, 310-725-5800 ext. 1357, vrodriguez@davincischools.org. Please contact the Responsible Employee if you would like more information on how to file a complaint.

Investigation Report, Right to Appeal, Civil Law Remedies

Complaints will be investigated and a final written decision (Investigation Report) will be sent to the complainant within sixty (60) calendar days from the receipt of the complaint. This time period may be extended by written agreement of the complainant.

The complainant has a right to appeal School's decision concerning complaints regarding programs and activities within the scope of the UCP to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Investigation Report. The appeal to the CDE must be accompanied by a copy of the originally filed complaint and a copy of the Investigation Report. As of the date of this notice, an online Appeal Assistance Form is available on the CDE website at Appeal Assistance Form - Complaint Procedures (CA Dept of Education).

The School advises complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. A complainant may pursue available civil law remedies outside of School's complaint procedures.

Copies of School's UCP Policy shall be available free of charge.

For UCP Complaints Regarding State Preschool Health and Safety Issues Pursuant to Section 1596.7925 of the California Health and Safety Code (HSC)

In order to identify appropriate subjects of state preschool health and safety issues pursuant to section 1596.7925 of the California Health and Safety Code (HSC), a notice shall be posted in each California state preschool program classroom in each school in a local educational agency. The School does not currently operate a preschool program.

The notice is in addition to this UCP annual notice and addresses parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations that apply to California state preschool programs pursuant to HSC section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

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