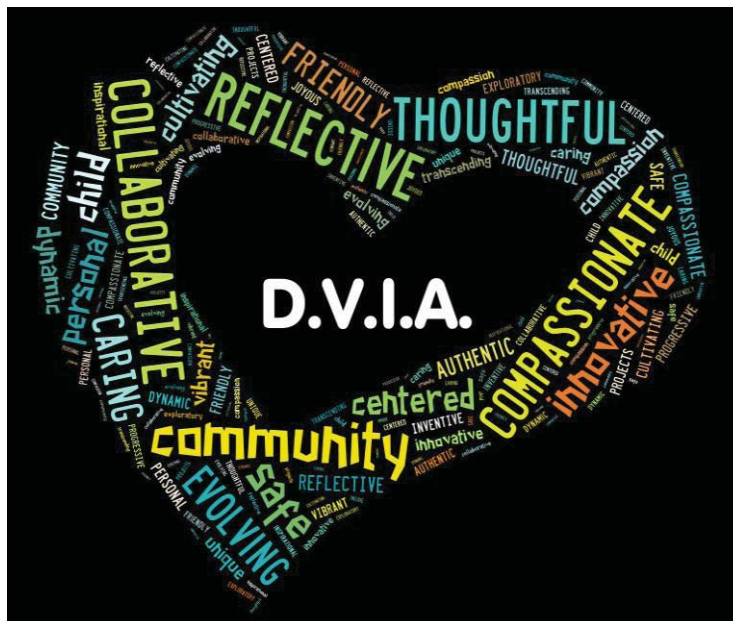




***Where How You Learn is as Important as What You Learn!***

Student and Family Handbook:  
Programs, Policies, and Procedures  
for the 2013 – 2014 School-Year



# WELCOME!

Dear Students and Families,

Welcome to another great year at DVIA! I am so proud of the program we have created together and can't wait to embark on Year Three of this amazing adventure. We are so proud of our school and the families who choose to attend DVIA make it great! We are excited for all of the learning and fun that this year will entail!



The DVIA experience is truly a unique one. You have chosen a school that brings students, families and educators together to re-define schooling for children. Families seek DVIA for a myriad of reasons: project-based learning, school-based and home-based learning all in one program, compassionate communication, our Enrichment Program, and of course our amazing staff! Every adult on our campus loves children and is committed to what makes DVIA special and effective.

It is very important to us that everyone in our DVIA community feels welcomed, supported and successful. This is our school and we all make it great. We will be challenged to give our best in and out of our classrooms. We will ask you to set and reach high goals. We will ask you to help invent new programs and dream of ways to continue making our school great for future Da Vinci students.

Thank you in advance for reading this handbook! It is a guide to our school's programs, policies and procedures. I know it's lengthy but it was created with care and the intention of providing you with valuable information about our program. It provides an overview of our philosophy, practices, safety procedures, expectations for staff, students, parents, and guardians, both on and off campus and so much more. Please read it carefully and feel free to ask us questions about anything.

Warmly,

A handwritten signature in cursive script that reads "Michelle".

Michelle Rainey  
Principal

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# SCHOOL CONTACT INFORMATION

## DA VINCI INNOVATION ACADEMY

13500 Aviation Boulevard  
Hawthorne, California 90250

**Website:** [www.davincischools.org](http://www.davincischools.org)  
(All staff email addresses can be found under "Faculty & Staff")

**Main Office:** (310) 725-5800

## OTHER LOCATIONS:

### DA VINCI COMMUNICATIONS

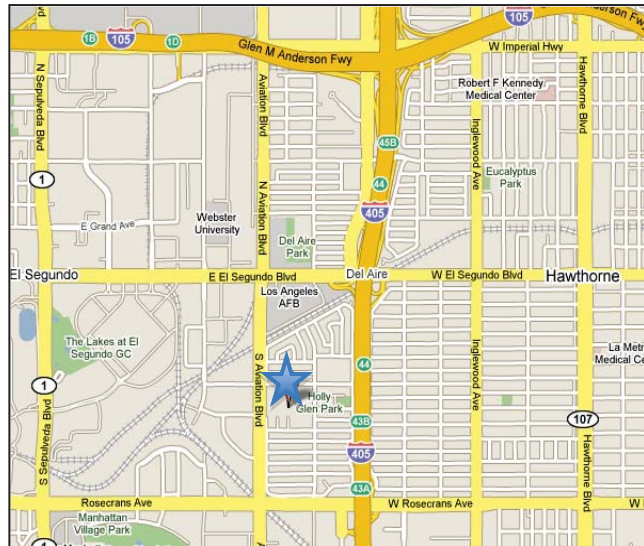
12501 Isis Avenue  
Hawthorne, CA 90250-4149

### DA VINCI DESIGN

12501 Isis Avenue  
Hawthorne, CA 90250-4149

### DA VINCI SCIENCE

13500 Aviation Boulevard  
Hawthorne, California 90250



The DVIA office is open Monday - Friday from 8:15 am to 4:15 pm (August-June, except holidays).  
For general questions, please email us at [IA@davincischools.org](mailto:IA@davincischools.org).

We have several channels for communicating with our DVIA family. Get our newsletter, join the Yahoo! Group, follow us on Twitter and Facebook, and stay connected to all that is happening in our school!

**Twitter:** @DaVinciK8  
<http://twitter.com/#!/DaVinciK8>

**Facebook:** DaVinciInnovation  
<http://www.facebook.com/DaVinciInnovation>

**Yahoo! Group:**  
<http://groups.yahoo.com/group/DaVinciInnovation/DaVinciInnovation@yahoogroups.com>

**Family Resource Site:**  
<http://davincik8.org> Please check here regularly for calendar updates, resources and more!

### Newsletters:

- Da Vinci Innovation Academy sends out its news automatically to the email address(es) you provide upon registration
- You may also want to keep informed about happenings related to all of the Da Vinci Schools by signing up for the Da Vinci Schools newsletter at [www.davincischools.org](http://www.davincischools.org)



# WHO WE ARE

## OUR HISTORY

The Innovation Academy is part of Da Vinci Schools, which first opened in August 2009 with the launch of two charter high schools: Da Vinci Science and Da Vinci Design.

The name “Da Vinci Schools” was suggested by students instrumental to the inception of the schools because Leonardo da Vinci has often been described as the archetypal Renaissance artist, scientist and engineer who learned by doing.

In 2010, Da Vinci Schools received full accreditation by the Western Association of Schools & Colleges (WASC).

Da Vinci Schools’ third school, Da Vinci Innovation Academy, was successfully launched in August 2011 to serve Kindergarten through 8<sup>th</sup> grade students.

Our fourth school (and third high school), Da Vinci Communications, is opening in August 2013 and will be co-located with Da Vinci Design.



## MISSION

### **The 20 year horizon: Why our organization exists and enduring truths about us**

The Da Vinci Schools exist to provide our students with a rigorous, relevant, and hands-on college preparatory curriculum. We create and support a culture of high expectations for all, where students grow in knowledge and wisdom, develop new skills, and form safe and strong relationships with teachers, peers, parents, and the community. [Furthermore, DVIA exists to provide a family collaborative instructional model that supports children to become caring, confident learners in a compassionate learning community that respects and values different interests, abilities, learning styles, ethnicities, and cultural backgrounds.](#)

## VISION

### **The 10 year horizon: A look into what our organization will be doing in 5-10 years**

Da Vinci Schools is an environment in which informed, resourceful and reflective students become college-ready, career-prepared, and community-minded individuals who graduate from post-secondary programs to become productive members and respected leaders of the global community.

## CORE PRINCIPLES

### **What we believe: Fundamental values that reflect how we move toward our mission**

Personalization • Depth over Breadth • Real-World Context for Learning • Student Demonstration of Mastery • Learning-By-Creating • Collaborative Problem-Solving • Equity & Access for All • Corporate & University Partnerships • Integrity, Respect & Trust • Commitment to Growth by All • Accountability • Education as a Shared Responsibility • [Everyone is both a Novice and an Expert](#)

# WHAT WE DO

## CORE BELIEFS OF THE INNOVATION ACADEMY

### Values in our practice: What guides our actions and interactions

- Learning should be fun, interactive and meaningful
- Learning is a social process that happens best in a dynamic and effective community
- Not all learning is classroom-based
- We must recognize and meet the needs of individual learners
- Pursuing in-depth experiences leads to meaningful and lasting learning
- A holistic approach to gaining knowledge that integrates subjective and objective experiences and learning in all curricula is more effective than teaching information in isolation
- Students need opportunities to explore, verbalize, think, create and discover answers to their questions
- Students need opportunities to succeed and fail as those endeavors entail risk-taking and learning from mistakes
- Everyone is a novice and an expert—there is always more to be learned and discovered
- Teachers are professionals who should be encouraged to write their own curriculum, be learners themselves, experience success and failure, and take risks
- Students and their families should be encouraged to contribute their own insights, take risks, and know that they are also valued teachers in our collaborative learning community

## SIGNATURE PROGRAMS AND PRACTICES

(Also see "Why We Are Unique" section)

### The structures and practices through which we seek to achieve our vision

- Innovative Problem-Solving
- Project-Based Learning
- Teacher-Designed Projects
- Learning Goals
- Backward Planning
- Mastery-Based Grading
- Revision & Peer Critique
- Use of Rubrics for Assessment
- Presentations of Learning
- Project Exhibitions
- Student-Led Conferences
- Digital Portfolios
- Student Leadership
- Community-Building
- Service Learning
- Meaningful Teacher Evaluation
- Distributive Leadership (choice and voice for all)
- Extensive Professional Development

The Innovation Academy also utilizes:

- Personalized Learning Plans
- Compassionate Communication
- Multi-Age Grouping
- Family Collaboration & Support
- Social Emotional Development



## OUTCOMES & RESULTS

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

Habits of Heart & Mind (see next page for detailed description)	21 <sup>st</sup> Century Skills	
<ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Exploration</li> <li>• Collaboration</li> <li>• Effective Communication</li> <li>• Reflection</li> <li>• Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• Initiative</li> <li>• Communication</li> <li>• Critical Thinking</li> <li>• Problem-Solving</li> <li>• Use of Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Creativity</li> <li>• Adaptability &amp; Agility</li> <li>• Assessing &amp; Analyzing Information</li> </ul>

# INNOVATION ACADEMY HABITS OF HEART AND MIND

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

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

## Perseverance

**Perseverance** is the habit of working toward a goal and not giving up.

*In order to determine whether I am developing this habit, I can ask myself—*

- ❖ How did I push myself to keep working even if it was difficult?
- ❖ How does this show my personal best?
- ❖ Why am I proud of my work?
- ❖ What questions did I ask to help me understand better or improve my work?
- ❖ What strategies did I use to help me be more interested in this task?
- ❖ How did my attitude contribute in a positive way?

## Effective Communication

**Effective Communication** is the habit of making sure I choose my words carefully so that others understand me and actively listening when others are talking.

*In order to determine whether I am developing this habit, I can ask myself—*

- ❖ How can I improve my wording so that I explain my ideas simply and clearly?
- ❖ Am I listening to and understanding what others are saying?
- ❖ What is a better way to convey this information?
- ❖ In what ways do my body and words match my message?
- ❖ How have I checked that others understand my ideas?

## Exploration

**Exploration** is the habit of taking risks while I think and asking questions about new ideas.

*In order to determine whether I am developing this habit, I can ask myself—*

- ❖ Why does this interest me?
- ❖ How can I expand on this idea?
- ❖ In what ways have I shown that my mind is open to other ideas?
- ❖ How does my work demonstrate that I strived for innovation?
- ❖ How will this idea make a difference in the world?

## Reflection

**Reflection** is the habit of carefully thinking about my work and making changes to show my growth.

*In order to determine whether I am developing this habit, I can ask myself—*

- ❖ If I did this again, what would I do differently?
- ❖ How does my work demonstrate the project goals?
- ❖ What growth and progress does this work show?
- ❖ How do I feel about the work I create?
- ❖ What Habits of Heart and Mind have I demonstrated and how has this improved my learning?
- ❖ What did I accomplish and why am I proud of that?

## Collaboration

**Collaboration** is the habit of working effectively with others, providing appropriate support, and accepting that someone else may have an idea that would better serve the project or group.

*In order to determine whether I am developing this habit, I can ask myself—*

- ❖ How have I shown that I considered other people's ideas?
- ❖ In what ways did my role in the group change and was I okay with those changes?
- ❖ How did my attitude affect the whole group?
- ❖ How is my thinking changing as I collaborate?
- ❖ What would my group members say about my contributions to this piece of work?

## Flexibility

**Flexibility** is the habit of being okay with changes and different situations, thinking about problems and tasks in new, creative ways, and adapting to new settings.

*In order to determine whether I am developing this habit, I can ask myself—*

- ❖ What did I do when people had different views from mine?
- ❖ How did I adapt to new information?
- ❖ When I was faced with a change, what did I do?
- ❖ How else could I have done this project?
- ❖ What decisions did I make that show my flexibility?
- ❖ How did my flexibility benefit the project or group?



# WHY WE ARE **UNIQUE**

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

## **Teacher/Family Partnership:**

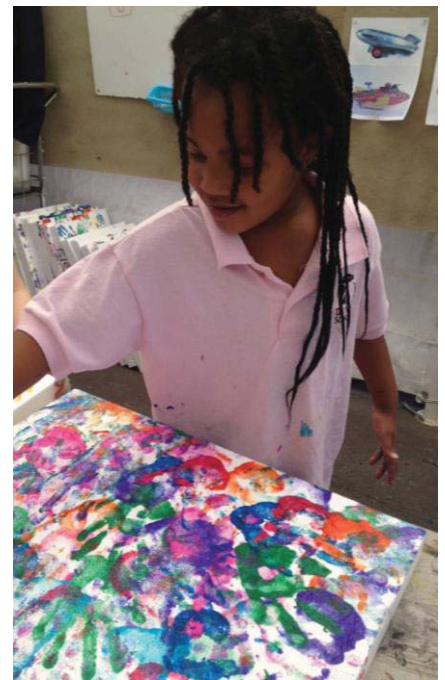
The Innovation Academy is based on a hybrid model of both classroom-based and family-facilitated (homeschool) instruction. Families are an integral part of their children's education and are valued as contributing members of this learning community. As an independent study school, families play a primary role in facilitating student learning. We partner with families to support the process by providing:

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

## **Project-Based Learning (PBL):**

Da Vinci believes in engaging students with a learn-by-doing model that integrates core subjects with real-life problem solving. Our PBL curriculum includes public Presentations of Learning, Exhibitions, and Digital Portfolios. Teachers collaborate with students on projects that are completed in class, and we also encourage families to use PBL curriculum during home school days. PBL is engaging and powerful because it allows for:

- Hands-on, Minds-on Curriculum
- Student Voice and Choice
- Collaboration
- Public Presentations of Learning (POLs)
- Mastery of "Learning Goals" (Common Core Standards)
- 21<sup>st</sup> Century Learning and Real-World Problem-Solving
- Opportunities for Personalization (to reflect students' passions, interests and needs)



## **Social-Emotional Curriculum:**

Social-Emotional Learning is central to Da Vinci Innovation Academy, is integrated into the daily academic curriculum and involves all students, families, teachers, and community members. We use compassionate communication strategies to teach and reinforce core concepts such as tolerance, compassion, self-efficacy, flexibility, self-responsibility, empathy, positive conflict resolution, and collaboration. The goals of these tenets are to:

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

We accomplish this by:

- Using multi-age classrooms
- Building and maintaining positive relationships
- Integrating compassionate communication
- Building Habits of Heart and Mind (see page 8)
- Fostering a community of care and collaboration

## WHAT IT MEANS TO BE A CHARTER SCHOOL

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

***The aim of charter schools is to increase learning opportunities and allow for greater innovation in teaching practices.*** Each school is granted a renewable charter, usually by a state or local board, for three to five years and some specialize in a particular academic area. The first charter school law was passed in Minnesota in 1991. In California, there are over 980 charter public schools serving over 412,000 students. Over 300 of these schools have opened in the last three years, including ours!



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

Charter Schools exist because of families, teachers and administrators standing up and voicing their desires for choice in public education. We encourage you to learn more about the charter school movement in California and to empower yourself with the tools you need to be a strong advocate for charter schools.



California  
Charter Schools  
Association

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

# OUR COLLABORATIVE LEARNING MODEL

## DAY-TO-DAY SCHEDULE

- ❖ 2 DAYS ON SITE (9:15AM - 3:15PM)
- ❖ 3 DAYS OFF SITE (FAMILY-FACILITATED OR “HOMESCHOOL” LEARNING)

## ADDITIONAL RESOURCES:

- ❖ OPTIONAL ELECTIVES STARTING THE WEEK OF SEPT. 9, 2013 (MOST ELECTIVES WILL TAKE PLACE ON WEDNESDAYS BUT AFTER-SCHOOL ELECTIVES ARE AVAILABLE AS WELL; SEE DVIA NEWSLETTER OR CONTACT JULIE PARRINO WITH QUESTIONS: INFINITELEARNINGNOW@GMAIL.COM)
- ❖ MONTHLY TEACHER MEETINGS
- ❖ COMMUNITY EVENTS (SOCIALS, TALENT SHOW, CAMPS, BOOK FAIRS, ETC.)
- ❖ ACCESS TO SELECTED AND VETTED CURRICULUM
- ❖ A WIDE ARRAY OF WORKSHOPS FOR PARENT EDUCATORS
- ❖ SUPPORT FROM CREDENTIALLED TEACHERS WHEN YOU OR YOUR CHILD NEED(S) IT

We developed a school-year calendar and daily schedule that increases students’ opportunities for learning, engages families and personalizes instruction. Classes are interdisciplinary, project-based and reinforced by family-facilitated learning.

## **Multi-age Grouping and Looping**

Students at Da Vinci will be in mixed-age clusters (called Cores)

- Core 1: K
- Core 2: 1-2
- Core 3: 3-4
- Core 4: 5-6
- Core 5: 7-8

Students will typically stay 2 years in each Core. This means that younger students are coached by older ones and older students gain opportunities to be experts and leaders.



Core/grade level placement decisions are thoughtfully decided, taking into consideration far more than chronological age. In a multi-age setting, how students are moved from one grouping to the next depends both on social and academic readiness. While a student may stay longer in one cluster, he/she can make up time in another. It is our goal to know students well enough to make good decisions about their academic needs; therefore, acceleration and retention are not based on seat time or work completed but rather social *and* academic readiness. Some of the ways in which students may show this readiness beyond at-school and at-home work completed is through conferences with staff, Presentations of Learning and Project Exhibitions.

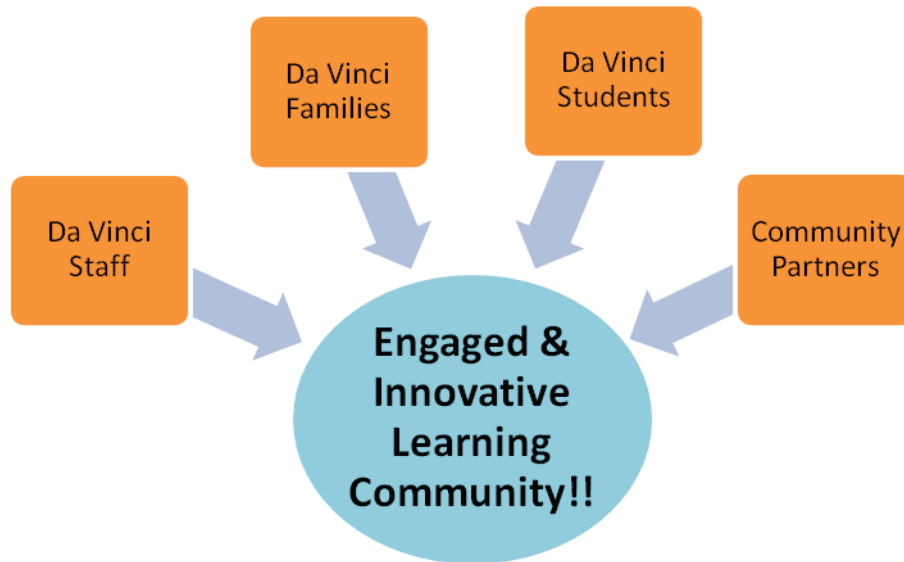
## **Family Facilitated Learning (off-site/at-home/homeschool work)**

Da Vinci Innovation Academy offers a 2-Day Instructional Model in which students attend school two days a week (either Monday and Thursday OR Tuesday and Friday) and receive at-home (homeschool) instruction on the remaining days. The focus of at-school work includes social studies and science project-based instruction while at-home learning primarily addresses mathematics and literacy (English Language Arts). Due to the crucial nature of math and English instruction, those subjects will also be addressed within the school day. In addition to our site-based program, we also offer an elective option that consists of three timeslots and a variety of creative and academic classes.

At Da Vinci, ***we recognize our families and students as collaborative partners*** in the education process. In our 2-day model, students spend most of their learning time with their families, so it is critical that families, students and Da Vinci staff are all clear on the role that each partner plays in our learning community. The following 5 pages clearly define the roles of families and students in this partnership.

# INNOVATION ACADEMY COMMUNITY AGREEMENTS

Da Vinci Innovation Academy's success is based on the commitment and collaboration of all key partners.



As key partners in the DVIA community, staff, families, students and community partners will:

1. Understand and support the mission of Da Vinci Innovation Academy
2. Uphold school community limits and support the guidelines set forth in the handbook
3. Treat all community members with kindness, care, respect and consideration
4. Agree to utilize compassionate communication and our conflict resolution process when conflicts occur
5. Do their best to create a safe and healthy environment at home and at school
6. Take responsibility for learning, as well as the pursuit and development of passions
7. Contribute to the well-being of others, so everyone can become a caring and confident learner



# EXPECTATIONS FOR INNOVATION ACADEMY FAMILIES

Da Vinci Innovation Academy is a *collaborative learning community*, where *how you learn is as important as what you learn*. This agreement details your roles and responsibilities as Family Educators.

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

1. **Attend all required school meetings, events and scheduled conferences concerning my student(s):**
  - a. Attend Jumpstart Day 1 on August 19<sup>th</sup> or 20<sup>th</sup> (whichever is my child's first day of school) AND Jumpstart Day 2 September 18<sup>th</sup>
  - b. Once per semester (and as requested by staff), participate in family-student-teacher conferences
  - c. Attend learning plan meetings when offered
  - d. Attend at least 2 other professional development meetings throughout the year (workshops will be provided by DVIA on an on-going basis)
  - e. Attend students' Exhibitions and Presentations of Learning

*Note: Families are responsible for arranging make-up sessions for any missed meetings/conferences.*



2. **Support my student's achievement of the Da Vinci Learning Goals by:**
  - a. Working towards teacher-assigned Learning Goals in math and English Language Arts
  - b. Assuming primary responsibility for my student's mastery of Learning Goals in **math** and **English Language Arts** (note that math and ELA will also be addressed at school but need to be primarily taught at home)
    - i. Spend a minimum of 30 minutes reading each day (independently or facilitated by parent educator)
    - ii. On home school days, we recommend a minimum of 60 minutes each for writing and math-related skills
  - c. Supporting and reinforcing at-school learning and norms ("ways of being")

*Note: While we encourage collaboration, students are not required to work or play together outside of school time.*
  - d. Supporting Da Vinci's commitment to project-based, constructivist learning both on and off campus

3. **Commit to spending at-home work time with my child according to the applicable chart below:**

2-day model	Grade	Daily (175 day school year)	Weekly	Time on campus	Home "work" time (weekly)	Daily minimum learning at home on home study days
	K	3.3 hrs	16.5 hrs	11 hrs	5.5 hrs	110 mins (1.8 hrs)
	1-3	4.6 hrs	23 hrs	11 hrs	12 hrs	240 mins (4 hrs)
	4-8	5 hrs	25 hrs	11 hrs	14 hrs	280 mins (4.6 hrs)
Full Independent Study (not available at this time)	Grade	Daily (175 day school year)	Weekly	Time on campus not applicable		Learning at home (daily)
	K	3.3 hrs	16.5 hrs			198 mins (3.3 hrs)
	1-3	4.6 hrs	23 Trs			276 mins (4.6 hrs)
	4-8	5 hrs	25 hrs			300 mins (5 hrs)

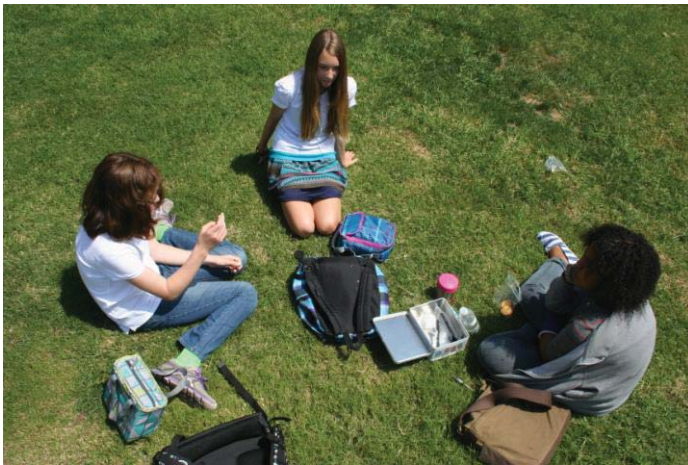
*Note: These daily minimums are based on California state guidelines for independent study students.*

4. **Provide evidence of your agreed-upon academic engagement at home on due date** (see handbook for specific dates) **of:**
  - a. Completed **Attendance Verification** and **Family Work Journal** forms
  - b. **6 original** (not copies) home school work samples **with written feedback from the family instructor** (to be kept for audit purposes). These can be:
    - Writing samples
    - Journal entries
    - Worksheets
    - Others (check with teachers)
    - Annotations of learning by student
    - Organized scratch paper showing work
    - Photos with descriptions/explanation
    - Screen shot of online work with handwritten comments
5. **Proactively maintain effective and collaborative communication with staff by:**
  - a. Promptly responding to communications from staff (meeting requests, emails, phone calls) and addressing any concerns directly with the person involved
  - b. Promptly communicating with staff when concerns or challenges with your student(s) arise
  - c. Assuring the school has accurate emergency and contact phone numbers, addresses and email **at all times**
  - d. Signing and complying with (both Family and Student(s)) the Da Vinci Innovation Academy Independent Study Agreement **prior to the beginning of each semester**
6. **Teach and model a compassionate lifestyle and support the DVIA habits and norms regarding how we interact within our community. Examples include:**
  - a. Supporting DVIA Habits of Heart and Mind (collaboration, flexibility, perseverance, exploration, communication, reflection)
  - b. Supporting students in developing a flexible mindset by celebrating "struggles" and recognizing *effort over intelligence*
  - c. Motivating through understanding, not by rewards or punishments

## EXPECTATIONS FOR INNOVATION ACADEMY FAMILIES, CONT'D

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

1. I understand and support that Da Vinci utilizes **technology**, among many tools, in its teaching processes.
2. I understand that **standardized testing** is required of all students, that the school gains its funding through the state, and although the standards are NOT the drivers of student learning, performance on the standards (and a sufficient number of completed tests) is essential for the school's overall health and continued operation.
3. I understand that it is important to **notify the school immediately if I choose to no longer attend DVIA**.
4. I understand that if my student has an **Individualized Education Plan (IEP)**, I must provide a copy of the IEP and the IEP must specifically provide for the child's enrollment in an Independent Study program.
5. I understand that it is the **families' responsibility to provide any needed transportation** for the students scheduled meetings, field trips, and other travel.
6. I understand that the **family is liable for the replacement or cost of replacement for lost, damaged, incomplete, or unusable books, technology and other school property** used by child.



# EXPECTATIONS FOR INNOVATION ACADEMY STUDENTS

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

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

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



2-day Model		Full Independent Study*	
Grade	Home "work" time (weekly)	Grade	Home "work" time (weekly)
K	5.5 hrs	K	16.5 hrs
1-3	12 hrs	1-3	23 hrs
4-8	14 hrs	4-8	25 hrs

\*Available in limited numbers at this time

4. **Support my family/at-home educator in providing evidence of my at-home learning on the due date** (see *Independent Study Attendance Policy* section for specific dates):
 

6 **original** (not copies) of home school work samples **with written feedback from the family instructor** (to be kept for audit purposes). These can be:

  - Writing samples
  - Journal entries
  - Worksheets
  - Screen shot of online work with handwritten comments
  - Annotations of learning by student
  - Organized scratch paper showing work
  - Photos with descriptions/ explanations
  - Others (check with teachers)
5. **Signing and complying with** the Da Vinci Innovation Academy Independent Study Agreement prior to the beginning of each semester
6. **Respecting and supporting all members of Da Vinci's community by:**
  - a. Supporting DVIA Habits of Heart and Mind (collaboration, flexibility, perseverance, exploration, communication, reflection)
  - b. Developing a flexible mindset by celebrating "struggles" and recognizing *effort over intelligence*
  - c. Seeking to understand others and their actions, instead of judging them

## EXPECTATIONS FOR INNOVATION ACADEMY STUDENTS, CONT'D

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

1. I understand and support that Da Vinci utilizes **technology**, among many tools, in its teaching processes.
2. I understand that the state of **California requires testing of all students** and that my participation in these tests is important for keeping my school open and strong. I know that these tests are used to track our school versus other schools and that other tools are used to see how well I am developing.
3. I understand that it is important to **notify the school immediately if I choose to no longer attend DVIA**.
4. I understand that it is my **families' responsibility to provide any needed transportation** for the students scheduled meetings, field trips, and other travel.
5. I understand that my family is liable for the replacement or cost of replacement for **lost, damaged, incomplete, or unusable books, technology and other school property used by me**.





# EXPECTATIONS FOR INNOVATION ACADEMY STAFF

The Da Vinci Innovation Academy Staff creates and empowers an atmosphere of collaborative learning and development, where all students are fully supported in becoming collaborative, informed, resourceful and reflective individuals who are college-ready, career-prepared and community-minded. This is accomplished by:

## STRONG AND SUPPORTIVE PARTNERSHIPS WITH STUDENTS AND FAMILIES:

### IN SUPPORT OF STUDENTS

1. **Engages students while maintaining rigor**
  - a. Creates and implements project-based curriculum
  - b. Connects student work to the world outside the classroom
  - c. Manages classroom behavior through the use of clear routines and consistent expectations
  - d. Engages students in presenting and talking about their work
  - e. Attends students' Exhibitions and Presentations of Learning
  - f. Models meta-cognitive strategies to help students develop skills and strategies
  - g. Uses engaging, creative, and appropriate assignments and resources (homework has a clear purpose with a limited use of textbooks and publisher-created worksheets)
2. **Differentiates and supports the diversity of students in the classroom** (ethnicity, gender, culture, "ability," etc.)
  - a. Personalizes instruction and differentiates to support and/or challenge students
  - b. Sets the expectation that all students participate in class activities
  - c. Meets needs specified on students' IEPs and attends IEP meetings for his/her team of students
3. **Develops appropriate relationships with students**
  - a. Knows, sees and values students and creates a classroom atmosphere based on mutual respect
  - b. Uses compassionate communication and conflict resolution strategies
  - c. Manages everyday challenges and issues first in the classroom
  - d. Seeks appropriate support for students when needed (from administrators, peers, etc)

### IN SUPPORT OF FAMILIES

1. **Proactively maintains effective and collaborative communication with families:**
  - a. Establishes Learning Goals(core standards) and opportunities for meeting those skills
  - b. Responds promptly (within 48 hrs) to parents' questions and encourages parent participation
  - c. Schedules and facilitates monthly small group and as-needed individual parent-teacher-student conferences
  - d. Writes meaningful comments on students' report cards



## EXPECTATIONS FOR INNOVATION ACADEMY STAFF, CONT'D

The Innovation Academy Staff also accomplishes their goal of facilitating an atmosphere of collaborative learning and development through:

### STRONG AND SUPPORTIVE PARTNERSHIPS WITH COLLEAGUES:

Da Vinci staff collaborates effectively by:

1. Acting as a learning facilitator and resource for students and families
2. Planning and preparing for weekly/monthly meetings
3. Managing course completion requirements for all students
4. Maintaining on-going home contact
5. Developing interdisciplinary, project-based curriculum
6. Actively participating in staff meetings and professional development
7. Listening and being open-minded in conversations
8. Being solution-oriented when problems arise
9. Following and enforcing school rules and having a positive attitude
10. Communicating regularly and honestly with leadership team
11. Tolerating ambiguity and striving for clarity
12. Being a presence in the school community (lunch, clubs, after school events, etc.)

### COMMITMENT TO LIVING THE DVIA HABITS OF HEART AND MIND:

Da Vinci staff model the Habits of Heart and Mind by:

1. Being conscientious, innovative, and reflective
2. Reflecting on what works and what does not and using data to make choices about curriculum
3. Being on time to meetings/classes and being at school 1 hour before school and 1 hour after
4. Preparing for lessons/projects and seeking support from the team when needed
5. Taking part in the design and maintenance of innovative components of school
6. Being comfortable utilizing technology (maintaining a Digital Portfolio and using technology in the classroom)
7. Loving teaching and learning
8. Actively taking part in professional development on site and being an active learner beyond the classroom
9. Sharing resources and lessons learned



# INDEPENDENT STUDY ATTENDANCE POLICY

## Independent Study Agreement

Due to our unique schedule, *our school is considered by the State of California to be an independent study program* because students do not spend more than 60% of their week in a classroom setting. Therefore, ***all students need to sign a Master Enrollment Agreement and complete independent study paperwork every 20 school days*** (see *Forms* section at the end of the handbook). Please make sure to carefully read this agreement and our Expectations for Homeschooling Families (see *Da Vinci Family & Student Agreements* section).

## Voluntary Statement

Independent Study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through Independent Study only if the pupil is offered the alternative of classroom instruction.

## Attendance

***It is important parents realize that there are no excused absences in an independent study program.*** Excused and unexcused absences do not apply because students may do their work at any time on any weekday. Your student’s presence is not the basis for attendance credit. Student Average Daily Attendance (ADA) is based on academic outcomes rather than time “in seat.” Accurate tracking and completion of daily work is mandatory for all students attending Da Vinci Innovation Academy. Work records will be monitored carefully by the school and work samples will be collected every 20 school days. For the 2013-2014 school year, we will collect attendance verification forms, home school work journals and student work samples on the following dates, representing a total of 176 instructional days:



Reporting Period	Dates	Due Date to Teacher	# of Possible Attendance
1	Dates Coming August 2013		
2			
3			
4			
5			
6			
7			
8			
9			



***We request that families plan their vacations and appointments keeping in mind the dates that their child/ren is meeting with his/her class.*** While we will work with families to accommodate their needs, we want to remind you that ***in a project-based setting where students work in collaborative groups, the presence of every child is critical to creating a collaborative-group dynamic.***

## HOW WE TRACK GROWTH

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

- *Progress reports* that capture teacher, student and family reflections on development in both skills and Habits of Heart and Mind
- *Adaptive assessment tool* (see "MAP" section below) that is geared more towards measuring growth in skills, versus a one-time snapshot of proficiency provided by standardized tests
- *Student Presentations of Learning and Portfolios of Work* provide tangible evidence of each student's growth over time in a way that honors each student for the unique individual that they are
- *Ongoing observation and communication* between students, teachers and families



**Progress Reports** (see current forms utilized at [http://davincischools.org/k8/pdfs/DVIA\\_essential\\_skills.pdf](http://davincischools.org/k8/pdfs/DVIA_essential_skills.pdf))

We believe the purpose of "report cards" is to report progress and growth. Our progress reports focus on "mastery" of skills, as opposed to traditional "grading," measuring growth in both Learning Goals and Habits of Heart and Mind. Provided twice a year, teachers prepare progress reports by using insights from the following:

1. *Presentations of Learning* by the student throughout the year, which provide students with valuable opportunities to share their insights and learning, while also further developing key 21<sup>st</sup> Century Skills
2. *Student-led conferences with student, family and teacher* present, which provide opportunities for all individuals to reflect on the student's growth, as well as to set future goals
3. *In-class work and home school work samples*, which provide the opportunity to track growth in Essential Skills
4. *Exhibition presentation*, which provide insight into student understanding of project goals, skills and knowledge as well as mastery of 21<sup>st</sup> Century Skills and Habits of Heart and Mind
5. *In-class interactions and observations*, which provide teachers with the opportunity to track growth in Habits of Heart and Mind

### **Measuring Academic Progress (MAPs) 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 MAPs testing. 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 at the beginning, middle and end of the year, providing an opportunity to track growth throughout the year.

### **California State-Mandated Testing**

As a public school, we are required to participate in all California state-mandated testing (CST/STAR, 4<sup>th</sup> and 7<sup>th</sup> grade writing test and 10<sup>th</sup> grade high school exit exam). The state of California uses data from these assessments to monitor individual schools' performance and compare school performance to other schools throughout the state. **We must demonstrate at least 95% participation in all state testing to maintain our charter, so your support is critical.** Please know that we do not "teach to the test." We believe students are best prepared for these tests by engaging in rigorous and authentic work. Students often benefit from practicing test-taking strategies and there are many resources available online. As we do with the MAP assessment, we position the state tests as an opportunities to "show what you know" and encourage students to do their best. Let's face it, standardized tests are used for various reasons (college exams, gaining certification for many careers, etc), so having a familiarity testing formats and scenarios will likely support our students in achieving their individual goals.

## ACADEMIC SUPPORT AND SPECIAL EDUCATION

### Academic Support

Our teachers (including Inclusion Specialists and Literacy Specialist) work together in the classroom, ensuring that all students receive the support they need to master Learning Goals. Academic Coaches are present in all classes at various times to provide personalized learning opportunities to students in specific content. Our goal is to ensure all students receive the support they need. This is best accomplished when all three partners (student, teacher, and family educator) work together to address areas of need for extra support.



### Special Education

Da Vinci strives to meet the needs of all children regardless of their physical or developmental challenges. A Student Success Team (SST) consisting of teacher(s), Inclusion & Resource Specialist, administrator and parents, will work together to support each child's special circumstances. In the event a learning or physical challenge is significantly hindering a student's progress as documented through appropriate observation and testing, a student may qualify for participation in a formal Individualized Education Plan (IEP). This process designates a clearly identified group of professionals who, along with the parents and guardians, implement a specifically designed education program complete with formal methods, timeframes, and documentation procedures. Students may enter the school with an active IEP; however, because of our unique model, students coming to us with current IEPs must have an IEP Team agree that Independent Study is an appropriate educational option and the student is "otherwise qualified" for this option.



# BUILDING AND SUPPORTING OUR COMMUNITY

## FAMILY WORKSHOPS AND RESOURCES



Da Vinci students spend up to 60% of their school week with their family educators, so ***we aim to support our families in being the best educators they can be!*** This support includes teacher and expert-facilitated workshops and book clubs, access to electives supervised by Da Vinci, access to Da Vinci staff, and a myriad of online and other resources made available via [www.davincik8.org](http://www.davincik8.org), a site that our family council (see FAN later in this section) is continually developing.

[www.davincik8.org](http://www.davincik8.org)

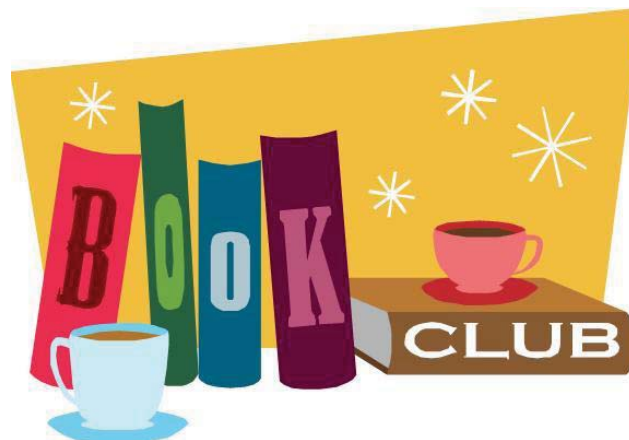
For the 2013-2014 school year, we already have some wonderful learning opportunities planned. As mentioned in "Expectations for Homeschooling Families," ***we expect that all families will attend Jump Start Days 1 and 2 plus at least 2 other professional development workshops throughout the year.***

***Workshops on the Horizon*** (dates to be determined):

- Family "Jump Start" Workshops (1 full day in August, 1 full day in September)
- Home-school Family Panel
- Cognitively Guided Development of Math Skills with Helen Chan
- Readers/Writers Workshop
- Right-Brain Learning with Melanie West
- Executive Functioning Skills with Dr. Nancy Harjani-Muirhead
- Social-Emotional Learning
- Others will be created and announced throughout the year

***Book Clubs:*** As we strive together toward life-long learning as at-school and at-home educators. Join us as we discuss a series of thought-provoking texts.

2013-2014 book club books have not been determined yet. Please contact Brianne Allen ([ballen@davincischools.org](mailto:ballen@davincischools.org)) to suggest a title!



## WE THRIVE WHEN FAMILIES GET INVOLVED!

Families are key partners in DVIA's unique collaborative learning community. Though we do not require family service hours, ***we encourage each family to get involved by dedicating at least 20 hours of service each year*** to support the various needs of our school. Your service not only ensures the success of our school, but it also provides our families with valuable opportunities to connect, share and build a network of support. ***Find an area that speaks to your own talents and passions and help Da Vinci thrive!***



### FAMILY ACTION NETWORK (FAN)

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

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

- Opening Social
- Closing Social
- Movie Nights
- Core 4 and 5 Camps
- Talent Show

**FUNdraising** – FUN ways to raise funds, like:

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

**School Spirit** – activities to demonstrate how great our community really is, like:

- Newsletter
- Da Vinci wear and accessories
- Teacher/volunteer appreciation

**Facilities** - key facility-related needs, like:

- Family Work Days
- Gardening
- Site needs

**Data Analysis** – aggregate and analyze a myriad of surveys and research, divided into 3 primary categories:

- Da Vinci community info
- Da Vinci benchmarking analysis
- Da Vinci community engagement

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

- Family resources
- Family education
- Family mentoring

**Staff Support** – support key staff support needs, like:

- Master calendar
- Strategic communication
- Master volunteer coordination
- Floating support

The core FAN team works with Da Vinci staff to put top level plans in place and then reaches out to the broad family community to seek leaders and participants for individual projects. FAN meetings open to all interested families will be held once a quarter in the 2013-2014 school year. Updates to FAN activities will be posted on the Family Resources website (refer to the "Volunteer Opportunities" page under the "Get Involved" section, [www.davincik8.org/wp/?page\\_id=94](http://www.davincik8.org/wp/?page_id=94)).

To volunteer or learn more, please email Brianne Allen at [ballen@davincischools.org](mailto:ballen@davincischools.org).

## VOLUNTEERING IN THE CLASSROOM

We welcome parents into our classrooms to assist the learning process. Our goal is to help make your experience one in which you feel productive and valued. Therefore, parents who wish to give time to our classrooms to engage in the following process so that your involvement will be focused and worthwhile:

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

We also welcome (and need!) volunteers in our office! If you would like to help out in the office, please let our office staff know.



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





# ON CAMPUS PROCEDURES

## DROP-OFF AND PICK-UP

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

School starts promptly each day at 9:15 am and ends at 3:15 pm. ***Please support your student by arriving with enough time for your student to be fully settled in class before 9:15.*** We also ask that parents wait in the “front yard” outside of the main office 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 valet service is available for drop-off and pick-up between 9:00 - 9:15am and 3:15 - 3:30pm.** To support this service, *it is critical that you only drive northbound in the parking lot during drop off and pick up.*

If you are not using the curbside service, limited parking is available in the Da Vinci parking lot, on 135th St., and in the Dana Middle School parking lot adjacent to Da Vinci Science.

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

When students must leave campus before the end of the school day, parents or guardians must sign their student out in the main office. Parents must check in their child in the main office for a pass or tardy slip when returning from an appointment or when arriving late for school. This ensures we have accurate information to support students throughout the day.

If you wish to arrange for alternative pick-up (including grandparents, extended family, friends, older siblings, etc.), please notify the main office. These are available in the front office.

## SCHOOL VISIT POLICY

Parents are encouraged to make regular visits and volunteer at Da Vinci. As a courtesy to our teachers, we ask that you let them know about your visit one day in advance so they can accommodate you or plan activities for you to engage in. Also, in order to monitor safety, parents must check in at the office before going to the classroom. Please see the Family Engagement section for more information on volunteering in the classroom.

## HEALTH AND SAFETY PROCEDURES

### Wellness Policy

For the protection of all children and staff, we must ask you to carefully read our Wellness Policy. Please keep your child home if he or she has:

- A fever. A child should stay home until he/she has a normal temperature for 24 hours
- An unusual rash that may be a symptom of a contagious illness.
- A contagious illness such as measles, mumps, roseola, or chicken pox
- An eye infection with discharge or that is unusually red. After being examined by a physician and placed on medication, your child may return
- An ear or throat infection. Once examined, on medication, and comfortable, your child may return
- A cold. Your child should stay home until the symptoms of a cold such as coughing, sneezing, watery eyes and thick, green mucous secretions have subsided
- Diarrhea and/or symptoms of flu. A child, who has been vomiting, has had diarrhea and/or complains of a headache often gets even worse at school
- A persistent, hacking cough and/or rapid or labored breathing
- Head lice and/or nits (lice eggs) on the shafts of the hair. Your child may return to school once all head lice and nits are removed

Please assess the comfort of your child before leaving for school. If your child has been listless, complains of a headache, or is pale, then this would be a good day to stay home.

### **Communicating Illness**

*Please call the school if you keep your child home due to illness. If you have to leave a message, please leave the following information: child's name, teacher's name and specific illness, i.e. cold, flu, etc.* The staff needs to be aware of illnesses that may be present among children. Please remember to keep emergency information up to date. You will be contacted if your child becomes ill at school.

### **Lunch and Snack Policy**

Please provide a nutritious snack and lunch for your child each day. We will have a limited amount of snacks available in the office for emergencies only.

### **Food Allergies**

Your child's teacher will notify you if children with allergies are in the classroom. These children's parents take the ultimate responsibility for their child's safety by providing their own treats and lunch for their children, but your help in this matter is greatly appreciated. Please encourage your child not to share food at school.

### **Medication**

Our front office staff has first aid kits and will be your health center point of contact. Upon parent or guardian written request, we can store a supply of prescription medicines for your son or daughter to keep on hand in case of an emergency. A form must be completed and all medication must be in its original container clearly marked with the name of student, the name of medicine, and the appropriate dosage instructions as prescribed by your doctor. All medications will be kept in the office and/or with teachers to insure that no medications are shared amongst students.



## DRESS CODE

### Dress Code

The purpose of Da Vinci's dress code is to foster a physically and emotionally safe and respectful environment at school. **The dress code is in effect from the time students arrive at school until they leave and also applies to field trips, site visits, and all school-related activities, unless the supervising adult informs the students otherwise.**

### Specifications:

- **Shirt Options:** Polo shirt of any color or pattern, with or without the Da Vinci logo. Please note: polo-style shirt only.
- **Pants/Shorts/Skirts:** Pants\* and jeans may be worn but may not be cut off or torn/frayed. Skirts and shorts must be 2 inches above the knee or longer. Students may not wear leggings or tights to compensate for too-short skirts or shorts. *\*Pants/jeans only, not sweats, tights, leggings or pajama pants.*
- **Jackets/Sweaters/Sweatshirts:** May be worn over, but not in place of, the polo (we recommend writing your child's name on all outerwear).
- **Shoes:** Must be close-toed and have a back.
- **Head Covers:** Other than religious head covers, all other forms of hats or headdress may not be worn indoors or during class time.



## EMERGENCY PROCEDURES AND DISASTER PREPAREDNESS

### EMERGENCY PROCEDURES AND DISASTER PREPAREDNESS

#### Care and Comfort Package

As part of our Disaster Preparedness Plan, Da Vinci asks parents to supply personal use and consumable items in the event that a disaster requires students to remain at school for an extended period of time. **Please send the following items with your child on his/her first day of school.**

Please use a **one gallon Ziploc-style bag** to pack an assortment of the following items:

- 8 oz. juices (canned or boxed) with pop tops
- 4½ oz. cans of small fruit with pop tops
- dried fruit snack packages
- cheese and cracker type snack packages
- granola bars
- individual moist towelettes
- a family picture
- an "I love you" comfort note to your child

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

#### Emergency Procedures

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

# DISCIPLINE POLICY

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

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

## School-Wide Rules

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

## Redirecting Behavior

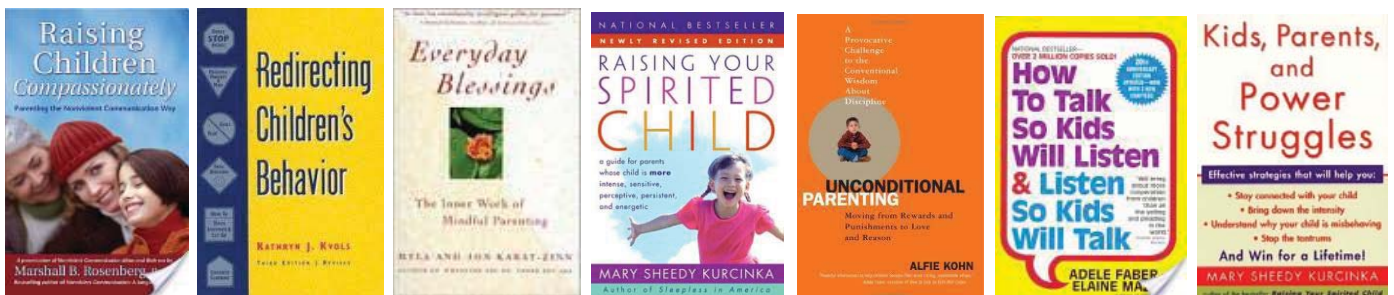
It is our strong belief that while punishment may work in the short term to stop unwanted behavior immediately, long-range results may include resentment, revenge, rebellion, and/or retreat.

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

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

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

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



# OTHER POLICIES

## RESPECTABLE USER (TECHNOLOGY) POLICY

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

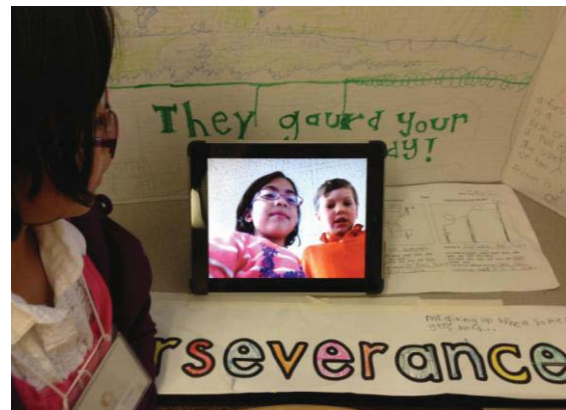
Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to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

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

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

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

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



## MEDIA RELEASE

Da Vinci may be approached with requests for interviews and pictures by print and broadcast media outlets. The school and Da Vinci reserves the right to make, produce, reproduce, exhibit, distribute, publish, and transmit by means of live broadcast, videotape, photograph and print student's name, grade, voice, picture, likeness and actions as an individual in connection with school activities.

## INTELLECTUAL PROPERTY

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

## FAMILY DIRECTORY USE POLICY

The Parent Directory includes the information that you agreed to share during the enrollment process. The directory is provided as a courtesy to our families. Its sole purpose is to connect families for school-related matters. Please do not use the directory to solicit non-school related business or in violation of the expectations for Innovation Academy families outlined in this handbook.



## BIRTHDAY POLICY

As a small, community-focused school, we are especially sensitive to children's feelings about celebrations and parties. We want all children to feel celebrated and appreciated in the community meetings we hold. With that in mind, for out-of-school parties, when the entire class is not invited, please mail invitations to the invited children's homes rather than deliver them at school. We encourage you to be inclusive, as it strengthens our community.



## REMOVAL FROM SCHOOL

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

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

## RE-ADMISSION REQUIREMENTS

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

- Whether or not the student may have engaged in "disruption of school activities or willful defiance of valid school authorities."
  - Whether or not the parent or guardian may have engaged in inappropriate, threatening, or abusive behavior toward staff, faculty, and other members of the community to the point of being disruptive of school activities, school administration, faculty time, or school function as determined by the Executive Director of Da Vinci.
  - Whether or not the student and student's family reasonably continue to demonstrate a commitment to the Da Vinci program.
  - Whether there is evidence of noncompliance with the provisions of The Student-Parent Handbook.
- After consultation with faculty, staff, and other school-related individuals, the Executive Director of Da Vinci Schools bears ultimate responsibility for all readmission decisions. Based upon consultations— a review of the behavior and performance of a student, parent, and guardian, and upon staff observation – readmission to Da Vinci may not be allowed. Da Vinci Schools retain the option, at its sole discretion, to enroll students who have previously left. If you wish additional information about this policy, please contact your school Principal for information about this Policy.

## **DVIA CALENDAR**

A more user-friendly calendar is coming soon!

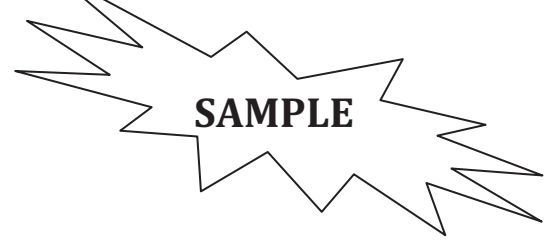
Please check the calendar posted at  
[www.davincik8.org](http://www.davincik8.org) regularly!



# SAMPLE FORMS

## Daily Engagement Record

August 23, 2012 - September 19, 2012



**Must be signed/initialed by parents each day!**

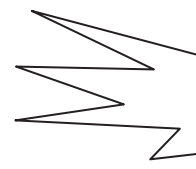
Student Name:	Teacher Name:
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Week #	Monday	Tuesday	Wednesday	Thursday	Friday
1				08/23/12	08/24/12
2	08/27/12	08/28/12	08/29/12	08/30/12	08/31/12
3	09/03/12 HOLIDAY	09/04/12	09/05/12	09/06/12	09/07/12
4	09/10/12	09/11/12	09/12/12	09/13/12	09/14/12
5	09/17/12	09/18/12	09/19/12		

Parent Signature: \_\_\_\_\_ Date Evaluated: \_\_\_\_\_

### For Supervising Teacher Completion:

- Daily Engagement Record Completed by Parent **Yes** **No**
  - Number of Days Signed as Completed: \_\_\_\_
  - Work Journal Completed **Yes** **No**
  - Time Value Work Product  
Grades K-6 Time Value \_\_\_\_  
Grades 6 ↑(days & initials from subject expert): English & History \_\_\_\_ Math & Science \_\_\_\_ Average: \_\_\_\_
- Attendance Verified by Supervising Teacher: \_\_\_\_\_ Date: \_\_\_\_\_



**Work Journal # 1 of 9**  
**Aug. 23-Sept. 19, 2012**

**Parent Name:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Teacher(s):** \_\_\_\_\_

- Record all learning activities you did off-site to address the listed Learning Goals
- Write names of the 2 work samples you are providing as evidence
- The other category for each skill is an opportunity for you and your child to list another area in which you are working toward previously covered but not mastered or a new challenge)
- On the due date above, turn in this form along with the 6 work samples (at least 2 from each subject listed) that exemplify your Engagement Form

<b>Learning Goals</b>		<b>Learning Activities: Tool / Process / Strategy used</b>
<b>Reading</b>	<u>Key Idea and Details (Reading Literature)</u> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	
	<u>Key Idea and Details (Reading Literature)</u> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
	<u>Key Idea and Details (Reading Literature)</u> Describe how characters in a story respond to major events and challenges.	
	<u>Reading Other (optional)</u>	
<b>Writing</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	
	<u>Writing Other (optional)</u>	

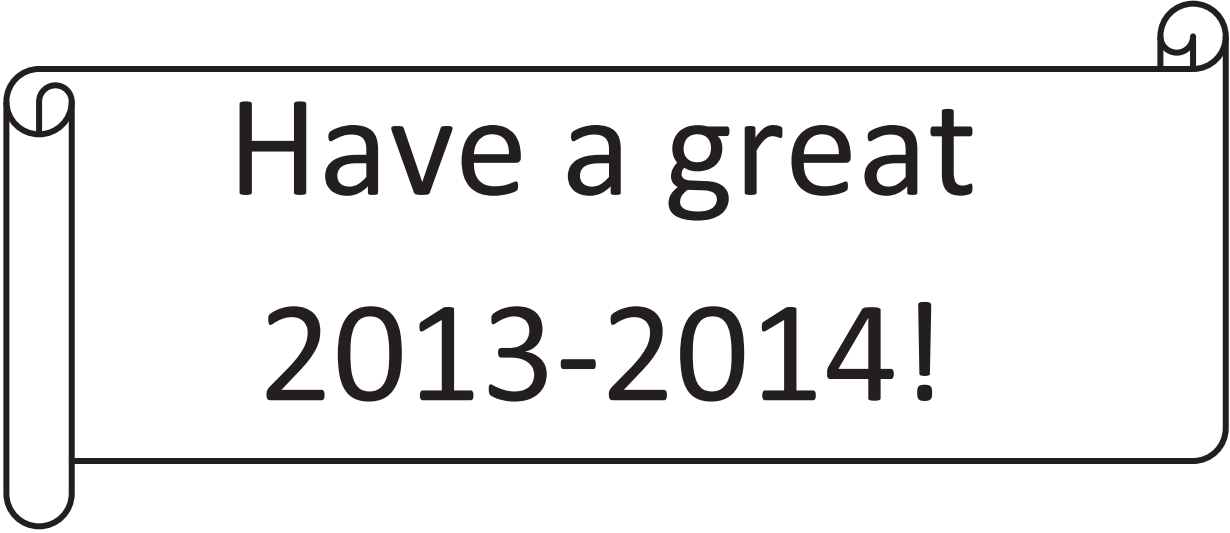
Learning Goal		Learning Activities: Tool / Process / Strategy used
<b>Math</b>	<b>Counting and cardinality</b> Add and subtract within 20 ( with fluency at Level 3)	
	<b>Number and Operations in Base 10</b> Understand place value (up to 1000 for Level 3)	
	<u>Math Other (optional)</u>	
<b>HOHM/21C</b>	<u>Collaboration</u> is the habit of working effectively with others, providing appropriate support, and accepting that someone else may have an idea that would better serve the project or group.	
	<u>Peer critique:</u> reviewing and providing constructive criticism of each other's work	

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

*By signing, we certify that the above information is accurate, our family completed the work listed and our work samples are representative of the student's work.*



Have a great  
2013-2014!

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

- Peggy O'Mara

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

--George Santayana

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

-Eleanor Roosevelt