Welcome to all new and returning Da Vinci RISE students and families!

Da Vinci RISE works with students to identify their personal needs, interests, & goals, and commits to supporting them holistically towards the realization of those aspirations through a flexible schooling framework. RISE has been built around the transiency and holistic needs of students experiencing foster care and housing instability to yield a set of differentiation practices that work well for students from a variety of backgrounds and experiences. Through this program, students can recover credits, obtain their high school diploma, prepare for the GED, receive college and career readiness trainings, attain internships, experience extracurricular opportunities, and become a leader.

Students are supported in building both the interpersonal and academic competencies necessary to succeed in the rapidly changing world. RISE sites are embedded within multiple social-service-provider locations in high need areas across Los Angeles to create a citywide campus allowing RISE students to master a real-world, project-based college- and career-ready curriculum in the ways, and at the places, that work best for them. These partnerships give RISE students access to counseling, case management, tutoring, job readiness training, career pathways, internships, extracurricular opportunities, leadership development, and more.

This handbook is a guide to our school’s programs, policies, and procedures. It gives an overview of courses, schedules, grades and graduation requirements and expectations for our school community. We look forward to collaborating with you in supporting our students.

Sincerely,

Kari Croft
Principal

Erin Whalen
Assistant Principal
Da Vinci RISE High

Vision

RISE High will graduate individuals who have a strong sense of self and value of community, who are able to think critically about the word around them, who possess the skills and passions to create change, and who feel empowered and prepared to do so.

Mission

RISE High exists to provide our students an individualized education through the coalescence of their personal and professional goals, their interests, and the academic skills necessary for success in the high-demand, constantly-changing world around them. Our school is a haven for students experiencing housing instability, foster and transition-age youth, and other students traditionally left out of the larger educational narrative. RISE will serve as a home where student voice is amplified and student needs are prioritized, resulting in a family environment where all individuals feel affirmed, valued, trusted and supported towards their future goals.

RISE High 4C’s

The 4C’s are socio-emotional skills embedded and refined via the student’s academic experience. The RISE High community is deeply devoted to the development of these skills as an integral component of what it takes to succeed.
TABLE OF CONTENTS

1. School Contact Information 5
2. Hours & Operations 6
3. Weekly Schedules 9
4. Transportation 9
5. Course credits, Grading, Credit Recovery & Non-promotion 10
6. Graduation Requirements 12
7. School Programs & Signature Practices 14
8. Extracurricular Activities 16
9. Student Services 17
10. Special Education 20
11. Student Code of Conduct 22
12. Technology Use Policy 27
13. Discipline 30
14. Emergency Procedures 35
15. Admissions & Lottery Policies 35
16. Uniform Complaint Procedure Annual Notice 36
17. Da Vinci Extension 38
18. Health Information 38

SCHOOL INFORMATION

DA VINCI RISE HIGH

<table>
<thead>
<tr>
<th>Da Vinci RISE Hawthorne</th>
<th>Da Vinci RISE at A Place Called Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>201 N Douglas St</td>
<td>2830 S Central Ave</td>
</tr>
<tr>
<td>El Segundo, CA 90245</td>
<td>Los Angeles, CA 90011</td>
</tr>
</tbody>
</table>

Main Office: 310-725-5800
RISE Website and Blog: https://dvrise.davincischools.org
Da Vinci Schools website: www.davincischools.org
Student Portal: www.dreamseedo.com
E-Mail: dvrise@davincischools.org
# 1. CONTACT INFORMATION

<table>
<thead>
<tr>
<th>If you have a question about...</th>
<th>You should contact...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong>&lt;br&gt; Lunch Balance&lt;br&gt; PowerSchool Access&lt;br&gt; Payment for School Events (overnighter, prom, etc.)</td>
<td>Crystal Pojas&lt;br&gt; (Office Manager - Hawthorne)&lt;br&gt; <a href="mailto:cpojas@davincischools.org">cpojas@davincischools.org</a>&lt;br&gt; Ashley Oku&lt;br&gt; (Office Manager – APCH)&lt;br&gt; <a href="mailto:aoku@davincischools.org">aoku@davincischools.org</a></td>
</tr>
<tr>
<td><strong>Enrollment</strong>&lt;br&gt; Graduation&lt;br&gt; Master Calendar, Master Schedule, &amp; Daily Schedule&lt;br&gt; Facilities&lt;br&gt; Student Clubs</td>
<td>Kari Croft&lt;br&gt; (Principal)&lt;br&gt; <a href="mailto:kcroft@davincischools.org">kcroft@davincischools.org</a></td>
</tr>
<tr>
<td><strong>Instruction / Curriculum / Assessment / Grading</strong>&lt;br&gt; Discipline&lt;br&gt; State Testing (SBAC, CAHSEE, CELDT, PSAT, PFT)&lt;br&gt; Advisory Program&lt;br&gt; English Language Learners &amp; 504 Plans</td>
<td>Erin Whalen&lt;br&gt; (Assistant Principal)&lt;br&gt; <a href="mailto:Ewhalen@davincischools.org">Ewhalen@davincischools.org</a></td>
</tr>
<tr>
<td><strong>College Applications</strong>&lt;br&gt; Financial Aid for College&lt;br&gt; Student Transcripts&lt;br&gt; SAT &amp; ACT Testing and Fee Waivers&lt;br&gt; Student Course Schedules &amp; Credit Recovery&lt;br&gt; Transfer Student Schedules&lt;br&gt; Socio-Emotional Counseling&lt;br&gt; Crisis Management</td>
<td>Dynasty Taylor&lt;br&gt; (School Counselor)&lt;br&gt; <a href="mailto:dtaylor@davincischools.org">dtaylor@davincischools.org</a></td>
</tr>
<tr>
<td><strong>Special Education</strong></td>
<td>Tiffany Edwards&lt;br&gt; (Special Education Teacher – Hawthorne)&lt;br&gt; <a href="mailto:tedwards@davincischools.org">tedwards@davincischools.org</a>&lt;br&gt; Charles Snow&lt;br&gt; (Special Education Teacher - APCH)&lt;br&gt; <a href="mailto:csnow@davincischools.org">csnow@davincischools.org</a></td>
</tr>
<tr>
<td><strong>Enrollment &amp; Admissions</strong></td>
<td>Christian Navarro&lt;br&gt; (Attendance &amp; Enrollment Coordinator)&lt;br&gt; <a href="mailto:cnavarro@davincischools.org">cnavarro@davincischools.org</a>&lt;br&gt; Maria Cano&lt;br&gt; (Enrollment Coordinator)&lt;br&gt; <a href="mailto:mcano@davincischools.org">mcano@davincischools.org</a></td>
</tr>
<tr>
<td><strong>Services &amp; Partnerships</strong></td>
<td>Cherokee Perez-Rogers&lt;br&gt; (Coordinator of Services &amp; Partnerships)&lt;br&gt; <a href="mailto:crogers@davincischools.org">crogers@davincischools.org</a></td>
</tr>
</tbody>
</table>
2. HOURS & OPERATIONS

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

School Hours
All RISE High sites open at 8:00am and offer classes from 9:00am until 4:00pm. Additional programming may be provided after 4:00pm by wraparound services providers, other Da Vinci schools, and industry partners.

RISE at A Place Called Home (APCH) Program Descriptions and Hours of Operation
APCH hours of operation are Monday – Friday from 8am-6:30pm, and RISE students will be able to attend classes from 9:00am - 4:00pm and can participate in optional programming from 4:00pm - 6:30pm. The Teen Center has an unstructured programming component (drop-in) as well as a variety of structured programs and activities for members aged 14-21 years old. All of the programs available are free of charge. The structured programming takes place 3pm to 6:30pm Monday through Friday, with some extended hours for special programming during the week and some weekends. Programming includes a college preparation program, life skills, social justice, community engagement, cultural awareness, job readiness and vocational training and job opportunities, counseling services, group mentoring, workshops and multidisciplinary creative expressions, such as music, dance, art, theatre, digital media, creative writing, etc.

Attendance
Attendance is based on work completed, not time spent in a classroom. This means that student attendance is tracked based on the work they complete each day (independent studies model). Given flexible scheduling, this work may be completed on or off campus and will be facilitated by teachers to ensure students are engaging in rigorous and relevant instruction.

Procedure for Reporting Absences or Tardies
At RISE we believe communication is imperative for success. Each student works alongside RISE High staff to create an individualized schedule, in accordance with their priorities and goals, that they are expected to abide by. This schedule contains specific workshops, classes, advisory meetings and group sessions that they are expected to attend. If a student is running late or is unable to keep any of these appointments, the expectation is that they contact the front office and their advisor, and that they follow up with their teachers after to ensure they are accurately informed of their assignments.

On days when a student is not scheduled to attend sessions on campus, they may work independently and still receive attendance credit. At RISE, an absence is defined as a day in which a student completes no work. If a student does not complete work and, therefore, is “absent,” the following procedures must be followed.

1. Call the school at (310) 725 – 5800 and leave a message notifying the school of the absence. Please include the name of the student, advisory, and the reason for absence in the email or the message. You may also email the office manager – see the Contact Info section.

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 next section regarding excused versus unexcused absences and tardies.)
Excessive Absences
Whenever a student is going to be absent (with no work completed) for more than three consecutive days, a meeting must be set up with their advisor to discuss the absences and a plan for managing academic work during the time away.

Closed Campus
DV RISE is a closed campus, meaning that students are not permitted to leave/return from campus during the school day without special permissions on their individualized schedules to allow for jobs, internships or other admin approved priorities.

Procedures for students aged 18 or older
Permission is given for 18 year old students to excuse their own absences and sign themselves into and off of campus once they have submitted the appropriate contract. Please see front office for the appropriate contract. All absences and instances of signing out early will be communicated to parents as described in the contract.

Procedure for Picking Up a Student Early
Students under the age of 18 will only be released during their scheduled sessions to their parent/guardian who 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 from their sessions or workshops 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 session when the parent/guardian arrives at the school to pick them up. Students will not be called out from session or dismissed from school per phone requests by the parent/guardian. 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 extracurricular activities, dances, etc.

Visitors to Campus
All visitors to campus, including alumni, parents, guardians and family members, must have an ID present. Visitors sign in with security and/or the office manager and are provided with a visitor badge.
Consequences for Unexcused Tardies
Given the flexible scheduling and independent studies model, RISE students are expected to communicate when they will be tardy to one of their assigned sessions. If there is no communication prior to a tardy, and it does not fall into the “excused absences/tardy category” below, it will be unexcused. If a student is tardy to session three times during a given week, they will be required to engage in a restorative conversation before the end of the week. Other consequences for repeated tardiness will be assigned based on how often a student is tardy to session. This will not impact the student’s attendance, but may impact the Accountability portion of their grade. Attendance is calculated by work completed and will be monitored separately from absences/tardies.

<table>
<thead>
<tr>
<th>Excused absences or tardies include the following:</th>
<th>Unexcused absences (truancy) or tardies include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>· A medical, dental, optometric, or chiropractic appointment with a doctor’s note</td>
<td>· Any absence or tardy without a note, including being late to a class without a note</td>
</tr>
<tr>
<td>· Personal illness with a parent note</td>
<td>· Unexpected transportation issues (i.e. traffic issues, flat tire, etc.) – with or without parent note</td>
</tr>
<tr>
<td>· Quarantine with a doctor’s note</td>
<td>· Oversleeping and/or mismanagement of time</td>
</tr>
<tr>
<td>· Family emergency with a parent note</td>
<td>· Family vacations</td>
</tr>
<tr>
<td>· Appearance in court with a note from the court</td>
<td>· Babysitting / taking care of other family members</td>
</tr>
<tr>
<td>· Attendance at a funeral with a parent note</td>
<td>· Anything not listed under “excused absences or tardies”</td>
</tr>
<tr>
<td>· College visit with parent note*</td>
<td></td>
</tr>
<tr>
<td>· Employment conference with a parent note*</td>
<td></td>
</tr>
<tr>
<td>· Observation of a religious holiday or ceremony with a parent note*</td>
<td></td>
</tr>
<tr>
<td>· Conference with another staff member with a note from that staff member excusing the absence / tardy</td>
<td></td>
</tr>
<tr>
<td>· Special circumstance approved by administration*</td>
<td></td>
</tr>
</tbody>
</table>

*Requires pre-approval by administration. Please schedule an appointment.

Notes:
1. If a student is going to be absent for more than three consecutive days for any reason, an appointment with school administration to discuss the absences and plan for completing school work must be held.

If students or parents have questions about attendance / tardy records, please do the following:
1. Log into PowerSchool to review student attendance data.
2. Contact the front office with questions by calling (310) 725 – 5800.
3. Unresolved questions regarding attendance / tardies will be addressed by school administration.

Dropping Off Belongings for Students During School Hours
Items dropped off for students will not be delivered to the classrooms, and students will not be called out from class or notified by the school to pick up items that are brought in. Items should be left on the drop-off table and labeled with the student’s name. The school is not responsible for any items left on the drop-off table.

Ordering Food for Delivery
No food delivery is allowed on either campus.

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. WEEKLY SCHEDULES

Each student is involved in the creation of an individualized schedule that meets their personal and academic goals and priorities. Each student will engage in a combination of advisory meetings, single-subject blocks and transdisciplinary workshops throughout a given week. As a facet of flexible scheduling, we offer two types of learning models:

Workshop Blocks

During workshop blocks, STEM or Humanities teachers will be “on” at the same time to create a space where students can get assistance on multiple related subject areas. Workshop blocks allow students increased access to their teachers and classmates, encourages transdisciplinary study and promotes teacher and student collaboration. The times of workshop blocks will rotate by subject grouping to ensure that students have access to them regardless of when they can come on site.

Single-Subject Blocks

Single-Subject Blocks are traditional learning blocks, facilitated by a credentialed teacher, that focus on providing instruction and support in a single content area.

Personalized Learning Plan

RISE High’s online learning platform will house the student’s personalized learning plan. This will allow the student to be supported holistically and for all parties to maintain attentiveness to the needs of each member of our community. Students are immersed in community building, socratic discussion, and group work within class periods two to three days per week. Given the flex scheduling model, students will be able to take advantage of 1:1 academic support, protected independent work centers, enrichment opportunities, field trips, tutoring, internships, small-group work, project workshops, and jobs and internships on the other days.

4. TRANSPORTATION

Pick-Up & Drop-Off Procedures

The doors of the school open for office hours at 8:00am, and students are permitted to wait outside the front doors of the school if they are dropped off before then. The school building will not be open to students, however, until 8:00am. The front office remains open for inquiries and appointments for both students and parents from 8:00am – 4:00pm Monday through Thursday, and 9:00am to 4:00pm on Fridays.

Student Parking (RISE, Hawthorne Campus)
Students at the Hawthorne Campus may apply for a parking pass and they will be distributed to students on a first-come, first-serve basis until the slots are filled.

Student Parking (RISE at A Place Called Home)
There are no reserved parking spaces for students at A Place Called Home. If students choose to drive to class, they are responsible for locating parking within the community. RISE is not responsible and will not be held liable for any parking tickets, vehicle damage, or theft that may occur.

Skateboards, Bicycles, Scooters, Rollerblades & Other Wheeled Devices
Wheeled devices are not permitted in classrooms. 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, 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, 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 place them 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.

5. COURSE CREDITS, GRADING, CREDIT RECOVERY, & NON-PROMOTION

Student Schedules
Students’ course schedules will be determined by the school administration and/or counseling staff based on the student’s needs and progress toward graduation. Requests for schedule changes or alternative schedules will be handled at the discretion of the school administration and/or counseling staff.

Course Credit
All students who earn a C- or higher in a core course will be awarded 10 units of credit per quarter for most courses. Da Vinci RISE does award or use “D” grades.

Credit Recovery
All students who have received an “F” in core courses and are not on track for graduation must enroll in credit recovery courses in order to graduate on schedule. Families and students may choose to recover credits through summer school, intersession, classes embedded into the school day or through approved outside providers including outside summer school options. Students and families will meet with counselors in order to determine their best path for recovering credits.

Mastery Based Grading
Mastery based grading (MBG) is a system that provides meaningful feedback to students and parents so that excellence can be achieved. Mastery based grading pushes students to focus on skill development and showing evidence of their mastery rather than calculating points necessary to achieve a letter grade without reference to academic progress. MBG gives students and parents specific feedback about what
skills they have learned and not learned, which can be used to direct learning. Students are graded on a four point scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Meaning</th>
<th>Letter Grade Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Evidence demonstrates detailed understanding</td>
<td>A</td>
</tr>
<tr>
<td>3</td>
<td>Evidence demonstrates understanding</td>
<td>B</td>
</tr>
<tr>
<td>2</td>
<td>Evidence demonstrates basic understanding</td>
<td>C</td>
</tr>
<tr>
<td>1</td>
<td>Evidence demonstrates partial understanding</td>
<td>I</td>
</tr>
<tr>
<td>0</td>
<td>No evidence (Generally a missing or incomplete assignment)</td>
<td>I</td>
</tr>
</tbody>
</table>

Grades become final at the end of each semester, at which point the final grades the student earns that semester goes on the student’s transcript. The first semester ends in December before winter break, and the second semester ends in June before summer break. Transcripts reflect the letter grade students’ earned in that course that semester. Students must earn a C- or higher in an academic course in order to earn credit for that course. If a student has a grade of “I” in a course at the end of the semester, that grade will be reported on the transcript as a grade of “F” and the student will not receive credit for that semester of the course.

**Grade Appeals**

Teachers are solely responsible for assessing the level of mastery their students have demonstrated on each of the essential skills of the course. If a student or parent wishes to appeal the student’s demonstrated level of mastery on any of the essential skills, they should notify the school administration and make an appointment for a meeting at which the teacher and a school administrator may be present. The final decision with regards to the grade will rest with the teacher. Grade appeals must be made via email within one month of the end of a semester.

**Retention / Non-promotion**

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 RISE High and will be supported via the DreamSeeDo student platform. Work records will be monitored carefully by the school and work samples will be collected every work journal period (approximately 30-35 school days). For the 2019-2020 school year, we will collect daily engagement work journals and student work samples on the following dates, representing a total of 175 instructional days:

- Quarter 1: September 15, 2019, October 20, 2019
- Quarter 2: December 8, 2019, January 26, 2019
- Quarter 3: March 2, 2020, March 30, 2020
- Quarter 4: May 18, 2020, June 22, 2020
6. RISE GRADUATION PATHWAYS

A-G Requirements

Da Vinci RISE High supports students in the completion of the University of California / California State University a - g requirements. Certain exceptions may apply for students with Individualized Education Plans (IEPs). For more information, please contact the Director of Special Education.

The requirements and courses that satisfy these requirements are listed as follows:

<table>
<thead>
<tr>
<th>UC “a-g” Course Requirements*</th>
<th>Da Vinci RISE A-G Graduation Requirements</th>
<th>Da Vinci Courses Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. History/Social Science – 2 years required</td>
<td>Social Science 2 years required (20 credits) 5 credits per semester</td>
<td>World History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>US History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Government &amp; Economics</td>
</tr>
<tr>
<td>b. English – 4 years required</td>
<td>English 4 years required (40 credits) 5 credits per semester</td>
<td>English 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English 12</td>
</tr>
<tr>
<td>c. Mathematics – 3 years required, 4 years recommended</td>
<td>Mathematics 3 years required (30 credits) 5 credits per semester</td>
<td>Algebra</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geometry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Algebra 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Calculus</td>
</tr>
<tr>
<td>d. Laboratory Science – 2 years required, 3 years recommended</td>
<td>Science 2 years required (30 credits) 5 credits per semester</td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Biology</td>
</tr>
<tr>
<td>e. Language Other than English – 2 years required, 3 years recommended</td>
<td>Foreign Language 2 years required (20 credits)</td>
<td>Spanish 1, 2, 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other languages offered</td>
</tr>
<tr>
<td>Course Description</td>
<td>Credits Per Semester</td>
<td>Tuition Through Rosetta Stone</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>----------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>f. Visual and Performing Arts (VPA) – 1 year required</td>
<td>Art 1 year required (10 credits) 5 credits per semester</td>
<td>Cinematic Arts</td>
</tr>
<tr>
<td>g. College-Preparatory Electives – 1 year required</td>
<td>College Prep Elective 1 year required (10 credits) 5 credits per semester</td>
<td>PLTW: Intro. to Engineering Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PLTW: Computer Science and Software Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PLTW: Computer Science Applications</td>
</tr>
</tbody>
</table>

**State Minimum**

Though all students have access to and are encouraged to pursue A-G, but that we recognize some students come with additional priorities and we will offer this pathway after meetings with and approval by students, families, counselor, etc.

Beginning in the 1986-87 school year, California *Education Code (EC) 51225.3* has specified a minimum set of courses to meet state requirements to graduate from high school and receive a diploma. The governing boards of local education agencies (LEAs) have the authority to supplement the state minimum requirements at the local level.

*EC 51225.3* states that all pupils receiving a diploma of graduation from a California high school must have completed all of the following courses, while in grades nine to twelve, inclusive:

- Unless otherwise specified, each course shall have a duration of one school year:
  - Three courses in English
  - Two courses in mathematics, including one year of Algebra I (*EC Section 51224.5*)
  - Two courses in science, including biological and physical sciences
  - Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics, and a one-semester course in economics
  - One course in visual or performing arts, foreign language, or commencing with the 2012-13 school year, career technical education. For the purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language
  - Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of *EC Section 51241*

**Graduation Ceremony**

The graduation ceremony for seniors at Da Vinci RISE will be held twice a year; once after second
quarter and once after fourth quarter. In order to participate in the graduation ceremony, the following qualifications must be met:

- Completed graduation requirements*
- No discipline issues or suspensions during last three months of school
- No misconduct at any school-sponsored events / activities during the last 3 months of school
- Completion of senior POL
- In good standing per senior contract (if applicable)

Failure to meet any of these requirements may result in removal from the graduation ceremony at administrator discretion.

*Certain exceptions may apply for students with Individualized Education Plans (IEPs). For more information, please contact the Director of Special Education.

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

7. SCHOOL PROGRAMS & SIGNATURE PRACTICES

Parent, Guardian, and Family Involvement
Da Vinci values and recognizes the importance of parent 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:

<table>
<thead>
<tr>
<th>Events parents are expected to attend</th>
<th>Events parents are highly encouraged to attend</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fall Student-Led Conference (SLC)</td>
<td>• Back to School Night</td>
</tr>
<tr>
<td>• Fall Exhibition</td>
<td>• Fall Presentation of Learning (POL)</td>
</tr>
<tr>
<td>• Spring Student-Led Conference (SLC)</td>
<td>• Spring College Meeting</td>
</tr>
<tr>
<td>• Spring Exhibition</td>
<td>• College Knowledge Night</td>
</tr>
<tr>
<td></td>
<td>• Spring Presentation of Learning</td>
</tr>
</tbody>
</table>

SIGNATURE PRACTICES
Project Based Learning (PBL)
Da Vinci core courses are taught using a project based learning pedagogy. Project-based learning is learn-by-doing curriculum that integrates core subjects with real-life problems to be solved. Teachers work in teams with one another to identify content area essential skills that need to be addressed at the grade-level. Teachers work backwards to plan their curriculum, creating engaging, interdisciplinary projects that center on a big idea and a real-world connection that is rigorous, relevant and meaningful to students' lives. Students work in teams to create a final product that demonstrates mastery of content standards and a demonstration of key skills such as critical thinking, collaboration, and communication.

Presentations of Learning (POLs)
Each semester, students complete a presentations of learning in which they demonstrate mastery of content in their courses in a formal presentation setting. Schedules on these days are different to
accommodate the presentation format. Students’ presentations are a separate one credit course on their transcripts, and their demonstration of mastery can also affect their course grades.

**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 led conferences occur after school on minimum days, and families are expected to sign up for and attend their student’s SLC each semester.

**Exhibition**
Each quarter, Da Vinci RISE 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. Exhibition nights occur in the evening the week before Thanksgiving Break and the week before Spring Break each year.

**Advisory Communities**
Advisory communities are built to provide our students with a family structure that can motivate them and hold them accountable to reaching their goals, serve as a place for consistent and reliable check-in’s and feedback cycles and work to support the health of the students beyond the RISE High campus. Advisories facilitated by at least one RISE High teacher and meet at least once a week. The teachers conduct circles, manage work journals, support stakeholder communication, and attend case management meetings. Advisories have weekly circles to build and nourish group culture. They will also participate in school wide competitions based on creativity, relationships, academics and athletics. Sex-ed curriculum is taught in advisory classes because of academic research that shows that sex-ed is most effective when taught in a mixed gender environment with a school faculty member, rather than an outside program or adult unfamiliar to students. All staff are trained in the sex-ed curriculum, and all families have the ability to opt-out of the sex-ed curriculum and have their student work on an alternate assignment.

If a student feels that a particular advisory isn’t the right place for them they must pledge their case to the group and meet with the advisor to ensure that a transition is the best next step. Advisories are meant to be productive and healthy for the student so it is important that they are based on diversifying the students world view, providing them with a network of supports and serve as a safe space for development. With that in mind, the formation of an advisory should not be based on pre-existing cliques and friend groups.

**Year 13**
Students who wish to complete additional dual enrollment college courses after their senior year may elect into the year 13 program at Da Vinci Extension. These students will complete dual enrollment college courses with the opportunity to complete either their IGETC (Intersegmental General Education Transfer Curriculum) or Associates’ Degree, based on which early college courses they completed during their 10th through 12th grade years. Before electing to stay for the year 13 program students and families must attend a mandatory meeting with the counseling department or administration to discuss their student’s projected credits earned and path to college completion.
8. EXTRACURRICULAR ACTIVITIES

Athletics & Creative Expression
Students at DV RISE at APCH will have the opportunity to participate in afterschool creative expression opportunities and athletic teams. Students at DV RISE in Hawthorne are encouraged to reach out to their teachers to learn more about local opportunities to participate in sports and arts.

Clubs
Students are encouraged to join or start a student club on campus. Clubs are student-run, overseen by a faculty sponsor and generally meet after school once or more per week. Clubs change each year, and in the past have included class committees, cultural clubs and glee and honors society among many others.

Off Campus Courses
Some courses offered each semester, generally seminar courses, involve significant time off campus. For these courses parents will be informed via a permission slip and be given the option to opt out of the course. If parents opt-out of the course students will be enrolled in an alternate seminar if possible.

Stop and Reflect Retreats
RISE students will have the opportunity to participate in Stop and Reflect Retreats. Stop and Reflect Retreats will be used for students and staff to come together as a community and to reinvigorate our sense of purpose, reaffirm our goals and to see that the skills we are learning are required in the world beyond our school. The first retreat sets culture, builds out student’s individual goals and ensures that every student feels affirmed and known at RISE. The second retreat is focused on reflection, processing and next steps. All staff and students are encouraged to attend. The retreats are at no cost to the students and do not have grade requirements. Students who have been identified as “high risk” (current affiliation to drugs, self harm, fighting etc.) will not be allowed to attend without a stakeholder or counselor present to partner with the student to ensure they are safe and not a threat to the community. This is for the protection of the school and our ability to serve the other students. Students who cannot attend will engage in an on campus enrichment activity to build culture and help them to address the challenge they are facing that served as the reason for their exemption from the trip.

Field Trips and College Visits
Students may attend off campus field trips throughout the school year. Under the California Education Code and Board Policy, teachers and support staff may take students on field trips to enrich and complement their educational experience. Such trips are always under the supervision of at least one teacher and/or school administrator, or certified athletic coach in the case of a same day athletic event, and all precautions are taken to ensure each student’s welfare. Teachers and the school may ask parents for a donation for some field trips. Such donations are always voluntary, and a student’s grades or academic standing will never be affected by their ability to pay for a field trip or activity.

Work Experience
Students may enroll in the work experience program, which generally takes place during the seminar period of the day. Students in the work experience program are placed in a professional workplace, usually for two days each week. Students are responsible for their own transportation to and from their
workplace, and can organize transportation with other families by completing an authorization form. Students are held to high professional expectations when participating in this program, and if any issues arise with the workplace or Work Experience coordinators or staff, the student may be immediately removed from the Work Experience Program.

9. STUDENT SERVICES

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

English Language Learners
Da Vinci offers full-inclusion support for students with English Language Learner designation. These students take the regular A-G sequence of courses offered by the school with all native English speakers. These students may be given the California English Language Development Test yearly to measure progress. This information will be shared with parents and the student’s teachers to support their growth. Accommodations and differentiation support is provided by teachers, as all students participate in the mainstream curriculum. In addition, English Language Learners are also offered a variety of supports.

ELL DESIGNATION
An English Language Learner (ELL) is defined as a student whose first language was one other than English OR who uses a language other than English at home AND who has not previously been identified as “Initially Fluent English Proficient (I-FEP)” or “Redesignated Fluent English Proficient (R-FEP)”. English Language Learners who score Early Advanced or below on the CELDT will receive appropriate services within the mainstream curriculum.

ELL REDESIGNATION
Each English Learner who meets the established redesignation criteria is reclassified as Fluent English Proficient (R-FEP). Each former English Learner who has been redesignated as R-FEP has demonstrated English language proficiency comparable to that of an average native English speaker and will participate equally in the school’s regular instructional program. Da Vinci utilizes the CELDT, grade history and teacher recommendation as a basis for evaluating and redesignating students.
FOOD SERVICES

Lunch at Da Vinci RISE, Hawthorne Campus
Lunch is served and managed through an outside vendor. All students need to complete a lunch application after submitting their enrollment application. The application determines the student’s eligibility for free meals, reduced-cost meals, or full-priced meals. Meals must be paid in advance online or in the school office. Cash, checks and credit card payments are accepted. MealTime Online can be found at www.mymealtime.com.

Students are responsible for paying the full cost of lunch until their application is processed. Students who need to pay can do so at the school office or can charge money on the student’s account throughout the school year. Parents are encouraged to deposit money ahead of time in their student’s lunch account. The price of lunch will be advertised at the beginning of each school year. Students with outstanding lunch balances may forfeit permission to participate in extracurricular student activities.

Food/Meal Service at Da Vinci RISE at A Place Called Home, South Central Campus

Food is provided by the Teen Center. Meals are served during regular meal times; between meals youth may request a snack from the Galley. The Galley will close everyday at 7pm. Accommodations will be made on a case-by-case basis.

When a Teen member is hungry, they will receive nutritious, healthy food. If they are still hungry, there is more. Any member/student arriving after meal service may receive a late meal pass from our security office upon entry. Anyone needing food during class time may request a snack pass from their instructor 15 minutes after class starts.

The Galley will operate as a warming and service kitchen for regular meal and snack service as posted.

The Mezzanine kitchenette is available for participants to prepare their own food. It is expected that anyone utilizing the kitchen clean up after themselves. No food or drinks permitted in spaces other than the Dining area and the Mezzanine.

Office Procedures: First Aid & Student Medications
The front office staff is the health center point of contact. They have first aid kits and EpiPen Auto-Injectors available for student use. Upon parent or guardian written request, the school can store a supply of prescription medicines for the students to keep on hand in case of an emergency. There is a form to complete 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 the doctor.

Students may keep in their possession, unless parents or guardians wish to make other arrangements, inhalers for asthma conditions, EpiPens and over-the-counter medicines and supplements, such as Tylenol and glucose tablets. These may not be shared with other students.

For all medical-related concerns, please see the school’s Office Manager.
Student Handbook Summary of Suicide Prevention Policy
Protecting the health and well-being of all students is of utmost importance to Da Vinci Schools. The Da Vinci Schools board has adopted a suicide prevention policy which will help to protect all students through the following steps:

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

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

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

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

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

Disruptions
1. Any individual who disrupts or threatens to disrupt school/office operations, threatens the health and safety of students or staff, willfully causes property damage; uses loud and/or offensive language which could provoke a violent reaction; or who has otherwise established a continued pattern of unauthorized entry on school property, will be directed to leave the school property promptly by the school administration.

2. If any member of the public uses obscenities or communicates in verbal or written language in a demanding, loud, insulting and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely admonish the speaker to communicate civilly. If corrective
action is not taken by the abusing party, the school employee will verbally notify the abusing party that his/her participation in the meeting, conference or telephone conversation is terminated and, if the meeting or conference is on school premises, the offending person will be directed to leave promptly.

3. When an individual is directed to leave under circumstances outlined in paragraphs 1 or 2, the administration shall inform the person that he/she will be guilty of a misdemeanor in accordance with California Education Code 44811 and Penal Codes 415.5 and 626.7 if he/she reenters any school facility within 30 days after being directed to leave, or within seven days if the person is a parent/guardian of a student attending that school. If an individual refuses to leave upon request or returns before the applicable period of time, the administration may notify law enforcement officials (CF 5131.4 Campus disturbance) (CF. 9323 Meeting Conduct).

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

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

Legal Reference
Education Code
32210 - Disturbing School
44014 - Assault on Personnel
44810 - Person on School Grounds
44811 - Insults and Abuses
Penal Code
243.5 B Arrest on School Grounds
413.5 B Fighting on School Grounds
626.8 B Entry of School by Person Not on Lawful Business
627.7 B Refusal to leave School Grounds

10. SPECIAL EDUCATION

Overview
Da Vinci Science offers a full continuum of services to meet the unique needs to students with disabilities. Special Education teachers provide support in the general education classes, lead Resource seminars, provide Specialized Academic Instruction, and collaborate with general education teachers in accordance with each student’s Individualized Education Program (IEP).
Rights of Students with Disabilities
In California, students with disabilities can be eligible to receive special education services between the ages of 3-22. Federal and state laws protect families and their child throughout the process of evaluation and identification for special education placement and services. Parents of children with disabilities have the right to participate in the development of the student’s Individualized Education Program (IEP), and be informed of the availability of a free, appropriate, public education and of all available programs, including public and non-public options. Da Vinci Science operated under the El Dorado County Charter Special Education Local Plan Area (El Dorado Country Charter SELPA). DVC belongs to El Dorado Charter SELPA DVD belongs to Southwest SELPA (SW SELPA)

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

Da Vinci Schools provide a full continuum of supports to students with disabilities. Our goal is to provide supports to students in the least restrictive environment, and our goal is to include our students with disabilities in the general education setting to the greatest extent possible. In addition to providing meaningful supports for students with disabilities, we strive to provide accurate information to parents about the complex special education system and how it functions. For additional information regarding the special education process, please visit http://davincischools.org/special-education.shtml

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

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

Please adhere to the Da Vinci Code of Conduct at all times.
- I will treat everyone with courtesy and respect.
- I will treat personal and school property with respect.
- I will help create and maintain a positive and safe environment.
- I will come to school prepared for learning.
- I will act responsibly and accept consequences for my actions.
- I will connect and contribute to the community and world around me.
- I will strive to make my community a safe, healthy learning environment for all.

Respect for Self and Others
RISE High students, parents and guardians, and staff are expected to respect others and support teaching and learning. Prohibited behavior by any member of this community includes using offensive language, ignoring a staff request, disrupting the learning process, disrespecting a staff member, employing intimidation, threatening another with physical or other harm, slander, sexual harassment or misconduct, lying, theft, and fighting. Anyone engaging in prohibited behavior may be subject to discipline including the possibility of being subject to an expulsion hearing. Willfully causing physical harm to another member of our school community is grounds for immediate expulsion. Any student who steals from the school, another student, or staff member is subject to suspension and may be subject to an expulsion hearing. 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 RISE strives to promote a safe educational environment. With that in mind, dress code is focused on the safety and security of the learning community and does not strive to limit student’s creativity, self-expression or gender expression. We also recognize that clothing is often tied to identity and access and will strive to be responsive to the individualized needs and experiences of each community member when monitoring dress code. There are times when students are encouraged or required to dress professionally, and RISE High will work with students to ensure they have access to this clothing. With that in mind, the following rules and regulations must be followed to ensure a safe and conducive learning environment.
- No Gang-Related clothing - These may include gang colors, head coverings like a do-rag or hat, jewelry, emblems, or clothing depicting gang symbols or graffiti of any kind
- Appropriate Messages - Clothing promoting alcohol, tobacco, drugs, hate speech, objectification, violence, or weapons is not allowed. This includes offensive words and designs, violence (blood, death, weapons), sex, playboy symbols, hate groups, tobacco products, drugs, and alcohol.
- Inappropriately revealing clothing is not allowed. This includes but is not limited to sheer clothing, clothing that reveals the chest or upper thigh/rear. These regulations apply to students regardless of gender identity.
Personal Electronics
All personal electronics must be on silent/vibrate or turned off during class time, unless the teacher specifies otherwise. If a student is using their device without permission in class, their devices may be confiscated by the teacher and returned at the end of the day. If the student is repeatedly using an electronic device without permission the device may be confiscated and given to the school administration, who will contact the parent/guardian. Repeated offenses may lead to the electronic being returned only to the student's parent or guardian. Da Vinci Schools is not responsible for lost or damaged personal electronics items. Students bring these to school at their own risk.

Academic Honesty
Da Vinci RISE values academic honesty and ethical behavior in the learning environment in order to promote honesty, courtesy, consideration, and integrity. Consequences for not following the code of academic integrity may include receiving a zero on the assignment, a family meeting, completing academic work or a reflection paper, service hours, failing the course, disciplinary action, suspension or expulsion. Teachers or administration, based on severity and whether it is a repeated offense, will use their professional judgment to determine the consequences, subject to the appeal process in this handbook.

Cheating
Cheating is defined as the act of obtaining or attempting to obtain credit for academic work not one’s own, or assisting others in doing so. Cheating includes copying from another’s test, submitting plagiarized work (see guidelines below), submitting work previously graded without approval by the faculty member accepting the work, altering grades, or aiding another student who is cheating.

Plagiarism
Any of the following actions, without giving full credit to the original source, is plagiarism:
- Direct duplication - by copying (or allowing to be copied) another’s work, whether from a book, article, website, video, another student’s assignment, a test, or any other source
- Paraphrasing another’s work so closely that the essential meaning and form should be credited to someone else
- Piecing together sections of the work of others into a new whole
- Producing assignments in conjunction with other people which should be your independent work

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

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

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

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

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

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

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

**Sexual Harassment Policy**

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

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

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

(a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, academic status, or progress.
(b) Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
(c) The conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
(d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision
affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

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

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

**Bullying on Campus**

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

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

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

- The continued behavior becomes a threat to the safety and productivity of the learning community
- The behaviors have not improved during the specified time period
- There is a repeated or significant safety issue in having the student around other students
- The student requires an extensive amount of one-on-one behavior support that can’t be fulfilled by current staff

Bullying Off Campus

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

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

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 and guardians may be responsible for paying for any damage done to the building by their child. Writing or spray painting, inappropriately on or around campus, carving on school furniture/fixtures, mishandling a book, damaging technology, destroying equipment are all infringements on the right of the Da Vinci community.

Controlled Substance Policy

Unlawfully possessing, using, selling, being under the influence of or otherwise furnishing to others a controlled substance or alcoholic beverage, or intoxicant of any kind, at any school activity or on any school district or adjacent property, is considered to be a threat to the educational process. For these offenses, the student may be subject to community service, suspension, expulsion and/or an obligation to complete a counseling requirement.

Prohibited Items

**Students may not bring the following items on campus:**

- Weapons of any kind, including items that appear to be weapons, could be used as weapons or are toy weapons
- Drugs or drug paraphernalia
- Tobacco or tobacco-related items
- Alcohol or alcohol-related items
- Vaporizers or vaporizer related items

Guns, knives, Tasers, explosives, or weapons of any type are not permitted in the school, on the campus, or at school functions on or off the premises. Violations may lead to a recommendation for expulsion. Items that appear to be weapons are also prohibited.
12. TECHNOLOGY USE 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 online resources, libraries, and databases 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. We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed the disadvantages. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using electronic and other resources.

Classrooms will be networked with each other and with the school office for ongoing efficiency in communication. Classroom teachers will use the data system for managing grades, student performance data, and internal school and network communication. Students are responsible for good behavior on school computer networks just as they are everywhere in the school environment. Communications on the network are often public in nature. General school rules for behavior and communications apply. The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Access is a privilege not a right. Access entails responsibility.

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.

Network administrators may access storage areas to review files and communications, maintain the integrity of the system, and ensure that users are using the system responsibly. Students should have no expectation of personal privacy in any matters stored in, created, received, or sent over the school computer networks, computers, e-mail system, the intranet, Internet, or any other school technology equipment. These are subject to review by the school at any time, with or without notice, with or without cause and without the permission of any student, parent, or guardian. The school reserves the right to monitor access, retrieve, download, copy, listen to, or delete anything stored in, created, received or sent over school computer networks, computers, e-mail system or any other school equipment, without notice and without the permission of any user.

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.
Students must respect all copyrights and licenses to software and other on-line information, and may not upload, download, or copy software or other material without the prior written authorization of the director of technology or his or her designee.

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

Monitoring of E-Mail/Internet/Computer Usage
Activity in the Da Vinci Schools computing resources is not confidential. The system administrators or other employees can and will access user files at any time. User files may also be subject to search by law enforcement agencies under court order. All computer usage, including, but not limited to, e-mail, word processing, or internet usage is subject to monitoring and recording. Users are notified that the network administrators, system operators, or the administration may and will access the system and any files located thereon, including data files, in order to monitor the activity on the Da Vinci School owned network. **This system is to be used for academic and administrative purposes only. While using the system there are no confidential and/or private messages or usage.**

Technological Device-Use and Borrower Policy
Da Vinci RISE High is a 1:1 school. This means that all students are lent a tech device and power adapter/extension in good working order. It is the Student/Borrower’s responsibility to care for the equipment and ensure that it is retained in a safe environment. This equipment is, and at all-time remains, the property of RISE High School, and is herewith lent to the Student/Borrower for educational purposes only for the academic school year. Student/Borrower may not deface or destroy this property in any way. Inappropriate use of the machine may result in the Student/Borrower losing his/her privilege to use this computer. The equipment will be returned to the school when requested by RISE High School, or sooner, if the Student/Borrower withdraws from RISE High prior to the end of the school year. Failure to return the device may result in withholding of diploma and/or loss of privilege to walk at graduation.

The computer may be used by the Student/Borrower only for non-commercial purposes, in accordance with the District’s policies and rules, the RISE High Handbook, Laptop Computer Use Agreement, the Standards for Proper Computer Care as well as local, state, and federal statutes. The Student/Borrower may not install or use any software other than software owned or approved by the District and made available to the Student/Borrower in accordance with this Receipt and Agreement.

One user account with specific privileges and capabilities has been set up on the laptop for the exclusive
use of the Student/Borrower to which it has been assigned. The Student/Borrower agrees to make no attempts to change or allow others to change the privileges and capabilities of this user account. The Student/Borrower agrees to make no attempts to add, delete, access, or modify other user/system accounts/settings on the laptop and on any school-owned computer.

Student/Borrower Student Responsibilities
Your device is an important learning tool and is for educational purposes only. In order to take your device home each day, you must be willing to accept the following responsibilities.

- When using the device at home, at school, and anywhere else I may take it, I will follow the policies of the RISE High, and abide by all local, state, and federal laws.
- I will not use my device to post or create anything considered to be bullying or harassment.
- I will notify a school staff member immediately if I accidentally access inappropriate material on my device. If the inappropriate material is accessed at home, I will email a school staff member or bring it to a staff member’s attention as soon as school is in session again.
- I will treat the device with care by not dropping it, getting it wet, leaving it outdoors, leaving it in a car in extreme weather conditions, or using it with food or drink nearby.
- I will not load any software onto the device without seeking permission for a school administrator.
- I will not remove programs or files from the device.
- **I will not clear my browser history**
- I will honor my family’s values when using the device.
- I will not give personal information when using the device without prior approval of a staff member or parent/guardian. (Personal information includes your full name, address, phone number, any financial account information, Social Security number, school name, address, phone number, or anything else that can be used to identify you, including photos.)
- I will bring the device to school every day.
- I agree that email (or any other computer communication) should be used only for appropriate, legitimate, and responsible communication.
- I will keep all accounts and passwords assigned to me secure, and will not share these with any other students or adults, except my parents and/or legal guardians.
- I will return the device when requested or upon my withdrawal from RISE High.
- I will place the device in its protective bag when not in use and while it is being carried from class to class.
- I will place my device in a secure location when not in use (locked up when possible)

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

Consequences for negative behavior choices will include:

- Verbal warning
- Teacher-student conference
- Detention
- Guardian phone call
- Campus beautification
- Service assignment
- Mandated attendance of behavioral enrichment courses
- Behavior contracts
- Guardian meetings
- Guardian shadows
- Home visit
- Class suspension
- In-school suspension
- Out-of-school Suspension
- Expulsion

*Consequences may or may not proceed in this order*

Detention or School Service Hours
Detention or service hours may be assigned by an administrator or teacher for not adhering to the school’s code of conduct. Other immediate consequences may coincide with the assigned detention if directed by an existing behavior plan and/or is connected to other, more severe school policy violations. Detention and service assignments vary in length depending on the behavioral issue. Teachers may organize, assign, and conduct their own detention or service assignments in their classrooms.

Suspension and Expulsion Policy
Students who present an immediate threat to the health and/or safety of others or themselves may be immediately suspended and later expelled by the Board of Directors upon recommendation of the Director. Da Vinci’s policy is to provide all students with an opportunity for due process in conformity with applicable federal law regarding students with exceptional needs.

The decision to suspend a student will be at the discretion of the principal. All suspensions will be served at home unless otherwise noted on the suspension letter. A student who commits a school violation may be sent home for the remainder of that school day and for the next consecutive school day(s) depending on the circumstance of the suspension. The school shall call a suspension meeting in which a plan will be set out to support the student upon their return to school. The administration and/or counselor will be responsible for designing an appropriate behavior intervention plan. If the student or the parents/guardians fail to comply with the recommendations made by the team, the student will become eligible for expulsion. All disciplinary interventions enacted by the school will be done in accordance with the provisions set forth in the school’s approved charter documents and, in the case of special education students, will conform to procedure outlines in the Individuals with Disabilities Education Act (IDEA).

When a student is suspended from school, the parent and student must meet with school administration before the student is allowed to return to class. School administration has the discretion...
to suspend a student for up to five days depending on the severity and the frequency of the student’s inappropriate behavior.

**Ed Code 48900 Reasons for Suspension or Expulsion**

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a)

(1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k)

(1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2019, unless a later enacted statute that becomes operative before July 1, 2019, deletes or extends that date.
<table>
<thead>
<tr>
<th>(l)</th>
<th>Knowingly received stolen school property or private property.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(m)</td>
<td>Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.</td>
</tr>
<tr>
<td>(n)</td>
<td>Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.</td>
</tr>
<tr>
<td>(o)</td>
<td>Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.</td>
</tr>
<tr>
<td>(p)</td>
<td>Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.</td>
</tr>
<tr>
<td>(q)</td>
<td>Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.</td>
</tr>
<tr>
<td>(r)</td>
<td>Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:</td>
</tr>
<tr>
<td>(1)</td>
<td>“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:</td>
</tr>
<tr>
<td>(A)</td>
<td>Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.</td>
</tr>
<tr>
<td>(B)</td>
<td>Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.</td>
</tr>
<tr>
<td>(C)</td>
<td>Causing a reasonable pupil to experience substantial interference with his or her academic performance.</td>
</tr>
<tr>
<td>(D)</td>
<td>Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.</td>
</tr>
<tr>
<td>(2)</td>
<td>(A) “Electronic act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:</td>
</tr>
<tr>
<td>(i)</td>
<td>A message, text, sound, video, or image.</td>
</tr>
<tr>
<td>(ii)</td>
<td>A post on a social network Internet Web site, including, but not limited to:</td>
</tr>
<tr>
<td>(i)</td>
<td>Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).</td>
</tr>
<tr>
<td>(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of</td>
<td></td>
</tr>
</tbody>
</table>
the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) An act of cyber sexual bullying.

(I) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(II) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.
(2) While going to or coming from school.
(3) During the lunch period whether on or off the campus.
(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate.
and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(Amended by Stats. 2016, Ch. 419, Sec. 2.5. Effective January 1, 2017.)

Appeals Process
All discipline may be appealed using the following procedures:

- Classroom consequences may be appealed to the school administration, who has final judgment over these consequences.
- Suspensions and other administrative consequences can be appealed to the executive director, who has final judgment over these consequences.
- Expulsion proceedings will be handled by an expulsion panel, as outlined in the school’s charter.
**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 a major emergency, parents and guardians should expect a telephone call from the school and an update posted to the school’s website ([www.risehs.org](http://www.risehs.org) or [http://www.davincischools.org/dv-flex.shtml](http://www.davincischools.org/dv-flex.shtml)) with further information regarding the emergency and the procedure for retrieving students from school.

**Fire Alarm**

If the fire alarm goes off, all students and staff are to evacuate according to the safety plan at their respective site (Hawthorne or A Place Called Home). Students line up and staff members take attendance, noting any students who are missing. When the staff determines the drill is completed or that there was a false alarm, students return to classes.

---

**15. ADMISSIONS & LOTTERY POLICIES**

**ADMISSIONS POLICY**

All California students are eligible to attend charter schools pursuant to state and federal law. Students who live within the Wiseburn Unified School District boundaries are guaranteed enrollment at a Da Vinci high school as Da Vinci high schools serve as the “home” high schools for the District. In order to reserve a spot, Wiseburn Residents must apply and complete the enrollment process.

Da Vinci RISE complies with state and federal regulations around immediate enrollment for homeless and foster youth. Our team works to support in locating necessary documents for enrollment.

As prescribed by state law, charter schools conduct an enrollment lottery—a public random drawing—for available enrollment spaces as a way to ensure equal opportunity of access for all students. (At most charter schools, there are more applications than enrollment spaces available.) During the lottery, all K-12 students are assigned enrollment spaces according to the order in which their names are drawn. For example, the first name places that student first on the enrollment list. Once all enrollment spaces have been filled, subsequent students are placed on a waiting list to fill any vacancies that may arise.

In accordance with applicable law, the following groups of students receive enrollment preference and will be exempted from the lotteries:

1. Students who are currently enrolled at a Da Vinci School from grades 9-11 of the previous school year, or high school students who have not yet graduated.
2. Residents of the Wiseburn Unified School District.

In addition, the following groups of students will receive enrollment priority:
3. Children of any Da Vinci or Wiseburn teachers, staff, Board members and school founders (the latter defined as any parent involved in the founding of the school that volunteered at least 75 hours toward the creation of the school), not to exceed 10% of enrollment.

4. Students who are currently attending Wiseburn K-8 schools on permit (entered district in K-5) or currently attending Da Vinci Innovation Academy since elementary school (entered charter in K-5).

5. Students who are currently attending Wiseburn K-8 schools on permit (entered district in 6th grade) or currently attending Da Vinci Innovation Academy since 6th grade (entered charter in 6th grade).

6. Students who are currently attending Da Vinci Innovation Academy in 7th or 8th grade (entered charter in 7th or 8th grade).

7. Siblings of students currently enrolled at a Da Vinci School from grades 9-11 of the previous school year.

**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. Wait list 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.

**Transfer Policy**

No Da Vinci School will restrict the ability of parents/guardians to exit a particular school, apply for admission at any other school, enroll at another school, or maintain a waitlist slot at another school.

Transfers between Da Vinci RISE educational programs will be possible when student circumstances necessitate a transfer to a closer site, as determined by the student’s case management team and approved by the principal. Students who wish to transfer must have parent/guardian consent and make the request in writing via a Transfer Request form. Transfers across sites are granted depending on available space, student and family need, and principal approval.

**16. UNIFORM COMPLAINT PROCEDURE ANNUAL NOTICE**

For students, employees, parents/guardians, school and charter advisory committee members, and other interested parties

Da Vinci Schools has the primary responsibility for compliance with federal and state laws and regulations. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis or 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 agency, which is funded directly by, or that receives or benefits from any state financial assistance.
The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Career Technical Education
- Child Nutrition
- Consolidated Categorical Aid Programs
- Education of Pupils in Foster Care and Pupils who are Homeless
- Every Student Succeeds Act / No Child Left Behind
- Local Control Accountability Plans (LCAP)
- Pupil Fees
- Pupil Services: Lactation Accommodations
- School Safety Plans
- Special Education

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.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity, unless the charge for such a fee is specifically authorized by law and does not violate Education Code § 49011.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred. A complaint of noncompliance should be filed first with the school Principal under the Uniform Complaint Procedures. A complainant dissatisfied with the decision of the Principal may appeal the decision to the school Chief Executive Officer and shall receive a written appeal decision within 60 days of receipt of the school site complaint.

Complaints other than issues relating to pupil fees must be filed in writing to the following:

Matthew Wunder, CEO
Central Office
201 N Douglas St., El Segundo, CA 90245
(310) 725-5800
mwunder@davincischools.org

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying.
Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal our Decision of complaints regarding specific programs, pupil fees and the LCAP to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

4. Allegations of child abuse shall be referred to County Dept. of Social Services (DSS), Protective Services Division or appropriate law enforcement agency
5. Employment discrimination complaints shall be sent to the State Dept. of Fair Employment and Housing (DFEH)
6. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the CDE

A copy of our UCP compliant policies and procedures is available free of charge.

17. DA VINCI EXTENSION
Post 12th grade Students who are enrolled in Da Vinci Extension should consult the guidelines and procedures for that particular program. Please contact Marc Pioch with any questions or concerns.

18. HEALTH INFORMATION
Injury, Accident or Illness at School

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

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

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

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

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

**Communicable Illnesses**

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

**Emergency Contacts**

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

**Tobacco Use Prevention**

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

**Medical Diagnoses**

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

**Permission for Student Medication**

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

Authorization forms are available in the school office.

All medications must come to school in the original pharmacy container. Medications must be kept in the School Health Office. (Exception includes asthma inhalers and Epi-pens which ALSO require an authorization form completed by physician indicating the student may carry and self-administer).
Parent/guardians should not send any type of over the counter medication with the student to school. Students are **not** to bring aspirin, cough drops, cough syrups, vitamins, or other over-the-counter medications to school. These may constitute a health hazard to other students. Only prescribed medications may be on campus and they must be kept in the Health Office. Physicians can write prescriptions and complete the authorization for over-the-counter medications such as Tylenol and the medication can be brought to the office and office staff can administer to student as needed. Students found to be carrying medication on campus will have it confiscated and parent/guardians will be notified immediately. These provisions are mandated by California law. Any questions on medication management should be directed to the school nurse.

**Immunizations**

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

**Lice**

Prevention is important. Instruct your child not to share personal items like combs, brushes, caps, clothing, etc. If a student does have lice, please notify school. If it is discovered at school that student has lice, parent/guardian will be notified and while student may remain in school until they are picked up, parent/guardians must bring children to the school office to be checked before being readmitted to school. Treatment of the student and home environment occurs prior to re-admission. **ALL LICE MUST BE REMOVED BEFORE RETURNING TO SCHOOL.**

**Head Injury**

Students who have a head injury at school will be monitored in the office and parents will be notified. A letter will be sent home with information about signs and symptoms of concussion.

**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 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. Contact the School Nurse for more information.