



# DA VINCI TREE ACADEMY

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**Parent and Student Handbook**

2019-2025

V.17 Last Updated 02/18/2024

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# Revision History

## **Version 17**

- Da Vinci Tree Academy updates to Academic Expulsion Policy and Attendance Policy to include fifth grade.
- Administrators updated.
- Blank pages and other formatting issues corrected due to previous typos.

## **Version 16**

- STEM Arizona Board of Directors updates to Academic Expulsion Policy and Attendance Policy
- Principal clarifications and edits made to Five Strike Policy
- Parent requested update/clarification made to disciplinary policy concerning the use of cell phones

# Da Vinci Tree Academy

## A Public Charter School of STEM Arizona

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### STEM Arizona Governing Board

Board President Juan Urbalejo

Vice President Matt Roll

Board Member Shuang "Alec" Chen

Board Member Felicia Chew

Board Member Mark Romero

### Da Vinci Tree Academy Administration

Principal Matt Roll

SPED Director Diane Crenshaw

Back Office Administrator Kerri Barbero

Book Keeper & Technology Coordinator Josh Barbero

# Vision and Mission



Many falsely believe that Dr. Carver invented peanut butter. Although Dr. Carver was a peanut expert, peanut butter was invented by Aztecs in the 15th century.

## Vision Statement

Da Vinci Tree Academy empowers students to become productive and successful citizens, well prepared for college, careers, and life in a global economy.

## Mission Statement

Da Vinci Tree Academy's mission is to provide students with a challenging, well-rounded learning environment with special emphasis on (STEM) Science, Technology, Engineering,

Mathematics, and Literacy to inspire creative, analytical thinking that prepares them for college and improves their opportunities in a global technological economy.

## Foundational Beliefs

1. A safe and caring environment paired with a small class size is the best way to grow a student's academic and social well-being.
2. Students with an educational background in the fields of science, technology, engineering, math, and literacy are more competitive in the new, global economy.
3. Teacher effectiveness is directly related to, and should be measured by, student growth and achievement.
4. Inquiry-Based and Hands-On Learning increases higher-order thinking and an understanding of complex topics.

## Logistical Basics

Research shows that longer school days and longer school years are beneficial for student achievement. Accordingly, **school starts every morning at 8:00 AM and ends at 3:30 PM.** In a typical year, the school year runs from **the first week in August to the first week in June.**

# Da Vinci Tree Buildings

## Carver Building

Named for Doctor George Washington Carver, Da Vinci Tree Academy's very first facility is located along the north side of 22nd street at 8055 E 22nd Street, Tucson, Arizona. This is Da Vinci Tree's main building.

Doctor George Washington Carver was selected to be the namesake of this building due to his inspirational work in the fields of agricultural science and environmentalism despite unthinkably overwhelming odds. Born as a slave in the American South during the period of the Civil War, Carver survived kidnapping, the loss of his parents, and was forced to attend multiple schools in his bid to gain a high school education without becoming the victim of race violence. He was barred from entering Highland University (now Highland Community College) in Kansas due to his race. Years later he was admitted to Iowa State University where he was their first African American student. He earned both a Bachelor's and a Master's degree there and subsequently became their first African American faculty member.

The famous Booker T. Washington convinced Carver to join him as a staff member at the new Tuskegee Institute (now Tuskegee University). Carver taught and did research there for 47 years. Among his notable achievements, Carver:

- Developed the modern techniques of crop rotation leading to significant gains in agricultural output ending hunger for millions of Americans.
- Published definitive scientific works identifying the importance of Nitrogen to agriculture.
- Testified as an expert witness before Congress leading to legislation that protected American agriculture (his boss Booker T. Washington was the first African American invited to dine at the White House).
- Held discussions with Presidents Theodore Roosevelt, Calvin Coolidge, and Franklin Roosevelt on matters of science and race relations.

It is for all of these reasons and more that we wanted to honor Dr. Carver by naming our building for him.



## Curie Building

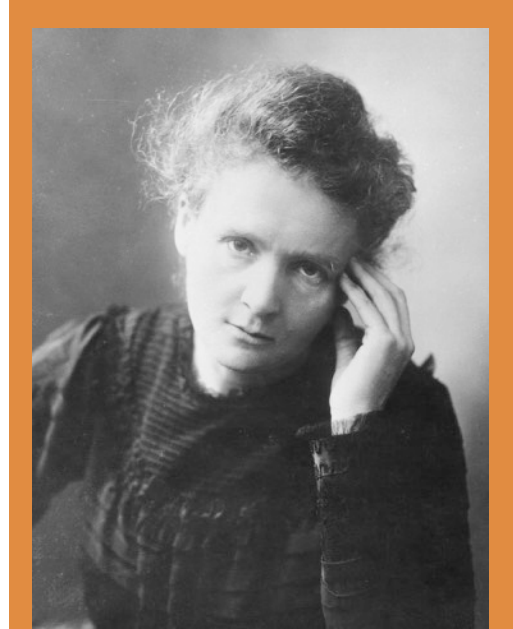
Named for Doctor Marie Curie, Da Vinci Tree Academy's second facility is located along the west side of Sherwood Village Drive which is between Beverly Street and 22nd Street. The address is 1102 Sherwood Village Drive, Tucson, Arizona. Throughout the 1970's, 80's, and 90's, this building served the community as The Department of Motor Vehicle. Da Vinci Tree leased the building in 2019 and purchased it in 2021.

Doctor Marie Curie was selected to be the namesake of Da Vinci Tree's second building as a result of her groundbreaking work in Physics and Chemistry. Also notable was her dignified and altruistic humanitarianism which led to great strides for women. In 1867, Maria Salomea Sklodowska was born in Warsaw, Poland. Both her parents were secondary school teachers involved in Polish independence (Poland was part of Russia at this time). Incredibly intelligent, after graduating from boarding school she was denied entry to the local university because she was a woman. Instead, she would have to work for years in order to save enough money to move to France where women were allowed a higher education. During these years, she worked as a governess and a tutor. She taught Kazimierz Zorawski, who himself soon after earned a Ph.D. and became a famous mathematician.

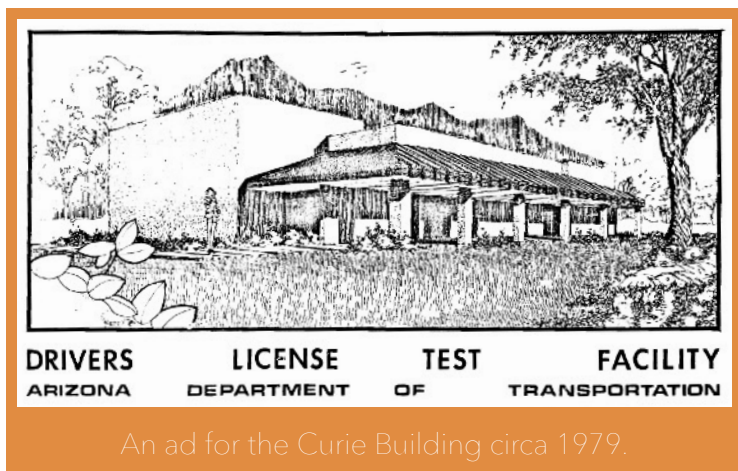
In France, she studied at the University of Paris and became known as Marie. It is there that she met and married Pierre Curie, a physics instructor and researcher. Not only was she a pioneer for women, being the first woman to hold a number of prestigious scientific positions, but she set her family up for tremendous success. As of 2020, the Curie family holds more Nobel Prizes than any other family with a record of five (two for her, one each for her husband, daughter, and son-in-law). Among her many accolades and accomplishments, some of the more notable things Dr. Curie is credited are:

- She discovered two elements, Polonium (named for her native Poland) and Radium.
- She was the first woman to win a Nobel Prize, the first person to win two Nobel Prizes, the only woman to win in two fields, and the only person to win in multiple sciences.
- The curie (Ci), a unit of radioactivity, is named for her along with element 96, Curium.

It is for all of these reasons and more that we wanted to honor Dr. Curie by naming our second building for her.



Dr. Curie's unassuming brilliance was recognized by the entire scientific world including American Presidents Warren Harding and Herbert Hoover.





## Pasteur Building

Our building that houses (or will house our students as of 2022 once eOccupancy is approved) fourth through sixth grades is named for scientist Louis Pasteur. The building was purchased in 2022 after four years of negotiation with the owner and former tenant.

Mr. Pasteur was a French chemist and microbiologist renowned for his discoveries of the principles of vaccination, microbial fermentation, and pasteurization. His research in chemistry led to remarkable breakthroughs in the understanding of the causes and preventions of diseases.

### Early Life and Education

Pasteur was born in Dole, France, the middle child of five in a family that had for generations been leather tanners. Young Pasteur's gifts seemed to be more artistic than academic until near the end of his years in secondary school. He undertook rigorous studies to compensate for his academic shortcomings in order to prepare for the École Normale Supérieure, the famous teachers' college in Paris. He earned his master's degree there in 1845 and his doctorate in 1847.

### Contributions to Science

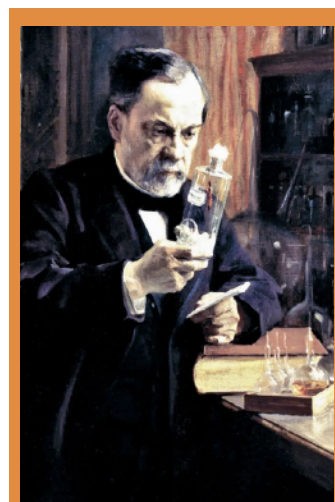
While working as a laboratory assistant at the Ecole Normale, he did research that has since become fundamental to structural chemistry, the area of chemistry that studies the three dimensional nature of molecules. He did not stop there however. He also made groundbreaking discoveries in the field of food sciences. Probably the most significant was when he discovered that by heating liquids to a high temperature you kill off harmful bacteria. He further went on to study fermentation and provided evidence that it was caused by microorganisms, a view that was not held by most during this time.

It wasn't until the last 25 years of his life that he really turned his attention towards health and medicine. Regarded by many as the father of the modern vaccine, Pasteur demonstrated that microorganisms cause disease and discovered how to use weakened microorganisms to inoculate people.

### Controversy

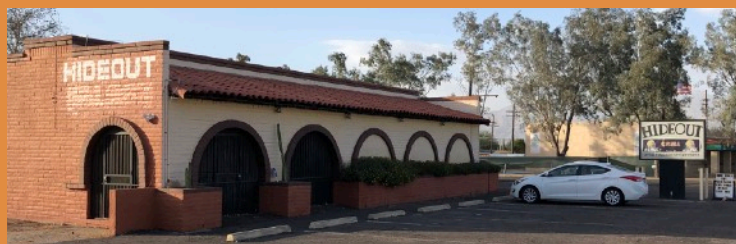
Among Pasteur's faults was his lack of transparency. His secrecy led many to believe that he did not always follow the scientific method in a way which was forthcoming or honest. Despite this, he was able to accomplish much.

*Taken from <https://www.sciencehistory.org/historical-profile/louis-pasteuron> 08/09/2021.*



To this day, Louis Pasteur is well known. His name provided the basis for a household

The Louis Pasteur (LP) Building has not always been a school. For nearly half a century, the Louis Pasteur Building served East Tucson as a bar then a bar and grill. Most recently it was known as The Hideout Saloon.



## Latimer Building



Although a member of the National Inventors Hall of Fame, Latimer's contributions are often overlooked due to the prejudices of his time.

Lewis Howard Latimer was an inventor and draftsman best known for his contributions to the patenting of the light bulb and the telephone.

### Early Life and Family

Latimer was born in Chelsea, Massachusetts, on September 4, 1848. Latimer was the youngest of four children born to George and Rebecca Latimer, who had escaped from slavery in Virginia six years before his birth. Captured in Boston and brought to trial as a fugitive, George Latimer was defended by abolitionists Frederick Douglass and William Lloyd Garrison. He was eventually able to purchase his freedom, with the help of a local minister, and began raising a family with Rebecca in nearby Chelsea. George disappeared shortly after the Dred Scott decision in 1857, possibly fearing a return to slavery and the South.

### Helping to Patent the Telephone and Light Bulb

After his father's departure, Latimer worked to help support his mother and family. In 1864, at the age of 16, Latimer lied about his age in order to enlist in the United States Navy during the Civil War. Returning to Boston after an honorable discharge, he accepted a menial position at the Crosby and Gould patent law office. He taught himself mechanical drawing and drafting by observing the work of draftsmen at the firm.

Recognizing Latimer's talent and promise, the firm partners promoted him from office boy to draftsman. In addition to assisting others, Latimer designed a number of his own inventions, including an improved railroad car bathroom and an early air conditioning unit.

Latimer's talents were well-matched to the post-Civil War period, which saw a large number of scientific and engineering breakthroughs. Latimer was directly involved with one of these inventions: the telephone. Working with Bell, Latimer helped draft the patent for Bell's design of the telephone. He was also involved in the field of incandescent lighting, a particularly competitive field, working for Hiram Maxim and Edison.

Latimer's deep knowledge of both patents and electrical engineering made Latimer an indispensable partner to Edison as he promoted and defended his light bulb design. In 1890, Latimer published a book entitled *Incandescent Electric Lighting: A Practical Description of the Edison System*. He continued to work as a patent consultant until 1922.

*Taken from <https://www.biography.com/inventor/lewis-howard-latimer> on 08/03/2021.*

For nearly half a century, the Latimer Building was a local, East Tucson nursery called Magic Garden. When it first opened in the 1970's, the closest other building around was the Hideout Saloon. Today, Da Vinci Tree Academy continues to maintain the wonderful koi pond that has brought joy to generations of kids originally constructed by the Sarah Family in the 1980's.



# School Calendar 2023-2024

Please note that the first trimester is the longest. This is intentional.

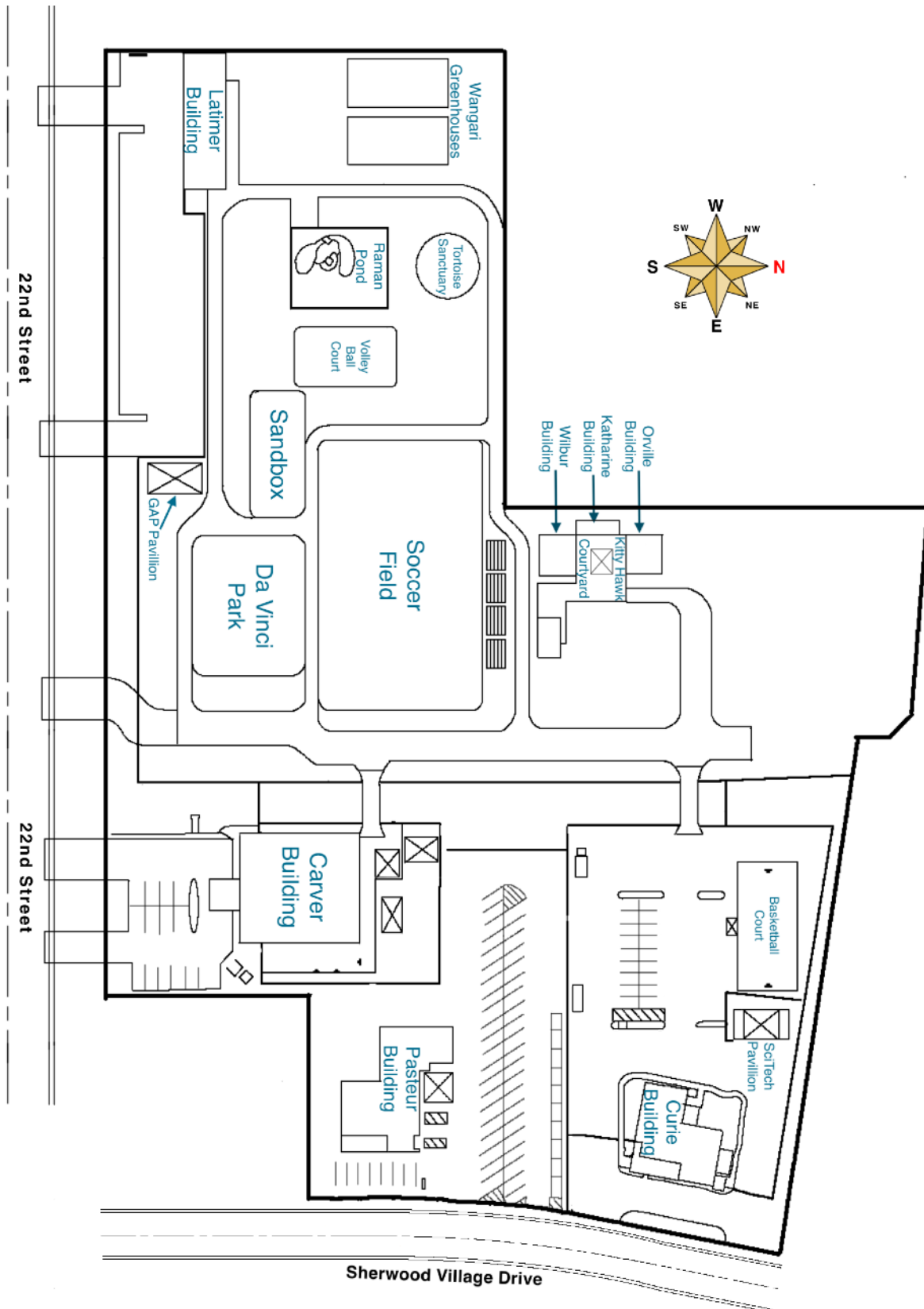
Da Vinci Tree Academy						
2023-2024 School Calendar						
August 2023						
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March 2024						
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April 2024						
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June 2024						
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30						
July 2024						
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

<span style="display: inline-block; width: 15px; height: 10px; background-color: #ff0000; border: 1px solid black;"></span> First/Last Day of School	<span style="display: inline-block; width: 15px; height: 10px; background-color: #ff8c00; border: 1px solid black;"></span> End of Trimester
<span style="display: inline-block; width: 15px; height: 10px; background-color: #ff00ff; border: 1px solid black;"></span> School Closed	<span style="display: inline-block; width: 15px; height: 10px; background-color: #add8e6; border: 1px solid black;"></span> Parent/Teacher Conferences
<span style="display: inline-block; width: 15px; height: 10px; background-color: #00ffcc; border: 1px solid black;"></span> Half Days (Every 3rd Friday of the Month)	

Aug 3rd	First Day of School
Sept 4th	Labor Day
Oct 9th	Indigenous People Day
Nov 30th	End of Trimester
Nov 10th	Veterans Day
Nov 16th - 17th	Parent/Teacher Conferences
Nov 22nd - 24th	Thanksgiving Break
Dec 25th - Jan 5th	Winter Break

Jan 15th	Martin Luther King Day
Feb 22nd - 23rd	Rodeo Break
March 7th - 8th	Parent/Teacher Conferences
March 12th	End of Trimester
Apr 22nd - 26th	Spring Break
May 27th	Memorial Day
Jun 7th	End of Trimester
Jun 12th	Last Day of School

# Campus Map



# Student Supply List

Da Vinci Tree Academy's student supply list is a voluntary list of items the school recommends students bring both for their own personal use and for use in the class. Teachers may have their own lists of recommended supplies in addition to those recommended by the school. Please let the Office Manager know if you have any questions or concerns about the recommended student supply list.

In grades Kindergarten through 5th, students only need the supplies on the left. Students in 6th through 8th grades are recommended to have all of the supplies on both the left and the right sides of the list.

## **All Grades**

### **To share with the class:**

- Large boxes of Kleenex
- Clorox/Lysol Wipes (to sanitize desks)
- Paper towel rolls
- Lined filler paper (recycled is fine)

### **For each individual student:**

- 1-2 dozen No. 2 Pencils sharpened
- 3 glue sticks
- 2 pencil erasers (pink or white)
- A set of colored markers
- A set of crayons (make sure it contains the eight basic colors)
- A set of colored pencils
- A binder
- Six pocket folders for the binder
- One pair of student scissors
- Red pens for correcting
- Ruler with inches and centimeters
- One highlighter
- One small pencil sharpener with cover
- One zip-up backpack
- Large Pack of index cards for flashcards
- Pencil Box

### **To share with the class:**

- College-ruled lined filler paper (recycled is fine)

### **For each individual student:**

- 1-2 dozen No. 2 pencils (mechanical okay)
- Blue or black ink pens
- A large eraser
- One package of sheet protectors
- Binder dividers for 3-Ring Binder with at least 5 dividers

## **Additional for Grades 6 and Up**

# Attendance

Regular attendance and being on time are two things that help students have a good attitude toward school. The parent/guardian is charged with the responsibility for his/her child's attendance at school. (A.R.S. 15-802, policy section 5.1.1)

Absences and tardiness are upsetting for students. Both disrupt their schedules, require readjustment to the class routine, and slow down learning. Boys and girls should be in class every day unless they are ill. It is very important that the school is notified as soon as possible if a student will be absent or tardy. Please call the attendance line if your child is ill and will be absent. Your message should include your name, the child's name, classroom teacher, date(s) of absence, and a reason for the absence. An early call to the school will save time and help protect your child. If the school is not notified before noon of an absence, a call is made to check on student's attendance, and reason he/she is absent.

## **Attendance -J-0511 JE-R Student Attendance**

The right and privilege of attending public schools carries with it certain responsibilities on the part of both the parents and students. Parents and students must recognize the direct relationship which exists between academic success and regular school attendance.

Excessive absences by our definition are 10% or more of the school year. School administrators are authorized to excuse students from school for necessary and justifiable reasons. The parent(s) of students with excessive absences may be considered for truancy, therefore; communication with school administration staff is important when your student is absent. Failure to meet this standard will lead to a loss of credit unless extenuating circumstances exist. Compliance is ultimately the responsibility of the student and his/her parents or guardians.

Students, ideally, should remain in school. Only when absolutely necessary should they be absent, as much of the classroom activity cannot be duplicated or repeated. Regular attendance is the key to much of the success a student may gain from his/her school program.

### **Definition of Absences:**

A student who is not seated in their assigned seat when a teacher is taking attendance will be considered absent. According to A.R.S. 15-803, absences may be considered excessive when the number of absent days exceeds ten percent of the number of required attendance days as prescribed in A.R.S. 15-802.B.1. After 10 consecutive unexcused absences, the student will be withdrawn unless a serious medical condition documented by a medical doctor is filed with the school. Da Vinci Tree Academy Board Policy specifies that "excused absences are subject to approval by the PRINCIPAL. However, the parent must notify the school concerning the absence."

### **Absences shall be considered excused when they result from:**

1. Doctor or dental appointment verified either verbally by a parent or guardian or by a student with an appointment slip or note.

2. Serious family illness or bereavement verified by a parent or guardian or by a student with parental contact or note.
3. The student is absent due to a prearranged event whereby the parent/guardian notified the school office of the date/time of the absence and school administration approves the absence. An excessive amount of prearranged absences during a school year, however, could result in a student being placed on an attendance contract.
4. Court appearances verified verbally by a parent or guardian or by a student with with an appointment slip or note.
5. A phone call or note from a parent excusing the student from school is necessary to inform the school that the student is not ditching.
6. A phone call or note from a parent excusing the student from school is necessary to inform the school that the student is not ditching, but it's not considered excused according to state law ARS 15-803.
7. In order for absences relating to illness, doctor appointment, bereavement, family emergencies, or district approved family vacation to be counted as excused absences, the school must be notified in advance or at the time of any absence by the parent or other person who has custody of the student per A.R.S. § 15-807(B). The school will document the date, reason, and person reporting the absence. The documented record shall be maintained for not less than four years after the fiscal year it was created or received.

### **Unexcused Absences:**

Absences which do not satisfy items 1-7 above will be considered unexcused. Each ditch/truancy represents an unexcused absence.

### **Procedure for Reporting Absences:**

Documentation must be provided within 24 hours of a student's return to class. Failure to verify an absence within one school day will result in the absence remaining unexcused. An administrator may accept a documented absence (excused) for an unforeseen circumstance if presented within 72 hours.

**Parents/guardians are required to call the school or provide notes to explain absences.**

### **Makeup Work from Absences:**

Students returning from an excused absence will have an amount of time equivalent to the number of days absent to make up work assigned during the absence. It will be the student's/parent's responsibility to see his/her teachers about arrangements to make up missed work and assignments immediately upon returning to school.



\*Red text denotes that this policy is new **and being enforced** for the 2023-2024 school year.\*

## Leaving Early

For the safety and protection of all children, students are not allowed to leave their classrooms before our regular dismissal time without the parent or guardian personally signing the child out. When taking students from school early, please keep disruptions to a minimum since this is instructional time. The adult checking the child out of school must provide a picture ID and be listed as an emergency contact. We are unable to excuse students early on the basis of a note or telephone call from parents.

A student who is signed out early has an "early release" note added to their attendance. For the purposes of our attendance system, an "early release" is equivalent to a "tardy."

On a typical day, parents are allowed to pick up their students any time between 3:15 PM (when our pickup gates open) and 5:00 PM. Students are released from their final class of the day between 3:15 and 3:30. If a parent checks out their student early through the front office, it is automatically counted as an early release. To maintain the fidelity of the learning environment inside of each classroom, four tardies and/or early release days will be counted as one absence when considering the consequences of poor attendance. **Given that early releases could result in an attendance warning or even a grade demotion or retention, Da Vinci Tree Academy strongly discourages removing a child from school early unless it is absolutely necessary.**

On half days student pickup begins at 12:15 and ends at 12:45. On half days Da Vinci Tree Academy does not provide after school care as these days are set aside for our entire staff to meet as a team.

## Tardiness

A student who arrives at school after the school day begins will be considered tardy and must be signed in by a parent or guardian. Tardy students need to report to the front office to receive a tardy pass to class. Students must be present 50% of the school day in order to participate in athletics and extra-curricular activities. Students who arrive to school after the start of the day must be signed in by a parent or authorized adult.

The school day begins at 8:00 AM. Our drop off gates open no later than 7:15 AM every morning. Drop off gates are closed each morning at 8:15. If a student arrives after the gates are closed then they must be signed in through the front office and are marked as tardy. To maintain the fidelity of the learning environment inside of each classroom, four tardies and/or early release days will be counted as one absence when considering the consequences of poor attendance.



## Legal Issues Around Truancy/School Attendance

Arizona State law (A.R.S. 15-803) states that it is unlawful for any child between the ages of six and sixteen to fail to attend school during the hours school is in session, unless there is a valid excuse. Please refer to the following Arizona Revised Statutes for more information:

A.R.S. 15-346 Policies and procedures concerning pupils with chronic health problems; definition  
 15-802 School instruction; exceptions; violations; classification; definitions  
 15-804 Attendance officer; appointment; salary  
 15-805 Attendance officer; powers and duties  
 15-807 Absence from school; notification of parent or person having custody of pupil; immunity  
 15-873 Exemptions, nonattendance during outbreak

Absences will affect eligibility for participation in extra-curricular activities. If a child is home ill during the day, they will not be allowed to practice, play in a game, or attend an after school activity that day.

## Consequences of Poor Attendance

Beginning in the 2023-2024 school year, Da Vinci Tree Academy will be enforcing the consequences for poor attendance described below. These consequences do not apply to any student who has an IEP or 504 plan that includes non-standard attendance as a function of the student's modifications. These consequences will also not apply to any student who has suffered from a medical condition or personal tragedy that has been the cause of poor attendance.

Percent Absent	Consequence
10%	At any point, if a student's attendance falls below 90%, their classroom team and/or the school administration will send a warning home reminding the parent/guardian of the school's attendance policies and the importance of good attendance. For an entire year, missing 10% represents <b>missing a full month of instruction.</b>
25% mid year	If by the middle of the year the student has attended fewer than 75% of their classes and their core academic subjects are lower than a 70% (C-), the student will be strongly considered for a mid-year demotion to the grade beneath them to help them stay on track with their studies. For half the year, missing 25% represents <b>missing five full weeks of instruction.</b>
25% end of year	If by the end of the year the student has attended fewer than 75% of their classes and their core academic subjects are lower than a 70% (C-), the student will be strongly considered for grade level retention to help them stay on track with their studies in the next year. For an entire year, missing 25% represents <b>missing two and a half full months of instruction.</b>

Percent Absent	Consequence
35% end of year	If by the end of the year the student has attended fewer than 65% of their classes they will be retained at grade level to help them stay on track with their studies in the next year. For an entire year, missing 35% represents <b>missing three and a half full months of instruction.</b>

## Curriculum and Instruction

At Da Vinci Tree Academy, standards, curriculum and instruction are purposefully linked to ensure that all students have the opportunity to meet high levels of excellence. Arizona Academic Standards are clearly defined skills and knowledge that all students are expected to learn at each specified grade level in each specified content area. Standards set the focus and essentially define WHAT must be learned by all students. Curriculum and instruction define HOW the standards will be taught and are established at the LEA level. An aligned curriculum ensures that all resources, materials, instructional practice, and assessments reflect the requirements of the state standards. Thoughtful development, careful oversight, and ongoing evaluation are the hallmarks of an aligned, relevant, and locally responsive curriculum. The delivery of evidence based instructional strategies in the classroom directly reflect the locally adopted curriculum, ensuring that all students have full access to a guaranteed and viable curriculum that prepares them for college and career.

### Grades/Codes

In all grades, students will be given a percentage grade. These grades can be constantly monitored online with the school's system, Infinite Campus. Each parent/guardian and student has their own login and password. Information can be obtained from the School Registrar starting in September.

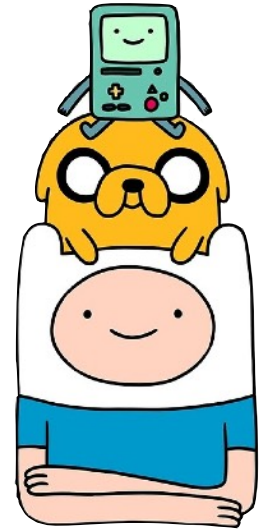
Unless specifically directed otherwise by a student's classroom teacher, the grade percentages are cataloged as follows:

- 90% and higher = A
- 80%-89% = B
- 70%-79% = C
- 60%-69% = D (This is the lowest grade that is still considered "passing")
- 59% and below = F

Students must pass more than half (50%) of their "core" subjects in order to be promoted to the next grade level. While Da Vinci Tree Academy has a focus on Science, Technology, Engineering, and Math,

we readily agree that there are prerequisites to being successful in those subjects. Accordingly, the following subjects are considered "core:"

- English Language Arts (ELA) - This includes subjects like Spelling, Grammar, Writing, Literature, and Reading. This category may be split out into multiple categories at the teacher's discretion.
- Mathematics (Math) - This includes subjects like Math, Number Sense, Geometry, and Algebra. This category may be split out into multiple categories at the teacher's discretion.
- Science - This subject may not be split into multiple categories, it only counts as one "core" subject.
- Social Studies - This includes subjects like American, Arizona, or World Histories, Current Events, and Cultural Studies. This subject may not be split into multiple categories, it only counts as one "core" subject.



All students will have a minimum of four "core" subjects. This means that students with only four "core" subjects must pass at least three out of those four subjects with a cumulative average of 60% or higher. Since ELA and Math can be split out or subdivided into individual categories, many grades will have more than four "core" subjects at their teacher's discretion.

## Homework

Homework is part of our academic program at Da Vinci Tree Academy. It is expected to be completed on time. Homework is assigned to reinforce skills and information that are a part of the daily instructional process. Homework guidelines will be included in each teacher's syllabi or letter to parents.

## Honor Roll and Other Student Accolades

Honor Roll (Grades 1-8): Students who have all A's and B's with no grade falling below a B.

High Honor Roll (Grades 1-8): Students who have straight A's.

Student of the Trimester: Every teacher will pick one Student of the Trimester who stood out as having a great Trimester.

Student of the Year: Every teacher will pick one Student of the Year at the end of the year. This student best exemplifies the values of Da Vinci Tree Academy for their class.

Cosmonaut of the Year: Every year, Da Vinci Tree Academy's administration (not the teachers) will pick one student among all of the students nominated for Student of the Year. This student will win the school's highest honor, Cosmonaut of the Year. The Cosmonaut of the Year shall be featured indefinitely on the school's award wall in the Curie Building's front office.

## **Graduation**

Every year the school holds a graduation ceremony for all its graduating kindergarteners and 8th graders. Since this ceremony is the last assembly of the year and all students are in attendance, we also issue all of our other awards to all grades including but not limited to honor roll, high honor roll, perfect attendance, Cosmonaut of the Year, and others.

Da Vinci Tree Academy's Graduation Theme Song is "Time Adventure" by Rebecca Sugar. Students and parents alike will affectionately recognize the song as being from the final episode of the popular cartoon show "Adventure Time."

## **Parent/Teacher Conferences**

Parents are welcome to meet with their child's teacher for a conference at any time during the school year. Conferences may be arranged by calling the school office or contacting your child's teacher directly. Formal conferences between parents and teachers are scheduled during the first and third quarter of the school year. Parent/Teacher Conferences provide an opportunity to review children's progress in all areas of their school experience.

## **Progress Reports**

Formal trimester report cards are issued to students. In addition, a short progress report may be issued at mid-trimester. The Infinite Campus Grade Book is open for all parents to download to monitor the progress of their children, which largely defeats the purpose of a progress report.

## **Promotion/Retention**

The purpose of student promotion and retention is to place students in our school program where their educational needs will be most appropriately served. Parents will be contacted at the end of the first grading period if their child is not meeting the standards. A parent conference will be requested at the end of the second grading period if the student continues to achieve below his/her expected level.

Summer school may or may not be offered depending on the needs of the school year. If summer school is offered, it will generally not be free as the State of Arizona does not fund Da Vinci Tree Academy in the summer. When/if summer school is offered, students with a cumulative academic GPA

below 49% are welcome to attend, but will not advance to the next grade level even if they pass the summer school course. Students with a cumulative academic GPA of 50% and above will advance to the next grade level if they attend and pass their summer school courses.

### **Policy IKE on Promotion and Retention of Students (Grades 1-8)**

Students are required to “achieve” all standards in reading, writing, math, science, and social studies. This will be demonstrated by passing all core classes.

In addition to passing all classes, tests scores, grades, teacher and administrators’ recommendation, and other pertinent information will be used to determine promotion.

Students who do not meet the regular promotion requirements (listed previously) must meet the requirements of alternative curriculum derived from the regular curriculum developed by an individualized educational program (IEP) if they have one.

### **8th Grade Promotion Ceremony Participation Requirements**

Students who promote to high school are viewed as examples to the rest of the student body. These students must be in good academic and behavior standing - passing all classes and having few to no discipline referrals. Administrator approval is required for all students promoting.

### **Report Cards**

Each child’s educational progress is evaluated regularly and reported to parents/ guardians three times each year. Grade report forms vary with the child’s grade level, and in most cases, includes a report of the child’s effort as well as the grade. Report cards are issued at the end of each trimester.

Students who do not meet the academic criteria must make arrangements for credit recovery with approval from their school Principal. Students, who do not meet the behavior criteria, may be placed on a behavior contract and must follow such interventions in order to attend the promotion ceremony.

Students who do not pass all three trimesters and have not made up the credits through credit recovery will not be eligible to participate in the 8th grade promotion ceremonies.

### **Summer School**

Da Vinci Tree Academy occasionally offers a summer school program. Summer school is not a free program as the state does not fund Da Vinci Tree Academy during the summer. Any and all students

are welcome to attend summer school. However any student that failed their grade level but had an overall GPA of at least 50% may attend summer school and pass to the next grade instead of retention if and only if they pass the summer school program. The same also applies to students that have 10% or more absenteeism but less than 20% absenteeism.

The program lasts 5 weeks and will cover 2 weeks worth of standard curriculum per week for a total of 10 weeks. All lessons are pre recorded and have work to accompany them that must be completed. For students in the program to prevent retention attendance is mandatory, missing even 3 days may mean failing the program.

### **School Books, Tablets and Other Supplies**

Da Vinci Tree Academy will provide students' technology, textbooks, homework agendas in 4-8 grade, subject matter materials, and supplementary books free of charge. Pupils using school owned texts, technology, supplementary books, or other equipment are responsible for the loss or damage thereof. Students who require additional copies of such materials may be asked to reimburse the school for the price paid by the school.

### **Sandra Day O'Connor Civics Celebration Day**

Out of a love of America, a pride in the state of Arizona and her citizen's accomplishments, and a desire to comply with A.R.S. § 15-710.01, every September 25th (or the nearest Monday or Friday whenever the 25th falls on a weekend) is hereby dedicated to educating our students on American Civics. This is in honor of Arizona citizen Sandra Day O'Connor, the first woman to serve on the United States Supreme Court.

### **Arizona Holocaust and Genocide Education Resources**

At the State Board of Education meeting on Oct 26, 2020 the Board adopted two rules to reinforce and emphasize the importance of instructing students in the history of the Holocaust and other genocides. These rules, R7-2-301 and R7-2-302 require students to receive instruction in the Holocaust and other genocides at least once in either grade seven or grade eight and at least once in high school in their social studies courses. Although this instruction is required as part of the 2018 History and Social Science Standards, these rules will further stress the importance of these topics and events.

## **Educational Programs**

The course of study in Da Vinci Tree Academy is designed to develop proficiency in the College, Career Readiness Standards, for content and elective areas. Students in grades 3-8 take the AzMerit Test (or other state approved test) in the spring. The AzMERIT will be given to students in grades 3rd through 8th and it identifies if students are on track to succeed in college, the workforce or military service. All students are assessed on the State Standards three times per year and report cards will reflect student progress.

## **English Language Learners (ELL) Student Services**

Da Vinci Tree Academy is committed to ensuring ELL students have equal and meaningful access to the school's education services. The goals are for students to gain proficiency in the English language as quickly as possible and achieve success in learning grade-level academic content. For more information on the Program please contact Da Vinci Tree Academy's Special Education Director Mr Medrano at (520) 441-0137 ext. 105.

## **ELL Parent Communication**

Da Vinci Tree Academy is committed to ensuring that ELL Parents are provided with meaningful communication about school related matters, in a language that they understand. Parents/Guardians have the right to an interpreter/translator free of charge within certain limits. To learn more about these services, or to request an interpreter/translator, please contact the Office Manager.

## **FERPA**

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that school schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, schools may disclose appropriately designated "directory information" without written consent unless you have advised the school to the contrary in accordance with school procedures.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. If you do not want Da Vinci Tree Academy to disclose directory information from your child's education records without your prior written consent, you must notify the school in writing within two weeks of the start of school or, if transferring into the school, within two weeks of registration.

## **PBIS**

PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS is NOT a packaged curriculum, scripted intervention, or manualized strategy.

PBIS IS a prevention-oriented way for school personnel to [a] organize evidence-based practices, [b] improve their implementation of those practices, and [c] maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.

Da Vinci Tree Academy uses research-based, scientifically validated interventions to the extent available. The Every Student Succeeds Act (ESSA) requires the use of scientifically based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for a large majority of students.

In PBIS, three types of assessments are used: 1) screening of data comparison per day per month for total office discipline referrals, 2) diagnostic determination of data by time of day, problem behavior, and location and 3) progress monitoring to determine if the behavioral interventions are producing the desired effects.

## **RTI**

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

High-quality, scientifically based classroom instruction. All students receive high-quality, research-based instruction in the general education classroom.

Ongoing student assessment. Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.

Tiered instruction. A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based



interventions matched to student needs.

### **Rehabilitation Act (504)**

For a student to qualify for Section 504 protection, the student must meet three criteria: (1) a mental or physical impairment, (2) which substantially limits, (3) one or more major life activities. If the student has an impairment that substantially limits a major life activity, the impairment is a qualifying disability if it creates a significant barrier to the student's ability to access the same educational opportunities afforded to students without disabilities. It is important to understand that all three criteria must be met before the student is eligible for Section 504 protection. Additional detail on each of the three criteria follows.

#### **Mental or Physical Impairment**

This criterion includes any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems. Mental or psychological disorders are also covered. Section 504, in contrast to IDEA, does not limit eligibility to specific diseases or categories of medical conditions. Environmental, cultural, and economic disadvantages are not covered unless the student who has any of these characteristics also has a physical or mental impairment.

#### **Substantially Limits**

Section 504 does not specifically define the term "substantially limits." The basis for evaluating this criterion is the impact the impairment has on one or more of a student's major life activities. It is vital to understand that for a student to qualify for 504, the impairment must impose, to a "considerable" or "large degree," a limitation to one or more major life activities.

The 504 Team will consider the nature and severity of the disability as well as how long the disability is expected to last. Simply having a condition or disability does not automatically qualify a student for Section 504 protection. The condition must present a barrier to the student's ability to access the same educational opportunities as that afforded a student without disabilities, or a substantial limitation does not exist.

As of January 1, 2009, school schools, in determining whether a student has a physical or mental impairment that substantially limits that student in a major life activity, must not consider the ameliorating effects of any mitigating measures that student is using. This is a change from prior law. Before January 1, 2009, school schools had to consider a student's use of mitigating measures in determining whether that student had a physical or mental impairment that substantially limited that student in a major life activity. However, Congress has now specified that the ameliorative effects of mitigating measures must not be considered in determining if a person is an individual with a disability.

Congress did not define the term “mitigating measures” but rather provided a non-exhaustive list of “mitigating measures.” The mitigating measures are as follows: medication; medical supplies, equipment or appliances; low-vision devices (which do not include ordinary eyeglasses or contact lenses); prosthesis (including limbs and devices); hearing aids and cochlear implants or other implantable hearing devices; mobility devices; oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; and learned behavioral or adaptive neurological modifications. Congress created one exception to the mitigating measures analysis. The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses must be considered in determining if an impairment substantially limits a major life activity. “Ordinary eyeglasses or contact lenses” are lenses that are intended to fully correct visual acuity or eliminate refractive error, whereas “low vision devices” (listed above) are devices that magnify, enhance, or otherwise augment a visual image.

### **Major Life Activities**

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, walking, hearing, seeing, speaking, breathing, learning and working. Effective January 1, 2009, Congress provided additional examples of general activities that are major life activities: eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating. Determining whether the impairment substantially limits a student’s ability to learn is often critical to the Section 504 eligibility decision. In this regard, the only guidance that the Office of Civil Rights (OCR) has provided is the statement that “by definition, a person who is succeeding in general education does not have a disability which substantially limits the ability to learn.”

### **Special Services**

It is Da Vinci Tree Academy’s responsibility for identifying, locating, and evaluating all children with disabilities including children aged 3 through 21 and for referring children from birth through 2 years of age to the Arizona Early Intervention Program (AzEIP) for evaluation and appropriate services.

We are also responsible for providing a free and appropriate public education (FAPE), which includes special education and related services to children with disabilities at public expense, under public supervision and direction, and without charge to parents.

For all kindergarten students and all new students to the school, the classroom teacher will complete screening activities within 45 days of entry into school. The teacher will look at the child’s ability in the areas of academics, vision, hearing, adaptive behavior, communication, social/emotional, and motor skills. If any concerns are noted, the child may be referred for additional help.

# Federal and State Laws

The following are some of the Arizona Revised Statutes (laws) related to public schools.

## **Abuse of Staff (A.R.S. 13-1204)**

Under ARS 13-1204, a person commits aggravated assault if the person commits the assault knowing or having reason to know the victim is a teacher or other person employed by any school and the teacher or other employee is on the grounds of the school or grounds adjacent to the school or is in any part of a building or vehicle used for school purposes, or any teacher or school nurse visiting a private home in the course of the teacher's or nurse's professional duties, or any teacher engaged in any authorized and organized classroom activity held on other than school grounds. This offense is considered a class 6 Felony.

## **Revocation of Open Enrollment**

A student who is on an Open Enrollment variance may lose that privilege if the student receives multiple discipline referrals, violates a behavior contract, or accumulates excessive absences or tardies.

## **School Property (A.R.S. 13-2911)**

Any student who threatens to cut, deface, or otherwise injure any school property is subject to suspension or expulsion and, upon complaint of the Board; the parents of such students shall be liable for the damages. A referral can be made to law enforcement, which could result in a class 6 felony charge under ARS 13-2911.

## **Sex Offender Notification (A.R.S. 13-3825)**

Legislation calling for community notification of sex offenders (A.R.S. 13-3825) took effect June 1, 1996. The legislation requires that law enforcement agencies, not schools, be responsible for notification of the neighborhood when a known sex offender resides in the area. The guidelines provide levels of notification based on the risk a particular sex offender poses to the community; there are three levels as determined by law enforcement officials. Level two and three sex offenders may present a danger to the community. When a level-two sex offender moves into a community, the law enforcement agency may notify the school.

## **Suspected Child Abuse Notification (A.R.S. 13-3620)**

School personnel will comply with laws regarding child abuse and reporting to the Arizona Department of Child Safety.

## **Teacher's Authority to Remove a Student from Class (A.R.S. 15-841)**

A.R.S. 15-841 gives teachers the right to remove disruptive students from their classrooms. A teacher may remove a student from his/her class by documenting abusive, threatening, disruptive, or unruly behavior. The referring teacher must submit supporting documentation within 24 hours of removal. Upon receipt of the teacher's recommendation to remove the student from class, the principal shall

remove the student unless he/she can produce evidence that the basis for the recommendation was arbitrary or discriminatory and/or procedurally incorrect. Upon removal, the following steps will be completed by the principal: (1) Arrange for placement of the student in another class or an alternative setting, (2) Contact the parents to inform them of their child's removal from class and an explanation of procedures, (3) Arrange for appropriate continuation of the student's instructional program by securing individual lesson plans, learning objectives, and activities from the referring teacher, and (4) Arrange for a meeting with the school placement review committee to be conducted within three days of removal.

### **Recess Law (Senate Bill 1083)**

On April 4, 2018, Senate Bill 1083 was signed into law. The law requires all schools that have grades K-5 provide two recess periods per school day. Per the law, recess is defined as "a period of time during the regular school day, including time before or after a scheduled lunch period, during which a pupil is able to engage in physical activity or social interaction with other pupils".

## **Custody Dispute & Parenting Orders Policy**

It is the school's position that we are an educational facility for children. While the school will require a copy of any current court orders so that legal decision-making is enforced for educational decisions concerning all students, it is not for the school to enforce any parenting time orders and ensure that children only go with a particular parent on a particular day.

If a parent comes to pick up a child, then it is the duty of the school to release the child to the parent (with the exception of extenuating circumstances including but not limited to situations involving criminal acts, restraining orders, etc.). If the other parent has an issue with the school releasing the child to the second parent who has legal access to the child, then the first parent should take the appropriate measures in family court against the second. The school is not an enforcer of court orders, but an educational facility. Therefore, if one parent does not like that the other parent picks up a child on a particular day, then the first parent will have to take it up with family court against the second parent.

# Student Activities

A wide variety of athletics, clubs and activities are available for student involvement. Students who are academically eligible and interested are strongly encouraged to participate in activities.

## After School Activities

Procedures/rules include:

1. After school activities are only for students enrolled in the school. Dances are for students in grades six, seven and eight.
2. Students are to treat one another with respect and courtesy. Displays of affection beyond "hug and release," "high fives," and the like are inappropriate.
3. The dress code applies at all student activities.
4. Students who are suspended or absent on the day of an activity, may not participate. Activities are a privilege and students with disciplinary actions may not be allowed to participate.

## Field Trips/Walking Field Trips

Da Vinci Tree Academy Governing Board Policy states, "A contract teacher in charge will accompany the group. Teachers will be assigned on a (maximum) thirty (30) to one (1) student/teacher ratio. One additional adult must accompany the group for every ten (10) additional students." Chaperones may not bring additional children on field trips. Chaperones require fingerprinting and background check. Only students who demonstrate responsible behavior in the classroom may go on the field trips. Principal approval and parent permission slips are required for every off-campus trip.

## Bus Rules

Procedures/rules include:

1. Students must **remain in their seats and buckled** while the school bus is in motion or preparing to be in motion.
2. Students may not eat on the bus unless given specific permission by a member of staff. In these situations, foods that stain are still strictly prohibited. Example: a hamburger with ketchup would not be allowed but celery could be allowed by the teacher.
3. Students must obey the bus driver while on the bus.

# Student Conduct

Da Vinci Tree Academy Board Policy Student Conduct states, "Students shall be expected to obey all policies and regulations focusing on student conduct adopted by the Board. Students shall not engage in any activities prohibited herein, nor shall they refuse to obey any order given by a member of the faculty or staff who is attempting to maintain public order. Any student who violates these policies and regulations may be subject to discipline up to expulsion, in addition to other civil and criminal prosecution. These punishments may be in addition to any customary discipline that the school presently dispenses.

## Bridge Behavior

Students must observe the following rules when crossing over a campus bridge.

1. No jumping off the bridge.
2. No racing, rolling, rollerskating, biking, skateboarding or any other activity on the bridge without permission and supervision from staff.
3. No throwing things at animals with the intention of hurting them. Feeding the animals something approved by a teacher or staff member is fine.
4. No sitting on the bridge railing.
5. No throwing trash off the bridge (no littering).
6. When water is flowing under the bridge, no emptying liquids into the stream unless it is water. There may be fish, turtles, or other wildlife that we do not wish to harm.

## Dress Code

Our dress code was updated in 2022 to be easier to comply with and more accurately reflect the world around us. Our dress code is put together with the following goals:

1. Promote a modest environment free from carnal distractions to allow a focus on learning.
2. Promote a safe environment for children to be able to access different learning opportunities.
3. Provide a safe place for kids to be able to express themselves while not interfering with the learning of others.

During the pandemic we did not strictly follow the dress code given all the other challenges our community was facing. We plan on implementing this updated dress code moving forward.

#### General Rules:

- No attire, or accessories, with lettering or drawings which depict sexually suggestive expressions or actions, profanity, obscenity, drugs, alcohol, tobacco, or gang affiliation shall be worn.
- The school reserves the right to restrict clothing if the Administration determines that the clothing promotes violence, is sexually suggestive, or is otherwise harmful and inappropriate for an education environment.
- To facilitate student health and safety, teachers and administration reserve the right to require students to remove sweatshirts or jackets during hot times of the year. Final dress code violations will be determined at an Administrator's discretion.
- Pajamas and "onesies" may be worn at the discretion of the teacher.
- Clothing should not interfere with the learning environment.

#### Tops:

- Tops that reveal bra straps, cleavage, bare midriffs or backs will not be allowed.
- Tops may not be see-through or torn.
- No tube, halter, or strapless tops. No strapless dresses.
- Straps must be at least 2 inches wide to be worn. No spaghetti straps. Tops must have both shoulder straps.

#### Pants:

- Garments should always cover the buttocks completely including when the students are sitting or bending.
- Pants must be pulled up, worn at the waist, with no undergarments exposed the entire school day.
- Pants may not be worn low-hung across or below the hips. No excessively baggy or sagging pants.
- Pants may not have holes, rips, or tears above the knee area unless bike shorts or leggings are worn underneath.
- After entering the third grade or higher, leggings and/or yoga pants may not be worn as pants (as the only thing they are wearing). Students in kindergarten, first and second grade may wear leggings as pants.

#### Shorts:

- Must be fitted at the waist and conceal all undergarments.
- Must be at a reasonable and modest length, at least to the end of the student's mid thigh or middle knuckle when arms are fully extended with shoulders relaxed. Pockets should not be hanging below the hem or end of the shorts.

- If a student is wearing leggings or opaque tights that go to their knees, they may wear shorts over them that come up to their mid thigh or middle knuckles when arms are fully extended with shoulders relaxed.
- Excessively short shorts are not acceptable even if tights or leggings are worn underneath them.
- Bicycle shorts may not be worn as shorts (as the only thing they are wearing).

#### Skirts/Dresses/Kilts:

- Skirts and kilts must be fitted at the waist and conceal all undergarments.
- Dresses, skirts and kilts must have shorts or leggings underneath.
- Must be at a reasonable and modest length, at least to the end of the student's proximal phalanges (part of the finger under the knuckle) when arms are fully extended with shoulders relaxed.
- If a student is wearing leggings or opaque tights that go to their knees, they may wear skirts or kilts over them that come up to their knuckles when arms are fully extended with shoulders relaxed.
- Excessively short skirts or kilts are not acceptable even if tights or leggings are worn underneath them.

#### Shoes:

- Open toed shoes are strongly discouraged. There are many different rocks and plants on Da Vinci Tree's campus that can cause students injury or discomfort if they wear open toed shoes. Students may also not be able to participate in certain sports and engineering activities with open toed shoes. Students will be informed when open toed shoes are recommended (such as on a water day).
- No bedroom slippers.
- No shoes that could cause injury to another student (such as shoes with spiked heels/toes) or shoes with wheels.
- Footwear must be worn at all times for the school to remain in compliance with health codes. Exceptions can be made on a case by case basis for field trips, lock-ins, and other such special events.
- No flip flops. Exceptions can be made on a case by case basis for water activities and field trips with the explicit permission of a teacher.
- No high-heeled shoes (with exceptions for dances and formal events).

#### Piercings:

While allowed, piercings are discouraged for safety reasons.



Violations of the dress code will be addressed by the following steps:

1. Verbal warning from staff (there typically are several).
2. Written warning issued to parent guardian letting them know that the clothing violates dress code.
3. Student sent home to change. (Excessive violations may lead to a suspension).

If you or someone you know is having trouble meeting dress code requirements due to financial hardship, please notify the school. We are happy to anonymously assist in these situations.

## Other Conduct Areas

### **Harassment**

Harassment of any type, whether it is gender based, racial, or in the form of hazing, will not be tolerated. Such behavior disrupts the education process and climate of the school and must be reported to the principal immediately.

### **School Rules / PBIS**

Students are expected to know and follow the rules. The teacher will go over the rules in class and each school's rules are posted throughout the building. Read them over several times so you will remember them. Students will be recognized for following school rules.

### **Searches**

Board Policy states: "School officials may question students regarding matters incident to school without limitation." Desks/cubbies/storage cabinets/lockers provided for student use are school property and remain at all times under the control of the school. Students are expected to assume full responsibility for the security and content of their lockers or personal property such as purses and back-packs. School administrators have the right to search and seize property when there is reason to believe that "such material detrimental to health, safety, and welfare of the student (s) exists".

### **Technology**

#### **Acceptable Use Policy/Internet Policy**

Students are required to acknowledge the school's Acceptable Use Policy each year. Student use of

information systems is acknowledged to be a privilege, not a right. Users must adhere to strict guidelines. Administrator(s) will deem what is appropriate and inappropriate use of information systems. Any action by users determined to constitute an inappropriate use will subject the user to disciplinary action. Depending on the seriousness of the user's offense, consequences will be administered as stipulated in the Student Code of Conduct and/or school policy. Student users will also be subject to all applicable state and federal laws. Personal cell phones should be turned off and/or turned in to the teacher during school.

## **Social Media**

Student use of social media is subject to the student code of conduct if it interferes with the educational environment.

## **Student Safety**

We all have a responsibility to keep our schools safe. Students are to report weapons, drugs, theft, vandalism, graffiti, suicide or abuse at all times. Parents and students need to provide specific details, such as possible students involved, time, and location of the incident.

## **Community Involvement & Visits**

The community is welcome at all Da Vinci Tree Academy K-8. No person may enter onto school premises, including classrooms or school activities, without checking in with the office and receiving a school visitor's pass. Visitors must wear the visitor's pass while visiting schools during school hours. All visitors will be required to leave a picture identification card in the front office while on campus.

Parental involvement is strongly encouraged. Research shows that a child's success in school is directly related to his/her parents' interest and involvement. If you wish to volunteer in your child's classroom, or chaperone field trips, please arrange for child care for any other children under your care.

# Student Discipline Procedures

The vast majority of student disciplinary issues are handled in-class at the discretion of the teacher. When a disciplinary issue is extreme enough to warrant intervention by administration, the school's administration has several tools at their disposal. For detentions, teachers, TA's, and administrators may use the following:

- Lunch or break detention.

- In-School detention (for an entire day).
- After-School detention (until five)
- Saturday School detention

While teachers and TA's may recommend suspension and expulsion, only a school administrator can officially suspend or expel a student. For most suspension events over the course of an academic year, the following process is followed:

- First Event: one day in-school or out-of-school suspension (at the discretion of the administrator with a preference for in-school punishments)
- Second Event: three day in-school or out-of-school suspension (at the discretion of the administrator with a preference for in-school punishments)
- Third Event: five day in-school or out-of-school suspension (at the discretion of the administrator with a preference for in-school punishments)
- Fourth Event: ten day out-of-school suspension (at the discretion of the administrator with a preference for in-school punishments)
- Fifth Event: expulsion

The above mentioned process is often referred to as Da Vinci Tree Academy's "Five Strike Policy." The following circumstances should also be noted for parents:

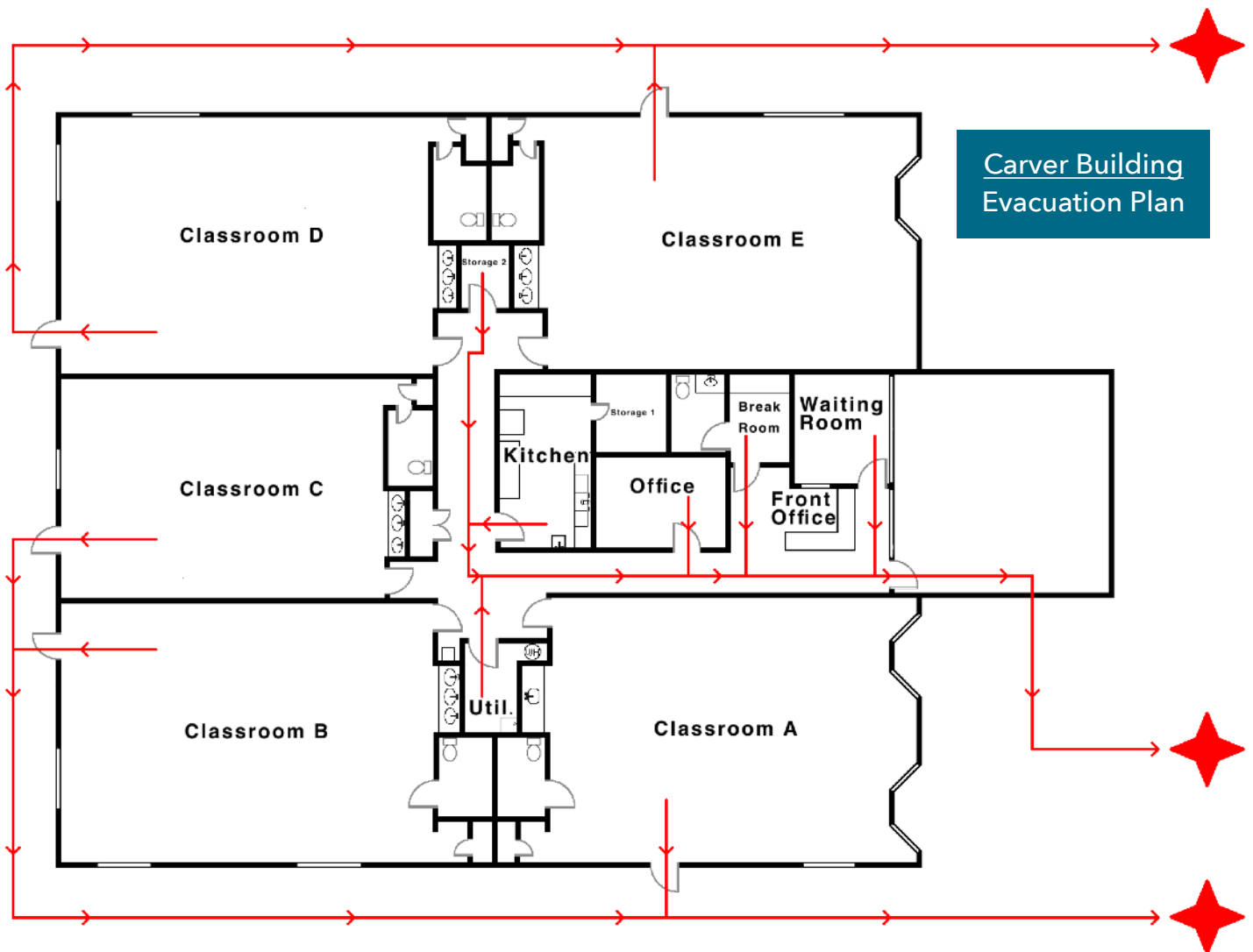
- \* Administration's first preference is to suspend students in-school as out-of-school suspensions for some students act as a vacation.
- \* If a student is judged to be violent or generally disruptive of their class, it is more likely the administration will choose to suspend out of school.
- \* Since in-school suspension take away resources from support staff, even in instances of non-violent offenses the school may choose to make a suspension out-of-school.
- \* Violent or extreme acts may lead directly to expulsion. Jumping directly to expulsion can only be done by the principal, the Board of Directors, or two or more non-principal administrators working in tandem.

## Academic Expulsion Policy

Given documented offerings of both Tier Two and Tier Three academic RTI interventions and evidence of attempted behavioral interventions, along with free after school tutoring, if by mid year, a 5th-8th grade student is averaging 40% or lower in their core academic courses, they will be put on an academic improvement program (also referred to as "Academic Probation") for not less than three weeks. If by the end of the three weeks, they are unable to bring their grades to a 60% or higher, they shall be expelled. An incoming student needs to be with Da Vinci Tree Academy at least eight weeks before mid year in order for the policy to apply. A student may only take advantage of the academic improvement program grace window once during their time as a student with Da Vinci Tree Academy.

This policy does not apply to any student who has suffered a traumatic loss or a documented medical condition.

# Emergency Drills



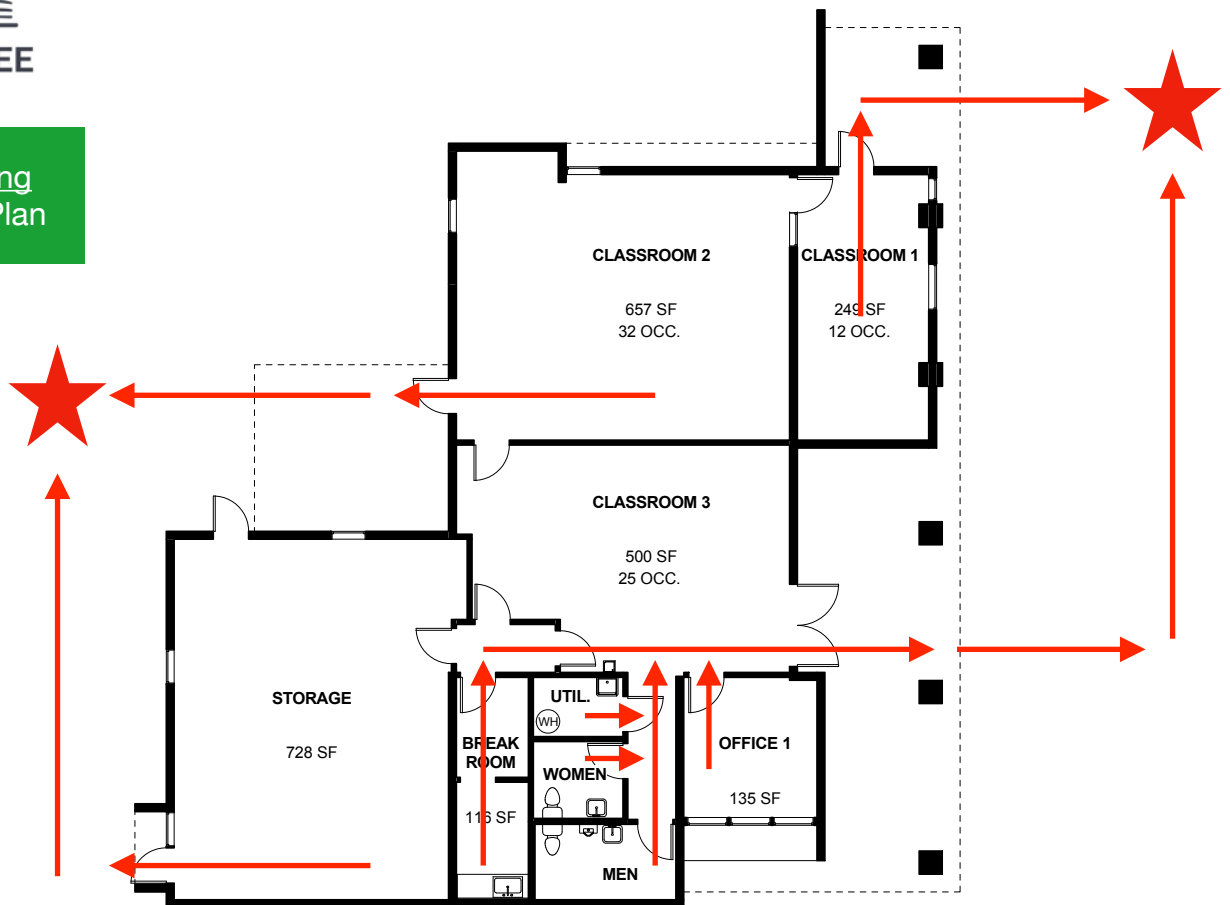
Emergency fire, security, and instructional lockdown drills are held monthly and quarterly to ensure the safety of all students and staff. Students are required to follow all directions given during emergency drills.

Given recent safety concerns due to the increase in school violence, this section of the handbook is subject to change as the school refines our processes.

- In the event of a drill or an actual emergency always follow the directions of your teacher.
  - If it is deemed necessary to exit your room leave all work and line up immediately to exit from your room.
  - Know the emergency exit route from each room in which you have a class. See the map on the next page for more information.
  - Walk in line until your group has reached its designated area.
- 
- Remain in line until your teacher directs you to return to the classroom.
  - Return to your room in a quiet and orderly fashion.
  - If an actual fire or lockdown situation occurs, the fire department and/or police department, in conjunction with the School, will be in control of the situation.
  - Practice lockdown procedures are in the school safety procedure manual.



**Curie Building  
Evacuation Plan**



# Dropping Off and Picking Up

## Dropping Off

Students may arrive on campus as early as 7:15 AM. Before that time there will be nobody to supervise them. We recommend reaching out to Storybook Cottage if you need to drop off your kids any earlier. They are our sister school and they provide before and after school care from 6AM to 6PM. They are not a public charter school so they do charge a nominal fee for their services.

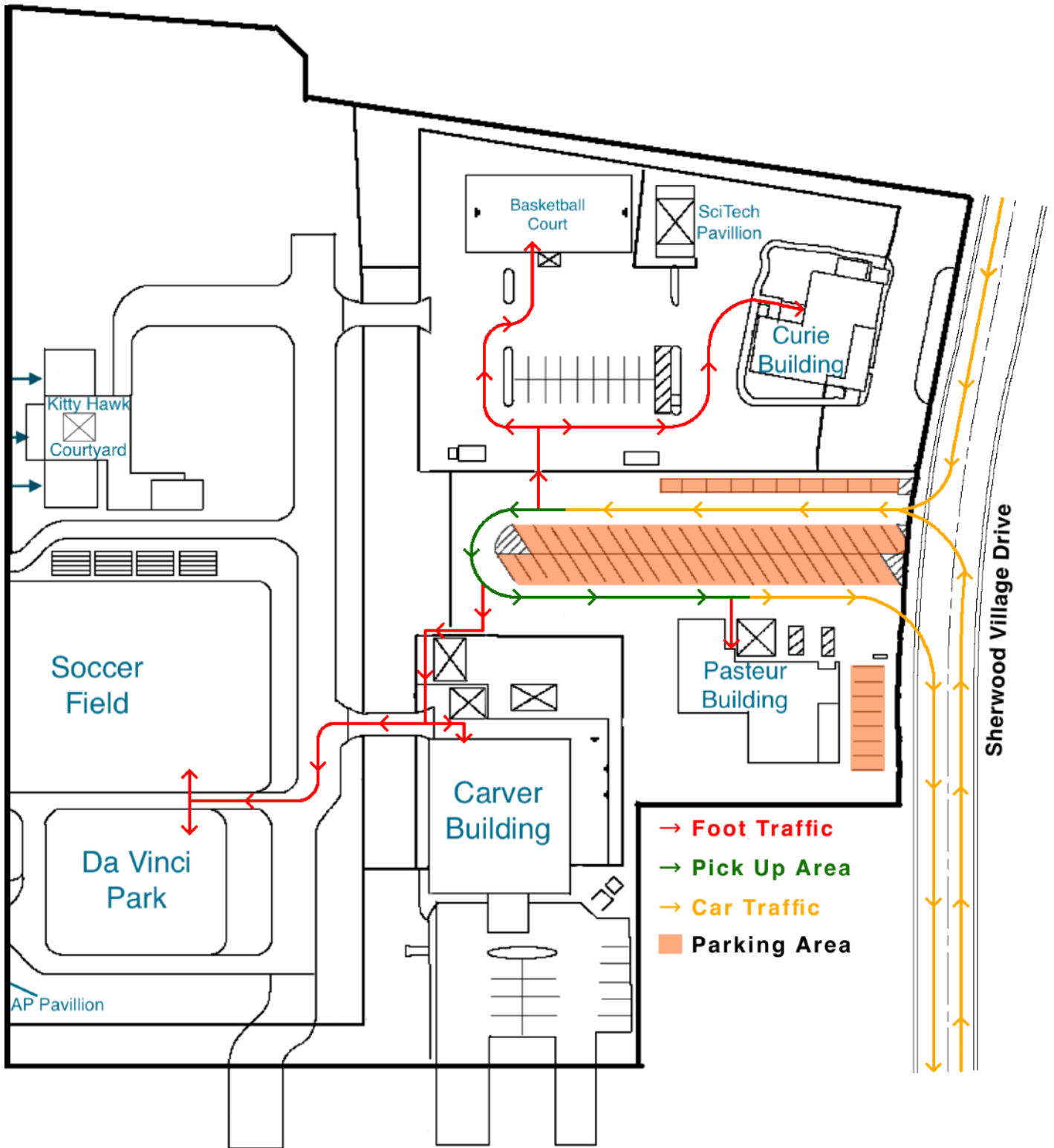
All students who walk to school should enter at their designated "Drop Off" point. This is to make sure that all students are present and accounted for. Students who ride their bicycle to school may lock their bikes either along the east fence of the GWC Building (behind the equipment shed) or on the bike rack on the inside of the fence along the south edge of the Curie Building. After locking their bikes, all students are expected to report to their appropriate building.

When dropping off students in a vehicle, parents and guardians must drive through the drop-off lane. If a parent/guardian needs to meet with a teacher or conduct business in the front office, parking is available by backing into a parking space in the designated parking area.

On most days, students will enter the playground and play outside until it is time to be brought in for class at 8:00 AM. Students arriving after 8:00 must be checked in at the front office (in the Carver Building). They will then need to be dropped to their appropriate building by you, or walked there by a staff member.

On days where weather (such as rain) prohibits students from waiting outside for class, they will enter the appropriate building for their grade level and wait in their designated classroom for school to begin.

# Drop Off Map





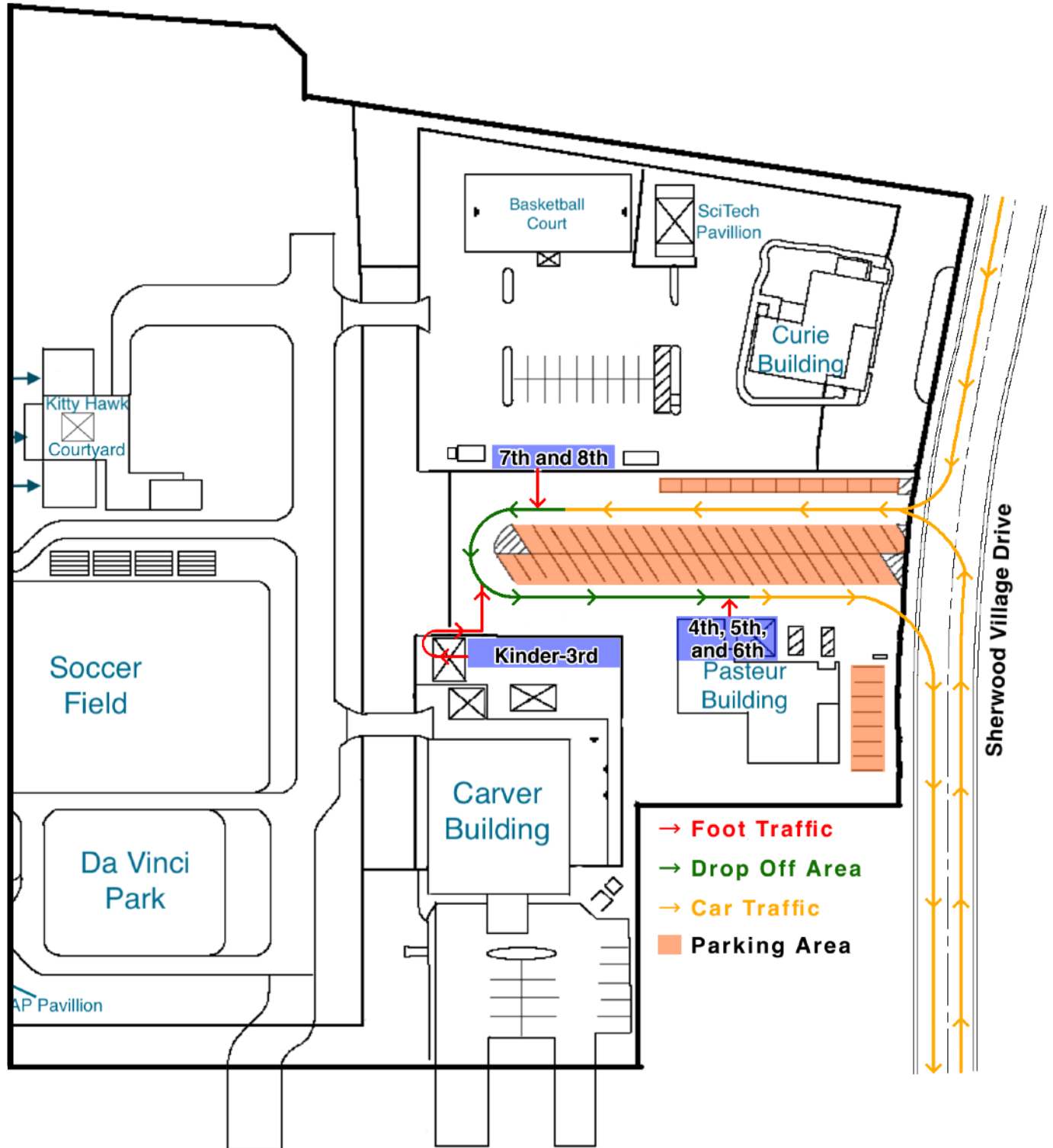
## Picking Up

Pickup most days begins at 3:30 on half days pickup begins at 12:30. Students will be playing on the benches, playgrounds, and sports courts at the Carver and Curie buildings. If you arrive early, please park your vehicle in the designated parking area. Parents/Guardians must drive through the pickup line off of Sherwood Village Drive. School staff members will assist students by letting them know when their ride is present and by making sure that they make it safely to their vehicle.

If you are picking up your student from school early they must be signed out at the front office (at the Carver Building) . After signing them out from the front office you can either meet your student outside of their building or have them brought to the Carver building by a staff member.

Students being sent home by the school will be waiting at the front office to be picked up in most cases. If the student will not be at the front office you will be notified of where your student will be waiting to be picked up by whomever calls you.

# Pick Up Map



# Student Services

Our school provides many services to students to help them be successful throughout the school day. Some of our most utilized services are listed below.

## Food Services

Our school provides free breakfast for all students.

Our kitchen provides a nutritionally balanced meal each school day. Students are required to take a fruit or a vegetable and 2 other components. Children who have FOOD ALLERGIES need to bring a signed form from their doctor in order for substitutions to be made.

Da Vinci Tree Academy may change vendors as more CNP/CEP/NSLP certified vendors come to east Tucson. If we do change vendors, parents and guardians will be immediately notified of any changes to the lunch program.

## Lost and Found

Please be sure that students' clothing and other items brought to school are clearly marked with his/her name. Items that are not claimed within 30 days will be donated to a local charitable organization. The school cannot be responsible for personal belongings brought to school by students. Contact the front office for the location of the Lost & Found.

# Da Vinci Tree Academy's Non-Discrimination Statement

Da Vinci Tree Academy does not discriminate on the basis of race, color, national origin, sex, age or disability in admission or access to or treatment or employment in its policies, procedures or practices, in compliance with Title VI, Title VII, Title IX, Section 504 and the Americans with Disabilities Act.

Da Vinci Tree Academy recognizes its obligation to provide overall program accessibility throughout the School for handicapped persons. The school has two ADA compliant restroom facilities readily available for students and visitors.

## Homeless Education Policy

**Presented to Governing Board for Approval: March 6, 2022**

This policy is intended to direct compliance with Arizona State Laws and Arizona Administrative Code and the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 and should be read as consistent with those documents.

DaVinci Tree Academy will comply with the above laws by:

- Immediately enrolling homeless students regardless of missing documentation.
- Ensuring homeless children are not stigmatized or segregated on the basis of their status as homeless.
- Providing transportation to and from the "school of origin."

### **Definitions**

The term "homeless students" means individuals who lack a fixed, regular, and adequate nighttime residence and includes:

- Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory students who qualify as homeless because the children are living in circumstances described above.
- The term "school of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled.
- The term "unaccompanied youth" includes a youth not in the physical custody of a parent or guardian.

### **Liaison for Homeless Students**

The school's Family Liaison is the liaison for homeless students who will carry out duties as assigned. Among those duties will be the responsibility to coordinate activities and programs in the best interest of homeless students that will include but not be limited to establishment of procedures to:

- Identifying homeless children and youth as identified by school personnel and through coordination activities with other entities and agencies.
- Keeping school personnel aware of pertinent issues
- Ensuring that identified homeless children and youths are enrolled in school and have a full and equal opportunity to succeed.
- Ensuring that identified homeless families, children, and youths receive educational services for which they are eligible including referrals to health care services, dental services, and mental health services (Arizona Early Intervention Program).
- Ensuring that the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Disseminating public notice of the educational rights of homeless children and youths.
- Mediating enrollment disputes.
- Informing the parent or guardian of a homeless child or youth of all transportation services to the school and assisting with providing these services.
- Reporting to the State Coordinator for Homeless Education necessary information to assess the educational needs of homeless children and youth at DaVinci Tree Academy.

### **Best Interest of the Homeless Student**

In determining the best interest of the homeless student, the school shall:

- To the extent feasible, keep a homeless student in the school of origin, except when doing so is contrary to the wishes of the student's parent or guardian;
- Provide a written explanation, including a statement regarding the right to appeal, to the homeless student's parent or guardian, if the homeless student is sent to a school other than the school of origin or a school requested by the parent or guardian; and

- In the case of an unaccompanied youth, the liaison for homeless students shall assist in placement or enrollment decisions, considering the views of such unaccompanied youth, and providing notice to such student of the right to appeal.
- Provide free breakfast and lunch, and transportation to, from DaVinci Tree Academy, if feasible, and in the best interest of the student.
- Transportation will be provided at the request of the parent/guardian or homeless liaison to and from the school of origin.
- Provide a quality education to homeless children and youths and include such students in all educational activities.

### **Admission**

DaVinci Tree Academy shall immediately admit the homeless student even if the student is unable to produce records normally required for enrollment.

DaVinci Tree Academy shall immediately contact the school last attended by the student to obtain relevant academic records.

If the student needs to obtain immunizations, or immunization or medical records, DaVinci Tree Academy shall immediately refer the parent or guardian of the student to the Liaison for Homeless Students who shall assist in obtaining necessary immunizations, or immunization or medical records. Homeless children and youths will not be stigmatized based on their status as homeless.

### **Dispute Resolution Process**

If a dispute arises over school selection or enrollment in a school:

- The student shall be immediately admitted to the school of choice while pending resolution of the dispute.
- The parent or guardian of the student shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or student to appeal the decision at the state level.
- The parent or guardian of homeless children and youth will be notified in writing of their right to appeal to the state level.
- The student, parent or guardian shall be referred to the liaison for homeless students, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute.

- In the case of an unaccompanied youth, the liaison for homeless student shall ensure that the student is immediately enrolled in the school pending resolution of the dispute.

### **Safe Space Policy**

On a limited basis, students are allowed a "safe space" if they feel that it is needed. A "safe space" could be moving to another classroom environment or taking five minutes to sit outside and think. To be entitled to have the option for "safe space" time, a student must meet the following conditions:

- The student should have a passing grade in class that they are taking the safe space time in
- The student should understand that they can also be referred to additional resources/services if there is an ongoing problem they would like help with
- The student is allowed one of these breaks only once a month in order to prevent abuse of the policy (unless an extenuating circumstance has been communicated to the teaching team or administration)
- The safe space time may not exceed 30 minutes

Additionally, students who fall under the following categories may take safe space breaks more frequently and without prerequisites:

Students who have a valid 504 plan with breaks written in as an accommodation

Students who have a valid IEP plan with breaks written in as an accommodation

### **Handling Disagreements, Questions, or Concerns**

In the event of a disagreement, question, or concern between a parent/guardian and member of staff, the school would like the following process to be utilized.

1. Ask clarifying questions of the staff member. If a conflict does exist, see if there is room for a compromise or resolution that benefits both parties.
2. If a question, concern, or disagreement exists and a compromise can not be found, please address the staff member's boss to discuss the issue. A "chain of command" diagram can be found at the end of this handbook detailing who supervises each department and position.
3. Continue working up the "chain of command" to have your question, concern, or issue resolved in a way that is acceptable to both your family and the school.
4. Ultimately, the Principal would be the final authority to consult for a resolution.

While we are confident in our principal's ability to resolve issues and come to equitable compromises, it is usually faster and easier to approach the staff member directly. We also believe that it is a great way to create trusting relationships in our community between parents and the teachers who care for their children each day while they are at school.



# Definitions, Laws, and Policies

Students shall be expected to obey all policies and regulations focusing on student conduct adopted by the Board and instituted by the Principal. Students shall not engage in any activities prohibited herein, nor shall they refuse to obey any order given by a member of the faculty or staff who is attempting to maintain public order. Any student who violates these policies and regulations may be subject to discipline up to expulsion, in addition to other civil and criminal prosecution. These punishments may be in addition to any customary discipline that the School presently dispenses. Local law enforcement shall be notified by the Principal regarding any suspected crime against a person or property that is a serious offense as defined in ARS 13-604(V)(4), involves a deadly weapon or dangerous instrument or that could pose a threat of death or serious injury to employees, students or others on school property.

## Discipline Policy

Students at Da Vinci Tree Academy K-12 have the right to a quality education free from unnecessary disruptions and distractions. Effective and appropriate learning occurs more readily in a school/campus environment relatively free from behavioral problems. The entire school community (parents, students, school personnel and community members) share in the responsibility for maintenance of a positive campus climate. The administration, teaching staff, and other school personnel have the responsibility to determine when a student's behavior is inappropriate, disruptive, or in violation of school rules/regulations or policy. Pursuant to Policy Student Discipline, "Da Vinci Tree Academy's policies and procedures will apply to all students traveling to, attending, and returning from school, and while visiting another school or at a school-sanctioned activity and may be imposed if the student's behavior affects the school order."

ARS 15-105 -Seclusion and Restraint- Seclusion means the involuntary confinement of a pupil alone in a room from which egress is prevented. Seclusion does not include the use of a voluntary behavior management technique, including a timeout location, as part of a pupil's education plan, individual safety plan, behavioral plan or individualized education program that involves the pupil's separation from a larger group for purposes of calming. Da Vinci Tree Academy has chosen not to use "confinement" as a disciplinary method. However, this method is useful for safety or therapeutic reasons when students pose imminent physical harm to themselves or others. If the school is compelled to use this method for the safety of your child or others or for therapeutic reasons, parent (s) will be notified as soon as possible.

ARS 15-117 -Surveys - Requires written informed consent from a parent prior to the administration of surveys that investigate the attitudes, behaviors, beliefs, experiences, opinions or thoughts of a pupil or group of pupils. Written notice will be provided and informed consent obtained for any specific survey that becomes a part of the pupil's permanent education records and solicits personal information.

## Due Process

Any student who is involved in disciplinary action is entitled to due process. A student whose behavior is alleged to be in violation of the school's rules may be referred to the administration. In every such incident, a written report/referral specifying the violation must be prepared by the person initiating the referral. The student will be informed of the charges against him/her. He/she will then have the opportunity to respond verbally to these charges. The administration will then waive or assign the appropriate penalty as established by the discipline policy.

### **Off-Campus Behavior**

A.R.S. § 15-843 requires the Governing Board of this school to prescribe rules for the discipline, suspension and expulsion of pupils, and those rules shall include procedures for dealing with pupils who have committed or who are believed to have committed a crime. This statute does not include any limitation that a student's crime need be committed on-campus for the student to be subject to discipline, suspension, or expulsion. See Op. Atty. Gen. No. 189-096. AG Opinion 189-096 on A.R.S. 15-843 "makes no distinction as to the location of a crime a pupil committed or is believed to have committed". Thus, our school holds authority to discipline students whose presence in school is considered to be a threat to the moral well-being of other students or such conduct that interferes with the health, well-being, and safety of other students.

### **Violation of a Local, State, or Federal Law**

In addition to school rules/regulations or policy, a student shall not violate any Federal, State, or Local law. A.R.S. 15-341 requires schools and school employees to report to local law enforcement any suspected crime against a person or property that is a serious offense or that involves a deadly weapon or dangerous instrument or serious physical injury and any conduct that poses threat of death or serious physical injury to employees, students or anyone on school property. A.R.S. 13-3620 requires school employees who reasonably believe that a minor has been the victim of child abuse, physical injury, or neglect to immediately make a report to law enforcement or Department of Child Safety.

### **Interviews, Searches, and Law Enforcement Notification**

Pursuant to Policy, "Da Vinci Tree Academy's goals are to protect and observe the legal rights of students, to deal with students in matters of discipline in a just and constructive manner, and to provide for the safety, health, and welfare of students". Pursuant to Policy, "School officials may question students regarding matters incident to school without limitation." Police may be notified for specific infractions that may be in violation of the criminal code. Law enforcement officials or police may interview a student without a school official present and without parent contact if law enforcement deems it necessary.

Pursuant to Policy, "School officials have the right to search and seize property, including school property temporarily assigned to students, when there is reason to believe that some material or matter detrimental to health, safety, and welfare of the student(s) exists. Disrobing of a student is overly

intrusive for purposes of most student searches and is improper without express concurrence from law enforcement.

Items provided by the School for storage (e.g., lockers, desks) or personal items are provided as a convenience to the student but remain the property of the school and are subject to its control and supervision. Students have no reasonable expectancy of privacy, and lockers, desks, storage areas, et cetera, may be inspected at any time with or without reason, or with or without notice, by school personnel."

### **Suspension**

"Suspension" means the temporary withdrawal of the privilege of attending school for a specific period of time. The policy of Da Vinci Tree Academy, which relates to student suspension, is in accordance with Arizona Revised Statute 15-843 which reads in part "...the authority to suspend a pupil from school is vested in the superintendent, principal, or other school officials granted this power by the Governing Board of the school. During suspensions, students are not permitted on school property or at school functions."

### **Expulsion**

"Expulsion" means the permanent withdrawal of the privilege of attending school unless the Governing Board reinstates the privilege. Expulsion of a student from a school is a discretionary power of the Governing Board under the provision of A.R.S. 15-341, 15-342, and 15-843. The Board alone has the authority to exercise the power of expulsion of a student from the schools. The School Hearing Officer has the authority to recommend expulsion to the Board.

### **Due Process and Going from Suspension to Expulsion**

Da Vinci Tree Academy seeks to work with all children to help them reach their maximum potential. While this includes teaching children to have good behavior, sometimes we are unsuccessful.

If a student is misbehaving to the point where standard, in-classroom consequences do not work, they will be given a Detention. A detention is more or less the same as a suspension with the exception that it does not go on a student's permanent record. Da Vinci Tree Academy's philosophy is that when conducting detentions and suspensions (whenever possible) we keep students in-school. For many misbehaving youngsters, being sent home on a suspension or detention is like a vacation. We believe that sitting in school bored during a suspension or detention is a more apt punishment.

During suspensions or detentions students may or may not be allowed to do different academic or community service activities. This depends on the discretion of the staff member conducting the suspensions or detention and the infraction that led to the consequence. Additionally, student classwork that is missed during this time may or may not be made up at the discretion of the student's teacher.

Students who have continual behavior problems go through the following steps before being expelled.

1. A one day suspension, either in-house or out-of-house.
2. A three day suspension, either in-house or out-of-house.
3. A five day suspension, either in-house or out-of-house. If a student has an IEP, this will automatically trigger a manifestation meeting with the student's educational team.
4. A ten day suspension, either in-house or out-of-house.
5. Expulsion

Students who are expelled from Da Vinci Tree Academy may not re-enroll in the school.

### **House Bill 2123**

Per Arizona House Bill 2123, Da Vinci Tree Academy will not suspend or expel a student the age of 6 years or younger unless required by Section 15-841, Subsection G (Possession of a firearm). Students the age of 7 years or older in Kindergarten through 4th Grade may still be suspended or expelled if all of the rules and guidelines of Section 15-843, Subsection K apply. A brief summary of the the rules and guidelines are as follows:

1. The student is seven years of age or older.
2. The student engaged in conduct that either endangered the health or safety of others or continuously exhibits aggravating circumstances.
3. Failing to remove the student would put others at risk or qualifies as aggravating circumstances.
4. Before suspending or expelling the student, the school considers and if feasible (with consultation of the parent or guardian) employs alternative behavioral and disciplinary interventions that are available to the school.
5. The school provides a readmission procedure for students in Kindergarten through 4th Grade that have been suspended for at least 5 days or have been expelled.

### **Freedom of Expression Policy**

"Students possess undeniable rights to develop, believe, and follow personal viewpoints and beliefs to the extent their viewpoints and beliefs do not infringe upon nor denigrate the same rights of others". US Supreme Court Decision 1969 Tinker Case: In school settings The First Amendment is applied to protect free speech and keep order at the same time. Students may not be allowed to disrupt or interfere with other people's rights. The First Amendment does not protect student speech that is disruptive or causes trouble at school. Schools are allowed to prohibit that type of speech or behavior.

### **Visitors to School**

No person may enter onto school premises, including a classroom or other school activity, without checking in with the office and receiving a visitor's pass. During school hours, visitors must wear a visitor's pass which is recognizable by school staff members. All visitors will be required to leave a picture identification card in the front office while on campus.

# ESSA Parent and Family Engagement Policy

## Statement of Purpose

DaVinci Tree Academy (DTA) is committed to providing quality education to every student. Partnerships with parents, family members, and the community are essential to this goal as neither home nor school can achieve this goal independently. We believe in the importance of working together to make a positive impact in the academic growth, character growth, and development of every child. Everyone gains if school and home work together to promote high student achievement. Parents and family members play an important role as their children's first teachers, and their support is critical to their children's success. Although the responsibility of making decisions of school policy belongs to the Governing Board and Executive Director, families are involved on an individual level and through organized parent groups. We recognize that an effective partnership between school and home sets each scholar up for success by garnering family support of our school and reinforcement in the home for the school's activities and expectations.

## DaVinci Tree Academy agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1116 of the Every Student Succeeds Act (ESSA). Those programs, activities and procedures are planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1116, the school will work to ensure that the required parental involvement policies meet the requirements of section 1116(b) of the ESSA, and each include, as a component, a school-parent compact consistent with section 1116(d) of the ESSA.
- The school will incorporate this parental involvement policy into its LEA plan developed under section 1112 of the ESSA. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESSA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school submits the plan to the State Department of Education.
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school is governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition: *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*
  - *that parents play an integral role in assisting their child's learning;*
  - *that parents are encouraged to be actively involved in their child's education at school;*
  - *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
  - *the carrying out of other activities, such as those described in section 1116 of the ESSA.*

**Develop Jointly**

DaVinci Tree Academy (DTA) will develop an annual Site-Based Decision-Making Committee (SBDM) to assist with the annual family engagement efforts. The DTA Site-Based Decision Making Committee will be comprised of parents, members of the community, teachers, operations staff and school administration. This committee will annually review the ESSA Parent and Family Engagement Policy and revise it as necessary. The Title I principal, with input from the school SBDM committee, will make recommendations as necessary to revisions of the district policy.

**Build Capacity of School**

DTA will provide coordination, technical assistance, and other necessary support to assist and build the capacity for our Title I, Part A school in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. The school principal and administrative staff will provide support and training to teachers and staff to promote the parent and family engagement opportunities.

**Coordinate Services**

DTA will coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other federal, state and local laws and programs.

**Annual Evaluation**

DTA will assess the needs of the parents and children in the school community using a variety of tools including a survey questionnaire. The findings will be used to revise the Title I program to meet the current needs. Workshops or other training will be made available to educators and parents to address these needs. Parents will be notified about training opportunities.

The SBDM committee will review and evaluate all aspects of the parent and family engagement program. Parents will be asked for their input on the content and effectiveness of the Title I parent and family engagement programs through an annual evaluation of the Title I Program. The evaluation will include an assessment of overall parent and family engagement and identify barriers to parent and family participation that still need to be overcome, needs of parents and family members to assist with the learning, and strategies to support successful school and family interactions. The community will be consulted in the design, development and implementation of the Title I program. Each year DTA will assess the needs of parents and children in the community through a variety of measures, including parental suggestions. The school will welcome and receive recommendations about the Title I program.

**Design Evidence-Based Strategies**

DaVinci Tree Academy through its Comprehensive Needs Assessment and Integrated Action Plan process will use the finding of the annual evaluation to design and incorporate objectives that will lead to more effective parental involvement. The SBDM committee will annually review the Schools Parent and Family Engagement Policy based on the results of an annual review.

**Involve Parents in Activities**

Parents can become involved in their children's education through a variety of ways. DTA values both the at-home contributions of parents and those that take place at the school or in the community. Reading to children at home and talking with them at family meals or other family outings are as important as volunteering at school and serving on advisory committees. Many types of parent and family engagement are needed in school-home-community partnerships to help all children succeed. DTA will offer many opportunities for parent and family engagement in the school including, but not limited to the following:

- Parents may contribute through volunteer programs;
- Parents may attend initial Teacher Meeting/Family Orientation;
- Parents may participate by attending school meetings at a variety of times;
- Parents may participate in curriculum nights;
- Parents are invited to serve on committees;
- Parents are invited to attend parent/teacher conferences;
- Parents are surveyed to get their input about school.

Parents will be informed on school activities through various avenues of communication throughout the school year. Websites, newsletters, teacher notes, the school marquee, conferences, personal contacts, phone calls/text messages, emails, Class Dojo, and written notices will be used to establish and maintain open lines of communication with parents. DaVinci Tree Academy will welcome and respond to efforts by parents to communicate with the school.

**Parental Involvement Statement of Commitment (Compact):**

The Executive Director shall develop a Parental Involvement Compact according to Title I requirements, that is presented to families during the initial home visit.

The Parental Involvement Compact shall contain:

- The expectations for parental involvement;
- Specific strategies for effective parent involvement activities to improve student academic achievement and school performance; and
- A process for continually involving parents/guardians in its development and implementation;
- How parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement;
- The means by which the school and parents/guardians build and develop a partnership to help children achieve the state's high standards; and
- Other provisions as required by federal law.

At each parent conference, teachers walk through all performance metrics with parents (we have translators in each classroom). Each teacher has the data specific to each student. Additionally, we offer four family nights (at various times) to make sure all parents understand the curriculum and give tips on what they can do at home. The Executive Director shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.



## Parent-School Compact

School Contact \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Student \_\_\_\_\_

This compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the entire academic school year.

### School Responsibilities

Because DaVinci Tree Academy (DTA) believes every student can learn and wants to provide every student with a first class education, DTA will:

- Provide high-quality curriculum and instruction, in a supportive and effective learning environment, that enables the participating children to meet the State's student academic achievement standards by employing only highly qualified teachers, by using only research-based methods in the classroom, and by assessing student progress regularly to determine progress toward meeting those standards.
- Hold parent-teacher conferences (twice a year) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held ***during the fall and spring.***
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports when a child's assessments demonstrate need for additional assistance or when a child is in danger of failing a course during a reporting period.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents after school, by calling the school's office phone number.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
- Involve parents in the planning, evaluation, and improvement of the school's Parental Involvement Policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of its Integrated Action Plan, in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Keep students and staff safe by not allowing outside adults (parents included) into classrooms without an appointment and/or a compelling reason.

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

### **Parent's, Guardian's, and Visitor's Guidelines**

In order to maintain an orderly, respectful and secure educational environment for the students and staff of Da Vinci Tree Academy, it is essential that all parents and visitors to our buildings be aware of their responsibilities and adhere to the expected code of conduct as set forth in our Parent and Student Handbook.

#### ***Parents are expected to communicate at home:***

- Recognize that the education of children is a joint responsibility of the parents and the school community.
- Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- Know school and classroom rules and help their children understand them. Convey to their children a supportive attitude toward education and the district.
- Help their children deal effectively with peer pressure.
- Provide a place for study, and ensure homework assignments are completed and turned in on time.

#### ***Parents are expected to communicate about school:***

- Ensure that children bring only items appropriate and related to the instructional program at school.
- Build good relationships with teachers and other parents.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Insist their children be dressed and groomed in a manner consistent with the student dress code and appropriate for the weather.
- Review the Parent and Student Handbook and sign it.

### **Public Conduct on School Property**

Schools are a place to work and learn. Certain limits must be set for parents and legal guardians who visit our schools and classrooms. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. The principal or his/her designee is responsible for all persons in the building and on the grounds. The following rules apply to visitors to the schools:

- Anyone who is not a regular staff member or student of the school will be considered a visitor
- All visitors to the school must report to the front office upon arrival at the school. They will be required to sign the visitor's register and will be issued a visitor's badge, which must be worn at all times while in the school or on school grounds. The visitor must return the badge to the front office and sign out before leaving the building.
- Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
- Parents or legal guardians who wish to observe a classroom while school is in session are required to arrange such visits with the classroom teacher(s), so that class disruption is kept to a minimum. No parent observations will be made without a 24 hour notice.
- Teachers are expected not to take class time to discuss individual matters with visitors.
- Any unauthorized person on school property will be reported to the principal or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- All visitors are expected to abide by the rules for public conduct on school property contained in the Code of Conduct.

### **Conduct Prohibited on School Property**

#### ***No person shall:***

- Intentionally injure any other person or threaten to do so.
- Intentionally damage or destroy school property or the property of a teacher, administrator, other district employee or any other person lawfully on school property, including graffiti or arson.
- Disrupt the orderly conduct of classes, school programs or other school activities.
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- Obstruct the free movement of any person in any place to which this code applies.
- Violate the traffic laws, parking regulations or other restrictions of vehicles.
- Possess, consume, sell, distribute or exchange or be under the influence of alcoholic beverages, vape pens, cigarettes (including e-cigarettes), controlled substances, on school property or at school functions.
- Possess or use weapons in or on school property or at school function, except in the case of law enforcement officers. Loiter on or about school functions.
- Gamble on school property or at school functions.

- Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
- Willfully incite others to commit any of the acts prohibited by this code.
- Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.
- Use profanity or any offensive language (verbal, non-verbal, and/or written).

***Persons in violation of the Code of Conduct***

The authorization of a visitor, to remain on school grounds or at any school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection. The district reserves its right to pursue a civil or criminal legal action against any person violating the code.

***Legal Notices***

Parents/guardians must give the school administration copies of all applicable court/legal documents that govern or relate to custody or parents’/guardians’ rights related to the education of their children. Should the terms of any applicable orders be modified, parents/guardians must notify the school administration within a reasonable amount of time. School communications (such as report cards) are given to students to take home. Any additional copies of school communications may be requested by any parent or guardian. **The school will NOT take sides in parental disputes regarding custody or legal decision making arrangements. If a dispute arises between the parents, they are responsible for obtaining clarification from the court.**

Signatures

School-Parent Compact  
DaVinci Tree Academy

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher or School Representative

\_\_\_\_\_  
Date

# Arizona Revised State Statutes

## **ARS 15-105 -Seclusion and Restraint (mentioned previously)**

1. "Restraint" means any method or device that immobilizes or reduces the ability of a pupil to move the pupil's torso, arms, legs or head freely, including physical force or mechanical devices. Restraint does not include any of the following:

(a) Methods or devices implemented by trained school personnel or used by a pupil for the specific and approved therapeutic or safety purposes for which the method or device is designed and, if applicable, prescribed.

(b) The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a pupil to comply with a reasonable request or to go to a safe location.

(c) The brief holding of a pupil by one adult for the purpose of calming or comforting the pupil.

(d) Physical force used to take a weapon away from a pupil or to separate and remove a pupil from another person when the pupil is engaged in a physical assault on another person.

2. "School" means a school school, a charter school, a public or private special education school that provides services to pupils placed by a public school, the Arizona state schools for the deaf and the blind and a private school.

3. "Seclusion" means the involuntary confinement of a pupil alone in a room from which egress is prevented. Seclusion does not include the use of a voluntary behavior management technique, including a timeout location, as part of a pupil's education plan, individual safety plan, behavioral plan or individualized education program that involves the pupil's separation from a larger group for purposes of calming.

Da Vinci Tree Academy has chosen not to use "confinement" as a disciplinary method. However, this method is useful for safety or therapeutic reasons when students pose imminent physical harm to themselves or others. If the school is compelled to use this method for the safety of your child or others or for therapeutic reasons, parent (s) will be notified as soon as possible.

ARS 15-117 -Surveys - Requires written informed consent from a parent prior to the administration of surveys that investigate the attitudes, behaviors, beliefs, experiences, opinions or thoughts of a pupil or group of pupils. Written notice will be provided and informed consent obtained for any specific survey that becomes a part of the pupil's permanent education records and solicits personal information.

## Disciplinary Actions

### **Teacher/Student Conference**

For appropriate violations, the teacher will talk with the student to try and reach an agreement on how a student should behave. This conference is to be documented in the event that there is further disruption or problems created by the student.

### **Teacher/Parent Conference**

A teacher/parent conference may be held in an effort to improve student behavior. This conference is to be documented in the event that there is further disruption or problems created by the student.

### **Administrative Referral/Conference**

When a student is referred to the administration for disciplinary action, an administrative referral conference will be held. The student will be given the opportunity to tell his/her side of the incident.

This conference occurs when the student's conduct interferes with the educational process and the rights of others or is contrary to school policy or regulations. The discipline policy, procedure, and infraction will be reviewed with the student at this time, as well as the assignment of a consequence.

### **Behavior Contract**

A behavior contract is a written set of expectations set forth by a teacher or an administrator. Behavior contracts may be used at many different stages of the progressive discipline process.

### **Community/School Service**

Activities coordinated by the school which will provide opportunities for learning through active involvement in addressing community or school needs or services may be assigned by the administration as alternatives to other disciplinary options.

### **Lunch Detention**

At the discretion of teachers or administrators, students may be assigned to lunch detention. This means that a student will miss the opportunity to go to recess and eat lunch in the cafeteria with his/her class. A designated location with supervision will be provided for students to eat lunch and complete any given assignments.

### **After School Detention (ASD)**

At the discretion of the administration, students may be assigned to ASD for one or more days for specific infractions. ASD will take place for 1.5 hours after school for all K-8 schools. A student assigned to ASD will be provided his/her academic work in order to remain productive during the day. Students are expected to follow rules and procedures that have been established for ASD. Students may be suspended off campus for failing to abide by ASD rules and/or procedures.

### **Suspension from Extra-Curricular Activities**

A student's privilege to participate in or attend any extra-curricular activities and school sponsored events may be suspended for a specified time. This will apply to both on-campus and off-campus activities.

### **Saturday School**

Saturday school may be held on occasion for students who have excessive tardies, are truant, in lieu of suspension, or credit recovery.

### **In-School-Suspension**

Following an administrative conference, a student may be assigned to a monitored suspension room for a length of time designated by the school administrator. Students will be provided assignments from the classes in which they have been removed.

### **Short-Term Suspension (Off Campus)**

Following an administrative conference, a student may be suspended off-campus for up to nine (9) days depending upon the infraction. During suspension, students are not permitted on school property or at school functions. Students will be allowed to make up all class work. The student may also be referred to the Principal for a discipline hearing.

### **Long-Term Suspension (Off Campus)**

A formal hearing will be conducted for suspension exceeding nine (9) days which may be imposed by the Principal in lieu of expulsion. During suspension, students are not permitted on school property or at school functions.

### **Suspensions leading to Expulsion**

Continuous suspensions may lead to expulsion. Suspensions follow the order of: 1 day, 3 days, 5 days, then 10 days for repeating suspendible actions. After the 10 day suspension students can be expelled in lieu of suspension upon any further suspendible behavior. For students who have IEPs, a 10 day suspension should automatically trigger a SPED Manifestation Meeting to determine whether or not the behaviors are a manifestation of the student's disability.

### **Expulsion**

Conduct which requires a formal disciplinary hearing in front of the Principal. The Principal is empowered with the authority to expel a student if their behavior is deemed serious enough to warrant removal from the school. The Governing Board also has the right to expel a student and will determine such after receiving the Principals recommendation A.R.S. 15-341, 15-342, 15-343. A parent has a right to appeal the Principal's recommendation or expulsion directly to the Governing Board, as per Board Policy.

## **Legal Guide to Student Conduct Violations**

Displayed below is a guide to the probable disciplinary measures that may be taken in the event of student misbehavior. Absence from the list of additional misbehaviors that may occur does not preclude disciplinary action from being taken on those misbehaviors, nor does it imply limitations to the disciplinary action.

The actual discipline determined for a given violation will be based upon consideration of a variety of factors, which will include but are not limited to: the age of the student; the frequency, type, and magnitude of previous misbehaviors by the student; aggravating circumstances associated with the incident; the relative severity of the event; whether the student's behavior violated civil or criminal

laws; the degree to which the incident interferes with the educational process; the extent of endangerment to the student, other persons, and property created by the event; special intellectual, psychological, emotional, environmental, and physical characteristics of the student; the student's attitude concerning the event; and the expressed intent concerning the student's own future behavior.

### **Aggression (JIC-STUDENT CONDUCT & JICK - STUDENT VIOLENCE)**

#### **Assaults\* ARS 13-1203 (JIC & JICK)**

A person commits assault by:

1. Intentionally, knowingly or recklessly causing any physical injury to another person; or
2. Intentionally placing another person in reasonable apprehension of imminent physical injury; or
3. Knowingly touching another person with the intent to injure, insult or provoke such person.

B. Assault committed intentionally or knowingly pursuant to subsection A, paragraph 1 is a class 1 misdemeanor. Assault committed recklessly pursuant to subsection A, paragraph 1 or assault pursuant to subsection A, paragraph 2 is a class 2 misdemeanor. Assault committed pursuant to subsection A, paragraph 3 is a class 3 misdemeanor.

#### **Aggravated Assault\*\* ARS 13-1204 (JIC & JICK)**

A person commits aggravated assault if the person commits assault as prescribed by section 13-1203 under any of the following circumstances:

1. If the person causes serious physical injury to another.
2. If the person uses a deadly weapon or dangerous instrument.
3. If the person commits assault against a teacher or any other school employee.

#### **Disorderly Conduct (JIC)**

A.R.S. 13-2904 prohibits conduct where, with intent to disturb peace or quiet, a person (1) engages in fighting, violent or seriously disruptive behavior; (2) makes unreasonable noise, or; (3) uses abusive language or gestures to a person in a manner likely to provoke immediate physical retaliation.

**The act of being involved in behavior which disrupts the educational process of other students on the campus, or disregarding the suggestions and corrective efforts of the teacher or other school personnel.** This includes swearing and vulgar language/behavior. Law enforcement may be contacted if the disorderly conduct occurs to a degree which violates other students' or school employees' rights to a peaceful environment.

#### **Fighting (JIC & JICK)**

Fighting includes mutual participation in an altercation involving physical violence or harm to one another. There is no one main offender.

#### **Recklessness (JIC)**

Lack of proper caution: careless of consequences



**Minor Aggressive Act (JIC)**

A physical act that does not result in serious injury to another person.

**Endangerment\* ARS 13-1201 (JIC & JICK)**

A person commits endangerment by recklessly endangering another person with a substantial risk of imminent death or physical injury.

**Verbal Provocation (JIC)**

The act of inducing rage, anger, or resentment in another person that may cause that person to engage in a violation of rules.

**Alcohol, Tobacco, and Other Drugs (JICG - Tobacco use by Students & JICH Drug and Alcohol use by Students)**

Alcohol, Drugs, and Tobacco (*Indicate violation: Alcohol\*, Tobacco\* or Drug Violation including Inhalant\*, Prescription Drugs\*\* Over the Counter Drugs\*\*, Illicit Drugs \*\*, Drug Paraphernalia or Substance Represented as an Illicit Drug and indicate whether sale/distribution or intent to sell/distribute; use; possession or share*)

**Alcohol\* (JICH)**

The violation of laws or ordinances prohibiting the manufacture, sale, distribution, purchase, transportation, possession, or use of intoxicating alcoholic beverages or substances represented as alcohol; this would include being intoxicated at school, school-sponsored events and on school-sponsored transportation. See Policies JIC, JICH.

**Drugs\*\* A.R.S 13-3415 (JICH)**

Includes, but not limited to drug possession, sale, use, distribution, being under the influence, drug paraphernalia, and imitations of illegal drugs. The unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation, or importation of any controlled drug, narcotic substance or imitation drug will be treated as a drug violation. This includes off-campus use and being under the influence at school, on school property, at a school function, and on school-sponsored transportation. "Drugs" shall include but are not limited to: all dangerous controlled substances prohibited by law, imitation drugs, any prescription or over-the-counter drug, hallucinogenic substances and inhalants, except those for which permission to use in school has been granted pursuant to Board policy.

**Tobacco\* A.R.S. 13-3622 (JICG)**

The possession of cigarettes, tobacco products, vapor products, and/or the lighting or smoking of cigarettes or other tobacco products, and the chewing of tobacco is prohibited at school or any school sponsored activity or while on any school sponsored transportation vehicle. See Policy JICG.

**Arson\* (ECAC - VANDALISM, JKD STUDENT SUSPENSION & JIC STUDENT CONDUCT)**

Any attempt to start or promote the continuation of any fire or explosion is prohibited; knowingly and unlawfully damaging school personal structure or property, either occupied\* or unoccupied\*\* by fire or explosion.

### **Attendance Policy Violations (JE STUDENT ATTENDANCE, JE-R STUDENT ATTENDANCE REGULATIONS & JHB TRUANCY)**

The right and privilege of attending public schools carries with it certain responsibilities on the part of both parents and students. Parents and students must recognize the direct relationship which exists between academic success and regular school attendance.

Excessive absences by our definition are 5 days in one quarter; 10 days in two quarters and 15 days in three quarters of the school year. The parent(s) of students with excessive absences may be referred to the Pima County Court. Failure to meet this standard will lead to a loss of credit unless extenuating circumstances exist. Compliance is ultimately the responsibility of the student and his/her parents or guardians.

### **Leaving School Grounds without Permission (JE-R)**

All students must sign out under the guidance of a school official and with the permission of a parent or guardian.

### **Tardy/Attendance Violation (JE-R)**

Tardiness is arriving late to class and is viewed as a disruption to the classroom environment. Students are expected to be in their seat and ready to learn by the end of the tardy bell.

### **Habitual Truancy/Unexcused Absence/Attendance Violation (JHB)**

A.R.S. 15-803 defines "truancy" to mean an unexcused absence for at least one class period during the day. "Habitually truant" means a student who is truant for at least five school days in a school year. A student who is habitually truant, who has excessive absences, or other violation as defined by school policy, may be adjudicated incorrigible.

### **Harassment, Hazing, Threats, and Intimidation (JICK-STUDENT VIOLENCE/HARASSMENT/INTIMIDATION/BULLYING, JICFA-HAZING, KFA-PUBLIC CONDUCT ON SCHOOL PROPERTY)**

#### **Harassment and Bullying\* (JICK, KFA)**

Physical or psychological abuse of another person by means of verbal or physical threats, intimidation, insults or other aggressive behavior in any form including electronically, any electronic means including social media, and include abuse based upon race, ethnicity, gender, religion or disability. Harassment may include, but is not limited to, Sexual\*, Sexual with contact\* or Non-sexual\*.

#### **Hazing\* (JICK, KFA)**

Forcing a person to risk or suffer physical or mental harm or degradation to join or remain in an organization. Also, insults and attacks via e-mail, text messaging or Internet social networks which substantially hinder another student's health, safety, welfare, right to attend school or participate in

school activities constitute harassment and bullying. Internet communications that cause problems between students on campus will be dealt with as a serious student discipline matter.

**Intimidation\* (JICK, KFA)**

To frighten, compel, or deter by actual or implied threats. Deliberately intimidating students or staff members by violence, verbal or physical threats. This also includes racial and sexual insults and harassment.

**Threatening Act\* (Physical or verbal threat or electronic communication or intimidation) (JICK, KFA)**

To unlawfully place another person in fear of bodily harm through verbal threats without displaying a weapon or subjecting the person to actual physical attack.

**Lying, Cheating, Forgery, or Plagiarism (JK- STUDENT DISCIPLINE)****Cheating/Plagiarism (JK)**

Copying the work of others and submitting it as your own, obtaining unauthorized and undocumented material from the Internet, use of a cell phone for transmitting test items or other secured information, or securing teacher material or work in a dishonest or unauthorized way will render that submitted work/ test invalid.

IF A STUDENT IS CAUGHT CHEATING DURING A STATE TEST OR FINAL EXAM, CONSEQUENCES IN ADDITION TO THOSE LISTED BELOW MAY BE IMPOSED

**Lying / Forgery (JK)**

Attempt by the student to conceal from school officials or deliberately distort facts in order to mislead or give a false impression.

**Other Violations of School Policies (JIC-STUDENT CONDUCT, JICA STUDENT DRESS, JICF SECRET SOCIETIES/GANG ACTIVITY, KFA-PUBLIC CONDUCT ON SCHOOL PROPERTY)****Contraband (JIC)**

If a properly conducted search yields illegal or contraband materials, such materials shall be turned over to the proper authorities.

**Defiance/Disrespect Towards Authority/Non-Compliance (JIC, KFA)**

Refusal to comply with reasonable requests of school personnel or refusal to obey classroom or school rules; more severe than disrespect: Defiance may be verbal, symbolic or physical. Confronting with resistance or challenging the authority of school officials; failure to comply with a reasonable request by school officials constitutes insubordination or unwillingness to submit to the authority of school officials.

**Disruption (JIC, KFA)**

Intentionally, knowingly, or recklessly interfering with or disrupting the normal operations of an educational institution as stated in ARS-13-2911.

### **Dress Code [Ref. pg.10 Da Vinci Tree Academy Student Handbook] (JICA)**

Dressing in a manner that may result in a distraction or disruption of a safe environment is considered. Attire that suggests involvement in gang activity or any apparel that is suggestive, obscene, lewd, shows vulgar language or symbols, or shows symbols or language relating to or promoting sex, drugs, tobacco, weapons, violence, or alcohol on clothing or accessories are prohibited. Students should realize that brief and revealing clothing are not appropriate in school.

Ultimately, administration/staff will determine the appropriateness of a student's apparel. Dress & Grooming code is detailed in the student handbook.

### **Gambling (JIC)**

Playing games for money or property, or betting on uncertain outcomes is prohibited. The use of dice for such purposes is strictly prohibited.

### **Gangs (Negative Group Affiliation) \* (JICF)**

An ongoing loosely or highly organized association of three or more persons, whether formal or informal, has a common name, sign, symbol or color, whose members engage, either individually or collectively, in violent or other forms of illegal behavior.

### **Public Display of Affection (JIC, KFA)**

Any intimate physical contact in school or at any school related activity, on-site or off-site.

### **Verbal Abuse/Inappropriate Language towards Students or Staff (JIC, KFA)**

Profanity, swearing and/or use of vulgar language, either directed or non-directed to an individual. Threats- Verbal/Physical Abuse A.R.S. 15-507. Insult or abuse of a student or any school official, including all teachers, clerical staff, custodians, and bus drivers, is considered a Class 3 misdemeanor.

### **School Threat (JIC-STUDENT CONDUCT, JICK - STUDENT VIOLENCE/HARASSMENT/INTIMIDATION/BULLYING, KFA-PUBLIC CONDUCT ON SCHOOL PROPERTY)**

### **Bomb Threat\*, Chemical or Biological Threat\*, Fire Alarm Misuse\*, and False 911 Calls (JIC, JICK, KFA)**

The possession of fireworks of any variety or any explosive device is prohibited at school or school activities. Any variety of fireworks or explosive device detonated, or caused to be detonated, on campus or at school activities is prohibited. Any device that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes bombs, firecrackers, grenades, mines, rockets, missiles, pipe bombs, or similar devices that explode and are capable of causing bodily harm or property damage.

**Sexual Offenses (JIC-STUDENT CONDUCT, JICK- STUDENT VIOLENCE/HARASSMENT/ INTIMIDATION/ BULLYING, JICL-DATING ABUSE)****Pornography (JIC)**

Printed or visual material containing the explicit description or display of sexual organs or activity

**Sexual Harassment\*, Sexual Harassment with Contact\* (JIC, JICK, JICL)**

Unwelcome sexual advances, requests for sexual favors, and other unwelcome written, sexting, verbal or physical conduct of a sexual nature is prohibited. If a student believes he/she, or another student, has been subjected to sexual harassment, the student should report the behavior to a school administrator immediately.

**Sexting (JIC, JICK, JICL)** - A.R.S § 8-309 Unlawful transmission or possession of explicit sexual material by minors is illegal: "It is unlawful for a juvenile to intentionally or knowingly use an electronic communication device to transmit or display a visual depiction of a minor that depicts explicit sexual material". Use or possession of a visual depiction of a minor that depicts sexual material and is transmitted to another student(s) may be a CLASS 2 MISDEMEANOR.

**Technology, Improper Use of (IJNDB-USE OF TECHNOLOGY RESOURCES IN INSTRUCTION, JIC-STUDENT CONDUCT)**

**Cell phones and Electronic Devices** are to be turned off and given to teachers during education hours. If a cell phone or any other electronic device, without authorization by the administrator, is seen, or heard, by a teacher or staff member during class time, the teacher or staff member will confiscate the phone/device and turn it over to the school office or principal. Confiscated cell phones and electronic devices will be returned according to the guidelines listed below. If students choose to bring a cell phone or electronic device to school, it must be turned off during class times. Parents may call the school office if they need to contact their child during class time. The school/school is not liable for lost, stolen, damaged, cell phones or electronic devices regardless of the nature of damage.

Students' individual rights (Amendment IV) are balanced by administrators' responsibility to protect the health, safety and welfare of all students and staff. Administrators may conduct searches when they have reason to suspect that a law or school rule has been violated or that the health, safety or welfare of students or staff may be in danger, **without first contacting the parent.**

In the event administrators have reasonable suspicion that a school rule or law has been violated, phone searches may be conducted with student and/or parent consent. However, the students' lack of cooperation may result in losing the privilege of having the electronic device on campus for a period of time or the rest of the school year as determined by the administrator.

Teachers may require students to turn in their phones at the beginning of class or the beginning of the school day to be returned at the end of the school day.

STUDENTS CAUGHT USING THEIR PERSONAL DEVICES, INCLUDING PHONES, TABLETS, GAME CONSOLES, AR/VR HEADSETS AND THE LIKE WITHOUT PERMISSION MAY HAVE THEM CONFISCATED UNTIL THE END OF THE DAY. STUDENTS WHO ARE REPEATEDLY CAUGHT USING

THEIR DEVICES IN VIOLATION OF SCHOOL OR CLASSROOM RULES MAY HAVE THEIR DEVICES CONFISCATED FOR AS MANY AS 30 DAYS.

In accordance with Jackson et al. v. McCurry et al., the school also reserves the right to search a student's personal device if confiscated if we suspect that it contains content that violates the school's policies.

The school explicitly reserves our legal right to deny students the use of their personal devices during class/academic times except for in emergency situations per Arizona Revised Statute 13-2915.

### **Computer, Network Infraction, Telecommunication Device (IJNDB, JIC)**

Da Vinci Tree Academy network (including but not limited to Internet, computers, laptops, printers, etc.) is to allow students to conduct school business or activities. Tampering or "hacking" any Da Vinci Tree Academy resources is prohibited. Intentional damage or misuse of network will not be tolerated. Sharing passwords or logging in for someone else is prohibited. Intentional creation or spreading of computer viruses will not be tolerated. See Da Vinci Tree Academy Acceptable Use Policy for more information.

### **Photographs and Video (IJNDB, JIC)**

Use of cell phones and electronic devices to photograph, videotape, or digitally record another person **on school property or at school events** without authorization by an administrator is prohibited. If a student is found taking photographs in violation of this rule, the device used may be confiscated and a disciplinary consequence will follow. Accessing, submitting, transmitting, posting, publishing, forwarding, downloading, scanning or displaying materials that are defamatory, abusive, obscene, vulgar, sexually explicit, or sexually suggestive is prohibited.

**If personal electronic devices belonging to students are lost or stolen, LIMITED school personnel time will be used to conduct searches or investigate the incident. The School/School is not liable for lost, stolen, or damaged cell phones/electronic devices.**

### **Theft (JIC - STUDENT DISCIPLINE, JICK-STUDENT VIOLENCE/HARASSMENT/INTIMIDATION/ BULLYING, JICI WEAPONS IN SCHOOL)**

#### **Burglary\* (JIC, JICK)**

Breaking into and entering a building with the intent to steal.

#### **Theft (JIC, JICK)**

The unlawful taking, carrying, leaving or riding away with property of another person *without threat, violence, or bodily harm*. This also includes possession or sale or attempted sale of another's property. Any personal property including instruments (music, electronic, etc.) or other materials for classroom use brought onto campus is at the risk of the owner. The school is not responsible for personal property brought onto Da Vinci Tree Academy K-8 or High School campuses.

**If a student loses or reports personal property as stolen, schools/School are not financially responsible. School administrators will make limited attempts to locate students' personal property.**

**Extortion\*(JIC, JICK)**

Asking for or demanding money or something of value from another person in return for protection or in connection with a threat.

**Robbery\*(JIC, JICK)**

Taking or attempting to take anything of value that is owned by another person or organization, by force, or threat of force, or by putting the victim in fear.

**Armed Robbery\*\*(JIC, JICK, JICI)**

Robbery with the use of a weapon.

**Trespassing (JIC-STUDENT DISCIPLINE)**

**Trespassing (JIC)**

The unauthorized presence of any student on a campus other than his/her own. If a student is suspended off campus for disciplinary reasons he/she is prohibited from being on his/her campus during the suspension. If the student refuses to leave upon request, it is a violation of state law and law enforcement may be contacted for assistance.

**Loitering/Unauthorized Entry (JIC)**

Knowingly and/or willingly being in an area that is prohibited or not authorized by a staff member; any attempt to or entry into any unauthorized fenced area, building, or student locker.

**Vandalism or Criminal Damage (JIC-STUDENT**

**DISCIPLINE, KFA-STUDENT CONDUCT ON SCHOOL**

**PROPERTY)**

The willful or malicious damage or destruction, defacing, or otherwise damaging in any way personal property without consent. This includes bombing, arson, graffiti, computer hacking and other acts that cause property or personal damage.

**Weapons and Dangerous Items (JIC-STUDENT DISCIPLINE, JICI-WEAPONS IN SCHOOL)**

**Guns/Firearms (JICI)**

Any weapon or simulated weapon designed to expel a projectile by an explosive used to inflict bodily harm when used on campus or during school sponsored activities in a manner such as to cause injury

or to intimidate others. Typical instruments are defined, but not limited to: rifles, pistols, pellet guns, BB guns, "air soft" or any other propelled weapon, or similar weapons. May be real or simulated; may be operable or inoperable, loaded or unloaded.

**Knives (JIC, JICI)**

Any instrument possessed or used to inflict bodily harm or intimidate a person. May be operable or inoperable.

**Other Weapons (JIC, JICI)**

Any dangerous instrument possessed or used to inflict harm or intimidate a person. Other Weapons\*\* include Billy Club, Brass Knuckles, Knife with blade length of not more than 2.5 inches, Nunchucks.

**Dangerous Items\* (JIC, JICI)**

Include: Air soft gun, B.B. Gun, Knife with blade less than 2.5 inches, Laser Pointer, Letter Opener, Mace, Razor Blade or Box Cutter, Taser or Stun Gun, Simulated Knife, Simulated firearm, tear gas, matches, lighters etc. May be real or simulated: may be operable or inoperable.



## Parent Right to Know

We are pleased to notify you that in accordance with the Elementary and Secondary Education Act (ESEA), you have the right to request information regarding the professional qualifications of your child's teacher. Specifically, you may request the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction (Charter school teachers don't need this under A.R.S. 15-183).
- Whether the teacher is teaching under emergency or substitute status (Charter school teachers don't need this under A.R.S. 15-183).
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like to receive this information or are interested in obtaining documents, please contact the Da Vinci Tree Academy's front office at [info@davincitree.academy](mailto:info@davincitree.academy). If you have questions about the content of any educational staff members' resumes, feel free to reach out to Principal Roll at [mroll@davincitree.academy](mailto:mroll@davincitree.academy).

# Investigations

Investigations may take place for a variety of reasons. Every investigation is a little bit different, but in general, all investigations should have the following:

1. Measures should be taken to protect students from harm during the investigation process.
2. If there is any indication that the line of questioning during an investigation may lead to either a serious disciplinary action (suspension or expulsion) or may end up as evidence for a government agency (such as the Tucson Police Department or the Arizona Department of Child Services), staff members asking the questions must record the interview using a school-owned device.
3. Students being recorded must be informed of the recording at the beginning of the recording so that there is a record. Student consent to recording is not required by law for school investigations.
4. If a disciplinary report is made as a result of the investigation, all students interviewed in the investigation must have their information anonymized before being put into the report in order to preserve federal FERPA protections.

In the case of investigations that require a student's body to be photographed, the following should be observed:

1. Only school-owned devices should be used to take photos.
2. Photos should only be taken with student consent.
3. If a student must disrobe in order for a photo of the area in question to be photographed, the student should be accompanied by three members of staff of the same gender. If three members of staff are unavailable, then two members of staff may take the photograph after notifying an administrator of the situation. This is to protect students from any abuse and protect staff members from any allegations of abuse.
4. If the photograph(s) include any portion of a student's genitals, once the photos have been given to the appropriate authorities (such as the Tucson Police Department, Department of Child Safety, the student's parents, etc.), the photos should be deleted from the school device and should not be filed in the students records.

In the case of investigations not involving abuse or photographic evidence, but rather student conduct, the following should be observed. Examples of this kind of investigation could include but is not limited to investigations into allegations of bullying, violence, issues with hate speech, drugs, less serious infractions of school rules, etc.

1. Since these investigations have the potential for many different outcomes, interviews should be recorded with a school-owned device.
2. Students who we have probable cause with regards to being a suspected perpetrator of violence, bullying, drug dealing, etc. should be interviewed separately from others. Their statements should then be compared to those of other witnesses to look for inconsistencies, etc.
3. Reports should be written objectively and should summarize and enumerate the results of the investigation interviews.
4. Decisions on discipline and/or other consequences should be based off of the testimony of at least two or more witnesses. Serious consequences should never be based solely on the testimony of one individual. An individual testimony however could be used in conjunction with other evidence such as security camera footage, physical evidence, etc.

An investigation may find that a student is in need of psychological help. These instances may include things like youth depression, self-harm, unbalanced/unrealistic perceptions of objective facts, etc. In such an instance, the following should be done:

1. Parents or guardians should be informed and consulted.
2. With parent / guardian permission, the school should reach out to various counseling or mental health resources depending on the preference of the parent. Several examples of these resources could include:
  - Leeann Tweedy, intake specialist with La Frontera at 520-334-7058
  - Father Rick Wilson with Saint Matthew's Episcopal Church
  - Easter Seals Blake Foundation

In the event that a child is found to be the victim of abuse or neglect and the abuse or neglect's possible source is the child's guardian, the best practice is to not inform the guardian that the child has reported the abuse until after the Department of Child Safety and/or law enforcement have cleared the guardian of any wrongdoing.

# Medications in School

Da Vinci Tree Academy follows all of the rules and regulations regarding medications in schools, including but not limited to:

- The Controlled Substances Act, 21 U.S.C. 801
- The Uniform Controlled Substances Act of 1994, 21 U.S.C. 802
- Title 21 (Food and Drugs) of the Code of Federal Regulations, Chapter II (Drug Enforcement Administration, Section 1300 (21 CFR 1300.01 et seq.)

In general, students who need medication while in school will have to have their parent/guardian give the medication along with instructions for administering the medication to the front office. Medications must be in the original bottle/container and must be labeled with the students name.

For students in 4th grade and older, when dealing with medications only needed on specific occasions (such as emergency asthma inhalers), exceptions to the policy may be made with consultation of a medical professional and the school principal. In these situations, if an exception is made students may also carry the medication on their person.

The school will do its best to inform parents that their student's medication is running low before it completely runs out. Even so, the school does not take responsibility for any students' medications running out as replenishing the supply of medication is a responsibility of the parent or guardian.

## Medication Advisory

As recommended by Da Vinci Tree Academy's Board of Directors on 10/09/22, mandatory classes and discussions will be held with students 5th grade and older each year. This will be to prevent the abuse of medications, over the counter and prescription. These classes and discussions may include activities such as watching an age-appropriate documentary, studying the effects of overdose, or learning about the evolution of antibiotic resistant super germs.

# Outdoor Activity Guidance

Note: Despite areas of campus such as the Lewis Latimer Laboratory and the Technology Pavilion being both legally and practically outdoors, the following policies do not apply to these spaces. The reason for this being that these outdoor spaces are outfitted with simple temperature regulating devices such as evaporative coolers, fans, and heaters, which allow safe, continued access even during the extremes of weather.

## Water and Hydration

Hydration is an important part of health in the desert. Indoor and outdoor drinking fountains are spread throughout the campus. At last count, Da Vinci Tree Academy contained nine different water fountains and two food/drink locations serving water, milk, or sports beverages.

When participating in outdoor activities, students are asked to drink water before and/or after any activities. Certain activities require that the participating student have a water bottle. All students are strongly encouraged to bring a water bottle to school. In addition to our nine drinking fountains, the school also maintains four water bottle filling stations as of the end of 2023.

We take the health and safety of our students seriously. Da Vinci Tree Academy reserves the right to stop and force any student participating in an outdoor activity to go inside to rest or hydrate.

## Temperature Restrictions

When the local temperature is in excess of 106 degrees Fahrenheit, students are not allowed to participate in physically oriented outdoor activities for longer than 15 minutes. This includes but is not limited to physical education, recess, and sports.

If the local temperature is at or less than 40 degrees Fahrenheit, students are not allowed to participate in non-rigorous, outdoor activities for longer than 15 minutes unless they are wearing clothing appropriate for keeping them warm and healthy. Rigorous outdoor activities such as interval training, sports practice, and physical education are exempt from this

requirement within reason. It is documented that an individual who is physically exerting themselves naturally generates a large amount of body heat.<sup>1</sup>

## Other Restrictions

In the event of a lightning storm, adults are advised to bring all children inside and keep them from playing or participating in sports in the campus's outdoor spaces. Staff members will have to use their discernment in the event that lightning is present during pickup. If the lightning is distant and the thunder is vague, the staff members may use their better judgement in allowing students to stay outside to wait for their parents to pick them up. Any students not being picked up at that time but staying for after school programs should be sent inside in this scenario. In general, the CDC states, "When thunder roars, go indoors!"<sup>2</sup>

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<sup>1</sup> "How Cold Weather Affects the Body During Exercise." Published by: Froedtert & the Medical College of Wisconsin. <https://www.froedtert.com/stories/how-cold-weather-affects-body-during-exercise#:~:text=Generally%2C%20exercising%20generates%20enough%20heat,the%20body%20containing%20stored%20energy>. Published January 3rd, 2023. Accessed August 23rd, 2023.

<sup>2</sup> "U.S. Lightning Strike Deaths" Published by: The United States Centers for Disease Control. <https://www.cdc.gov/disasters/lightning/victimdata/infographic.html>. Published September 15th, 2022. Accessed August 23rd, 2023.

“Those who can imagine anything, can create the impossible.”

-Dr. Alan Turing

Mathematician, Logician, Biologist, and Philosopher

Inventor of the Computer

Breaker of the Nazi Enigma Machine

