

Leonardo da Vinci eK-8 School

Parent and Student Handbook

2017-2018



Leonardo da Vinci eK-8 Mission Statement

Leonardo da Vinci eK-8 School is a community dedicated to the development of the whole child as a literate, curious and inventive person. This child will be responsible for preserving and creating beauty in our cultural and natural environments.

We will foster this Renaissance child of the Arts and Sciences through Integrated Thematic Instruction.

4701 Joaquin Way, Sacramento, CA 95822

(916) 395-4635 FAX (916) 277-6806

www.schools.scusd.edu/leonardodavinci

Sacramento City Unified School District

District Mission Statement

The mission of the Sacramento City Unified School District is to make a positive difference by educating children and adults to become responsible, self-directed, life-long learners capable of functioning effectively in a global society.

Board of Education

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Jessie Ryan, 1st Vice President, Area 7
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Vincent Harris, Chief Continuous Improvement & Accountability Officer
Elliot Lopez, Chief Information Officer
Cancy McArn, Chief Human Resources Officer
Dr. Iris Taylor Ed.D., Chief Academic Officer

Leonardo da Vinci eK - 8 School

School Colors: Turquoise and White

School Mascot: Dolphin

Devon Davis, Principal
Tiffany Ballard, Assistant Principal

Address: 4701 Joaquin Way, Sacramento, CA 95822

Office Phone: 395-4635

Office FAX: 277-6806

Attendance Line: 395-4636

School Community Liaison: 395-4638

LdV Website: www.leonardodavincischool.org

Like us on Facebook: www.facebook.com/LeonardodaVinciK8

District Switchboard: 643-7400

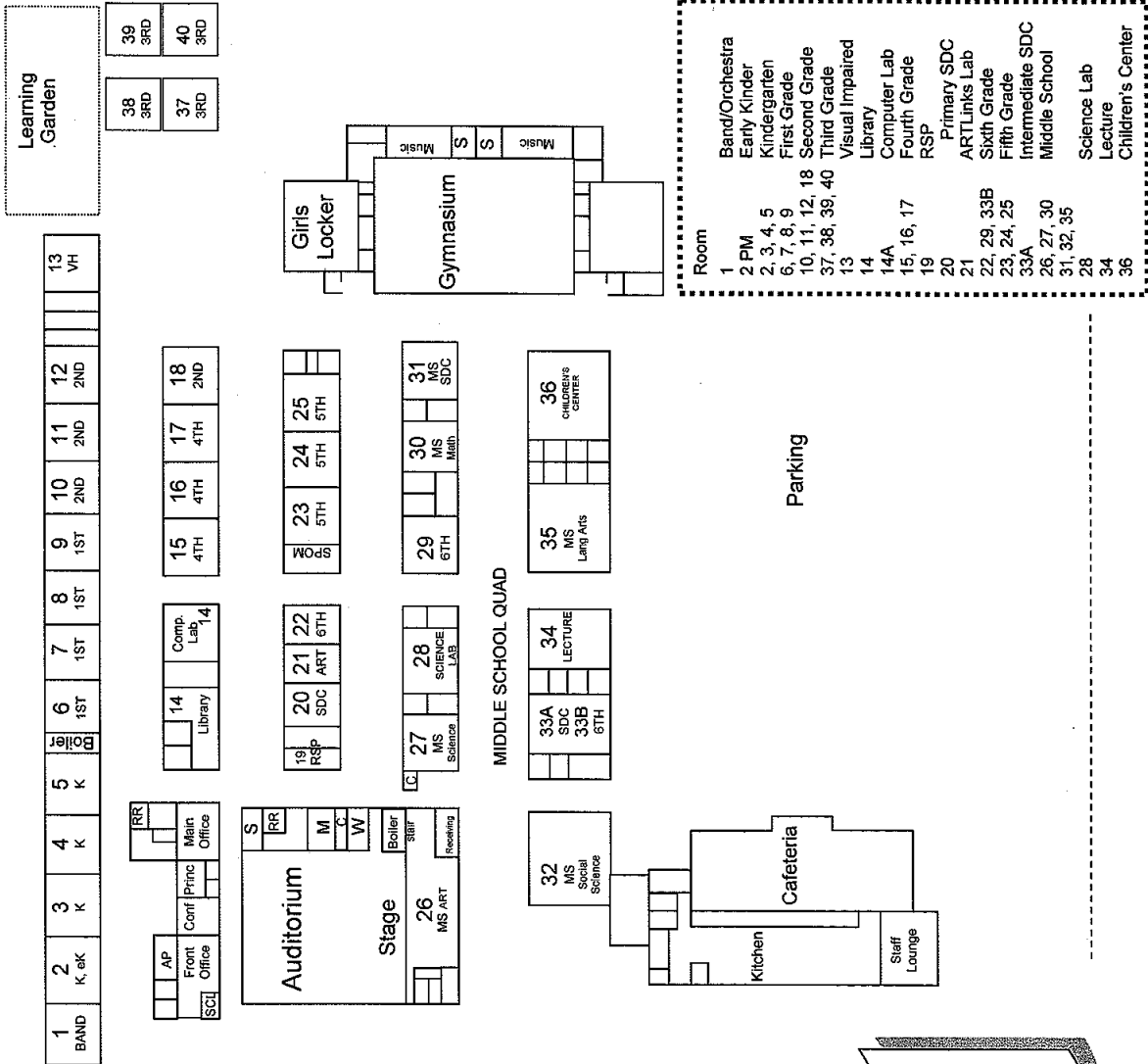
District Website: www.scusd.edu

Joaquin Way



Leonardo da Vinci eK-8 School

4701 Joaquin
Sacramento, CA 95822
277-6496



- Room
- 1 Band/Orchestra
 - 2 PM Early Kinder
 - 2, 3, 4, 5 Kindergarten
 - 6, 7, 8, 9 First Grade
 - 10, 11, 12, 18 Second Grade
 - 37, 38, 39, 40 Third Grade
 - 13 Visual Impaired
 - 14 Library
 - 14A Computer Lab
 - 15, 16, 17 Fourth Grade
 - 19 RSP
 - 20 Primary SDC
 - 21 ARTLinks Lab
 - 22, 29, 33B Sixth Grade
 - 23, 24, 25 Fifth Grade
 - 33A Intermediate SDC
 - 26, 27, 30 Middle School
 - 31, 32, 35 Science Lab
 - 28 Lecture
 - 34 Children's Center
 - 36

Table of Contents

Daily Schedule	5
Contact Information.....	6
Academic, Enrichment, Student Service Information	
Integrated Thematic Instruction	7
Life Skills	8
Parent Participation	9
Annual Enrollment Agreement	9
Class Meetings.....	9
Expectations of Parent Volunteers	10
Parent Councils and Leadership and Forums.....	11
Student Support Services.....	13
Standards of Behavior	
Rules and Consequences.....	14
General School Behavior	19
General Procedures	
Arrival and Departure	21
Parking.....	22
Pick Up and Drop Off.....	22
Attendance	23
Tardy Policy	23
Breakfast/Lunch	23
Playground Safety and Supervision.....	24
Emergency Cards.....	24
Volunteering/Visiting on Campus	24
Required Inoculations	24
Medication at School	25
Dress Code.....	25
Text and Library Books	25
Homework.....	25
Assessment.....	27
Retention/Promotion.....	27
Sports Eligibility	27
Field Trip Policy	28
New Parent Information	29
Campus Events	29
Before and After School Classes	30
School and Class Contributions	31

Leonardo da Vinci eK-8 School Daily Schedule 2017-2018

Early KINDER	REGULAR	COLLABORATIVE THURSDAYS	SHORTENED
Class Begins	12:00	No changes	No changes
Class Ends	3:20 pm		

KINDERGARTEN	REGULAR	COLLABORATIVE THURSDAYS	SHORTENED
Class Begins	9:00	No changes	No changes
Class Ends	12:30		

GRADES 1 – 3	REGULAR	COLLABORATIVE THURSDAYS	SHORTENED
Class Begins	9:00	9:00	9:00
AM Recess	10:30 – 10:45	10:30 – 10:45	10:30 – 10:40
Lunch	11:45 – 12:30	11:45 – 12:30	11:15 – 11:45
PM Recess	1:30 – 1:45	1:30-1:45	None
Class Ends	3:12	2:12	1:35

GRADES 4 – 6	REGULAR	COLLABORATIVE THURSDAYS	SHORTENED
Class Begins	9:00	9:00	9:00
AM Recess	10:50 – 11:05	10:50 – 11:05	none
Lunch	12:15 – 12:45	12:15 – 12:50	11:55 – 12:25
PM Recess	2:05-2:15	2:00-2:05	None
Class Ends	3:12	2:12	1:39

GRADES 7 & 8	REGULAR	COLLABORATIVE THURSDAYS	SHORTENED
1st Period	9:00 – 9:51	1st Period 9:00-9:42	1st Period SKIP
Passing	9:51 – 9:56	Passing 9:42-9:47	Passing SKIP
2nd Period (Home Room)	9:56 – 10:51	2nd Period 9:47-10:31	2nd Period 9:00-9:44
Passing	10:51 – 10:58	Passing 10:31-10:36	Passing 9:44-9:49
3rd Period	10:58 – 11:49	3rd Period 10:36-11:18	3rd Period 9:49-10:33
Passing	11:49 – 11:54	Passing 11:18-11:23	Passing 10:33-10:38
4th Period	11:54 – 12:45	4th Period 11:23-12:05	4th Period 10:38-11:22
Lunch	12:45 – 1:20	Passing 12:05-12:10	Passing 11:22-11:27
Passing	1:20 – 1:25	5th Period 12:10-12:52	5th Period 11:27-12:11
5th Period	1:25 – 2:16	Lunch 12:52-1:25	Lunch 12:11-12:41
Passing	2:16 – 2:21	Passing 1:25-1:30	Passing 12:41-12:46
6th Period	2:21 – 3:12	6th Period 1:30-2:12	6th Period 12:46-1:30

LdV Contact Information

Attendance			TBA 395-4636
Main Office			395-4635
Name	Grade/Title	Room	Contact
Abitz, Sean	2	10	sean-abitz@scusd.edu
Aldridge, Jim	5	23	jim-aldrige@scusd.edu
Andrade, Tia	Cafeteria Manager		tia-andrade@scusd.edu 395-4639
Androlowicz, Stanley	7/8 Science	27	stan-androlowicz@scusd.edu
Areson, Mark	P.E. Prep	Gym	Note in box or with student
Ballard, Tiffany	Assistant Principal		tiffany-ballard@scusd.edu 395-4635
Boettner, Julie	2	18	julie-boettner@scusd.edu
Brown, Lisa	K	3	lisa-brown@scusd.edu
Bustos, Vienna	4	15	vienna-bustos@scusd.edu
Celeste, Dave	6	29	david-celeste@scusd.edu
Croft, Jacob	7/8 Social Science	32	jacob-croft@scusd.edu
Davis, Devon	Principal		395-4635
Dodd, Deborah	4	17	deborah-dodd@scusd.edu
Drickey, Heather	6	33B	heather-drickey@scusd.edu
Ferrara-Jones, Julie	P.E. Prep		julie-ferrara-jones@scusd.edu
Goodman, Julie	1	9	Julie-schon@scusd.edu
Graves, Elly	Early Kinder	2 PM	elly-graves@scusd.edu
Haines, Shelby	VI Angie Ford	13	shelby-haines@scusd.edu
Harms, Kelly	K	2 AM	kelly-harms@scusd.edu
Hebert, Allison	2	12	allihebert@netzero.net
Howard, Phil	4-6 SDC Alex Huerta	33A	phil-howard@scusd.edu
Ismail, Adam	7/8 PE	Gym	adam-ismail@scusd.edu
Joseph, Kelley	Speech Therapist	LIB	kelley-joseph@scusd.edu
Keller, Debbie	RSP Rob Lindgren	19	debra-keller@scusd.edu
Lombardi, Stacey	1	7	stacey-lombardi@scusd.edu
Lynch, Jonah	RSP	19	jonah-lynch@scusd.edu
Magana, Jhanis	K	5	Jhanis-magana@scusd.edu
Maltby, Michael	7/8 Math	30	michael-maltby@scusd.edu
Maroldy, Dan	5	25	dan-maroldy@scusd.edu
Maroldy, Jamie	1	6	jamie-maroldy@scusd.edu
McOmie, Kathryn	Psychologist	19A	kathryn-mcomie@scusd.edu
Meade, Kim	3	39	kim-meade@scusd.edu
Moore, Brian	4	16	brian-moore@scusd.edu
Moua, Xue	2	11	xue-moua@scusd.edu
Nakayama, Jennifer	Band	1	jennifer-nakayama@scusd.edu
Nichols, Erika	5	24	erika-nichols@scusd.edu
Niehaus, Maribeth	3	38	maribeth-niehaus@scusd.edu
Nim, Veasna	1	8	veasna-nim@scusd.edu
Nunez, Itzel	Bilingual Aide	LIB	itzel-nunez@scusd.edu
Perez, Chris	7-8 SDC LaVita Howard	31	christopher-perez@scusd.edu
Roots, Donna	Office Manager		donna-roots@scusd.edu 395-4635
Ryan, Patty	1-3 SDC Sindhu Lal	20	patty-ryan@scusd.edu
Saxton, Joy	3	37	joy-saxton@scusd.edu
Sidley, Brandi	3	40	brandi-sidley@scusd.edu
Sirard, Mark	7/8 Language Arts	35	mrsirard@mrsirard.com
Soule, Diane	SCL		diane-soule@scusd.edu 395-4638
Torres, Oneida	Office Clerk		oneida-torres@scusd.edu
Stiller, Kim	MS Art	26	kimberly-freeman@scusd.edu
Wallace, Rhonda	6	22	rhonda-wallace@scusd.edu
Walton, Jane	K	4	jane-walton@scusd.edu
Witt, Letha	Plant Manager		letha-witt@scusd.edu

Academic and Enrichment Curriculum

Leonardo da Vinci eK-8 School uses all California and school board adopted district textbooks including Open Court (K-6) and Holt (7-8) English Language Arts Program, MacMillen McGraw Hill Math Program, and MacMillen McGraw Hill Social Science and MacMillen McGraw Hill Science textbooks. We supplement the texts with additional literature, enrichment activities, research, field trips, and materials.

All students are capable of mastering and making progress towards grade level standards and all learners have “multiple intelligences” where his/her learning is demonstrated in a variety of ways through writing, math, science, visual presentations, mastery projects, and art.

Parent participation is an essential part of the entire eK-8 program. The required hours of service help ensure success. Our parents and guardians are an integral part of learning in the classroom and at home.

Integrated Thematic Instruction method of instruction based on California State Standards and a series of themes that cross core curriculum areas. A child’s interest in various subject areas ignites as they realize the connection of themes across content areas.

LdV is a comprehensive program dedicated to the arts and sciences: dance; drama; music; visual and language arts; physical, earth, life, environmental sciences; and social sciences. Students learn the core curriculum and the arts and sciences extend that knowledge.

Engaged learning is emphasized with active participation in an enjoyable and challenging atmosphere with the affirmation that every child can learn. Teachers use methods of active participation to make sure that 100% of the students are actively doing something during the learning process. Active participation and checking for understanding includes: cooperative groups; pair share (tell your partner what you learned); choral response (everyone share me which response is correct); hand signals (if you agree raise your hand); note taking; and formal assessments (homework, academic writing, journal response writing, summary writing, quizzes, and tests).

Integrated Thematic Instruction

Integrated Thematic Instruction (ITI) is a comprehensive school model designed by Susan Kovalik in 1982 to increase student performance and teacher satisfaction. The primary purpose of the model is to teach children in a way where they will gain authentic understanding of core content areas and develop responsible citizenship. Over the past 25 years, ITI has been implemented in thousands of schools across America, Europe and Asia. The ITI model is a brain-compatible instructional model grounded in the biology of effective instructional strategies, cross curriculum thematic instruction, and the development of conceptual curriculum.

Absence of Threat/Nurturing Reflective Thinking – Teachers establish a community of learners where students feel safe to participate and share out ideas. Students are asked to reflect on their learning and content.

Meaningful Content – For students to be fully engaged, the content must have an application and be meaningful to their world. The standards are presented in theme-based units that allow for frequent connections.

Enriched Environment – An ITI classroom has a print rich environment that includes a wide variety of resources and student work. Music, plants and animals contribute to the creation of a natural environment.

Adequate Time – Students need adequate time to process information and apply new learning. Some projects require adjustments in schedules for students to fully grasp the content.

Immediate Feedback – Students require immediate and meaningful feedback about their work and learning. This guides students to further develop their abilities.

Choices – Based on the multiple intelligences, students have choices of activities in order to tap into their different learning modalities. Students may choose from a variety of projects.

Collaboration – Students collaborate with their peers on a variety of projects. This gives students opportunity to learn from each other as well as learn valuable interpersonal skills. Staff constantly collaborates to plan lessons and teach students.

Mastery/Application – Students have the opportunity to demonstrate learning in a variety of ways. There are multiple forms of assessment that are utilized to monitor and enhance student learning.

Life Skills

Students learn about the eighteen Life Skills developed by Susan Kovalik.

Motivation – the desire or enthusiasm to get the job done

Confidence – trust and belief that you are able to do something

Integrity – being honest and sincere and have sound moral principles

Initiative – doing something because it needs to be done; acting

Flexibility – the ability to alter plans when necessary

Perseverance – completing what you start

Organization – planning, arranging, and implementing in an orderly way

Sense of Humor – laughing and being playful without hurting

Effort – trying your hardest; being willing to work hard

Common Sense – the ability to use good judgment

Problem Solving – putting what you know and can do into action

Responsibility – being accountable for your actions and responses

Patience – the ability to wait calmly for someone or something

Friendship – maintaining mutual trust and caring for others

Curiosity – a desire to learn or know about all things

Cooperation – working together toward a common goal

Caring – feeling concern for others

Teamwork – working with other people through collaboration

Parent Participation

Parent Participation Mission Statement

Active parent participation is the cornerstone of our school. The goals of parent participation at LdV include the academic success of all children and the empowerment of parents in the educational process. This partnership with the school translates into improved curriculum, enriched school activities for students and an enhanced school environment. Through participation, parents are better informed and able to participate in site-based decision making.

The active participation of parents has been essential to this program and is one of the main ingredients that make our school different and special. Since the inception of LdV, in 1989, parents have added their ideas and talents in a variety of ways to the school program. While there are various committees and some at-home work, the most vital participation needs include:

- in-class support
- field trip drivers
- special event coordinators and workers

The active participation of families at LdV creates a community committed to excellence in education and provides a safe environment for all students. By enrolling a child at LdV, each family commits to 40-50 parent participation hours per school year, based on the number of students in the family. This commitment is needed to maintain and improve the educational environment that we enjoy and have come to expect for our students.

Annual Enrollment Agreement

The Annual Parent Agreement establishes expectations for the school and parents. LdV parents must sign and support the Annual Agreement. Stipulations of the contract include, but are not limited to: 40 hours of volunteer service for one child, 45 hours for two children, and 50 hours for three or more children; attendance at monthly class meetings; participation in class contribution or fundraising; and attendance at parent/teacher conferences.

Class Meetings

Every month teachers hold a meeting for parents to find out details of the curriculum and parent responsibilities for academic support at home. Every child must be represented at the class meetings (as per the Annual Contract). Children who do not have equal access to informed home support will fall behind academically. A core foundation of LdV, the monthly class meeting is the parent-teacher connection to learn and share about curriculum, projects, field trips, and volunteer opportunities. We ask that every child is represented and supported at every class meeting. The calendar of class meetings (scheduled for the second Wednesday of each month) is available in August and in the weekly newsletter.

Volunteer Hours Commitment

Parent volunteers are an integral part of LdV. The school community liaison (SCL), Diane Soule, works with the LdV community to aid all families with their volunteer hours commitment. The SCL tallies parent hours monthly and sends out an "Hours Update" to each family during the year. A family needing assistance in obtaining parent hours will work closely with the School Community Liaison. The SCL works in cooperation with the Principal, the staff and families of LdV. Parents/guardians with any questions concerning their parent hours may call the SCL at 395-4638.

Expectations of Adults Volunteering at School

Adults working on campus must:

Have current TB skin test on file with the SCL.

Have a cleared SCUSD Volunteer Sex Offender Check Authorization, or fingerprints on file with SCUSD.

Sign in and wear a volunteer badge while on campus.

Serve as good models for all students by complying with the dress code (no flip flops; visible bra straps or cleavage; bare midriff; short shorts or skirts; tight, revealing clothing; gangster life style, alcohol, cigarette logo images; sagging pants; or hats) and using appropriate language and actions in compliance with the code of conduct. No harsh threats, punishment or physical contact is to be used.

Notify teacher of any student conflict issues so that the teacher can investigate and handle the conflict appropriately.

Sign out when you are ready to leave campus.

Arrange for a substitute if you are unable to work at your specified time. The class manager may help with this.

Leave younger siblings with a sitter. Parents can earn hours by trading babysitting time with other LdV parents while they participate at LdV.

Check with the teacher to see whether unscheduled "drop-in" visits are welcome.

Expectations of Adults Volunteering on Field Trips and Off Campus Events

Thank you in advance for your generous time and contribution to chaperone field trips. Field trips are core to extending the learning opportunities in every grade level. Most of the guidelines below fall under good judgment and common sense.

Adults who commit to chaperone on day or overnight field trips must:

Accept that their role is to ensure the physical and emotional safety of the children assigned to their care.

Refrain from cell phone conversations or texting unless there is an emergency and the teacher is supervising your group.

Not bring older or younger siblings as this will distract from chaperoning obligation.

Not bring pets, even on walking field trips.

Not stop at drive-thru restaurants, coffee shops, or any other location unless arranged by the classroom teacher.

Drive the same students in the same vehicle to and from fieldtrip location and school, unless a change has been authorized by the classroom teacher.

Actively support their student group with positive behaviors, supervising students, and demonstrating how to respect guest speakers.

Dress appropriately for the field trip and follow the school dress code. Clothing should have no references to sex, drugs, alcohol, or any illegal activity. Parents should dress modestly (no bare backs, halter tops, low-cut shirts or sagging pants). Shoes and general attire should be appropriate for the trip (i.e. hiking shoes for a hiking field trip).

Refrain from cigarettes, drugs, and alcohol. It violates board policy, law, and common sense to partake in inappropriate substances at any time during field trip supervision.

Parents who make poor decisions or violate the safety of students by being under the influence of any amount of drugs or alcohol will lose parent hours for chaperoning and will lose the right to supervise future field trips.

SCUSD Volunteer Code of Conduct

Asks that volunteers:

- Be conscientious and concerned for the health and safety of students.
- Be free of the influence of alcohol or illegal drugs when with students on or off school grounds.
- Have no outside contact with an individual student unless authorized by administration or parents.
- Adhere to district, school and classroom policies, rules and regulations.
- Promptly inform the teacher and school when unable to attend or when discontinuing to serve as a volunteer.
- Dress professionally.
- Act professionally and with confidentiality. Do not put down, or make negative comments about students to parents in person or on the internet (Facebook, email, texting, etc.).

Parent School Councils, Parent Leadership, and Communication Forums

School Site Council (SSC)

School Site Council (SSC) is responsible for development of the yearly School Site Plan, ensuring school resources are aligned to plan and student achievement, curriculum, facilities, staff development, and parent involvement according to state and district mandates. Decisions are made based on the Continuous Improvement Process (CIP) consensus model, meaning that all members must be in agreement. This ensures equal say for all representatives.

The SSC represents parents, teachers, classified staff, administration, and students - representative of our diverse educational community. The committee consists of 10 members: one site administrator, four parents, three teachers, one classified staff member and the student body president. A PTC representative is included in an ex-officio capacity to ensure communication between the two councils. Parent SSC members are elected in a school-wide election for two-year terms.

SSC Ad-Hoc Committees are created throughout the year to address areas of need at the school. All parents, staff and students are invited to attend and participate.

Leadership Team

Leadership team is a solution-based collaborative group of certificated and classified staff that meet bimonthly to further articulate eK-8 staff concerns and suggestions for improvement. Each grade segment sends a representative on rotating basis to gather and provide input on school concerns. The leadership team will make recommendations to the SSC and PTC when needed. Meetings are open to all LdV staff members.

English Learners Advisory Council (ELAC)

ELAC is a group of parents of English learners who review the achievement of English learners at LdV. ELAC parents meet with the Principal, teacher representatives and the bilingual designee. ELAC will select a representative to attend PTC meetings, SSC council and the District's English Learner Advisory Council (DELAC). ELAC makes recommendations to the SSC regarding the needs of English learners. Meetings are open to all parents of English learners.

Parent Teacher Council (PTC)

The PTC is organized to provide an open forum for the school community to discuss issues, exchange ideas, and provide solutions to issues affecting the community. Its goal is to maintain LdV's high quality Integrated Thematic Instruction Program (ITI) emphasizing arts and sciences and to make recommendations to the School Site Council (SSC). PTC operates as a non-profit 501c3 under by-laws adopted by the LdV parent community. A copy of the PTC Bylaws is available for review in the school community liaison office.

The PTC executive board is composed of 10 elected officers, the appointed chairs of the standing committees, the school community liaison and the Principal. In addition, each classroom selects one representative and one alternate for the PTC each year.

Membership is open to all individuals through payment of annual dues. Meetings are open to all members of the school community.

The PTC, through the efforts of the seven standing committees, organizes events and fund raising activities that promote academic enrichment, special programs and other activities for the LdV community.

PTC Standing Committees

Arts Committee: To enrich and enhance the arts program through the utilization of artists and arts resources, and to provide channels for artistic expression. Traditionally, the committee coordinates Art Links and the Artist in Residence Program and co-sponsors activities such as the Spring Art Fair, and the Renaissance Faire. The Arts Committee reports to the Vice President – Educational Enrichment.

Science & Technology Committee: To support and promote the enrichment of science and technology in the Leonardo da Vinci education environment. Traditionally, the committee is instrumental in developing the Science Lab and sponsors activities such as the Science Fair and the Explorit! Family Night. The Science and Technology Committee reports to the Vice President – Educational Enrichment.

Culturally Inclusive Education Committee (CIE): To network culturally-sensitive resources and enrichment of multicultural curriculum at every grade level and in every content area as an integral part of the networking. Positive self-image and cross-cultural understanding in the core curriculum and through enrichment opportunities ensure optimal student achievement. The Culturally Inclusive Education Committee reports to the Vice President– School Climate.

Building & Grounds Committee: To insure implementation of the school site master plan. The committee coordinates physical and environmental improvements to the school site such as planting trees and flowers and installing benches and tables. The Building and Grounds Committee reports to the Vice President – Facilities.

Sports Committee: To reinforce positive student involvement in physical education activities. Traditionally, the committee works to raise funds for league fees and uniforms for boys' and girls' sports such as basketball, soccer, and track. The Sports Committee reports to the Vice President – School Climate.

Ways and Means Committee: To evaluate, recommend, facilitate, and oversee the fundraisers for the Leonardo da Vinci PTC. The Ways and Means Committee reports to the Vice President – Fundraising.

Learning Garden Committee: To organize, facilitate and maintain a school-wide learning garden. The Learning Garden Committee reports to the Vice President - Education Enrichment.

Parent Communication Forums

Monthly Coffee Chat – Our Principal hosts an informal meeting to facilitate parent discussion, suggestions, and concerns, regarding the school vision.

eK-8 Vision Forum – Parents meet with the Principal to discuss and offer input on focus areas, direction and vision of school. Topics often include: curriculum and instruction, ITI, school climate, student data, and budget.

Student Support Services

Student Study Team

Students may be referred to a Student Study Team (SST) evaluation due to learning concerns. The team consists of the classroom teacher(s), another site teacher/coordinator, RSP teacher, psychologist, speech therapist, and the Principal. The team meets with parents to discuss concerns and create an intervention action plan to support student learning.

Academic Conference

A conference is scheduled with the parent(s), teacher and Principal to discuss academic, social, or attendance concerns.

Resource Specialist

The Resource Specialist serves those students for whom special education services have been recommended and authorized by the parent(s) at a formal Individual Education Plan (IEP) meeting.

Speech and Language Specialist

A Speech and Language Specialist is assigned full time to LdV to assist identified children with articulation fluency, and social pragmatics.

School Nurse

LdV does not have a school nurse. The Health Services and Special Education Departments perform mandated hearing and vision screenings and IEP health evaluations.

Psychologist

We have the services of a psychologist for one day per week. A large portion of her/his duties relates to special education and student study team services. The psychologist accepts referrals from teachers or parents related to mental health, social support groups, or health services. For students who need on-going counseling or specialized services, the psychologist will submit referrals or make recommendations to parents.

Bilingual Aide

We have a bilingual aide to serve the school as needed. This person, along with a certificated teacher, tests students, works with those who qualify for bilingual services, maintains records and makes parent contacts as needed.

School Community Liaison

The community liaison's responsibilities include coordinating parent and community talents, school admission parent meetings, scheduling volunteer opportunities to suit school needs, supporting English learner (EL) populations, and supporting eK-8 with a weekly newsletter.

Special Education / Multi-Age Classes

LdV provides four self-contained classes for students with developmental learning delays. Primary serves children in grades 1-3 with learning needs. Intermediate serves students in grades 4-6. Middle school serves qualified students in seventh and eighth grades. Our fourth classroom serves visually impaired students in grades 1-8.

Tutoring

Our bilingual aide and faculty provide tutoring, as needed.

Family Support Referrals

The Principal can support families with referrals for health, mental health, financial support, and housing services. Referrals are absolutely confidential.

Standards of Behavior

Students at Leonardo da Vinci need to attend a safe school that fosters and enforces a positive school climate. In order to fulfill the dedicated mission of the school and allow educators to teach the "whole child", this discipline plan incorporates rules and consequences that support the positive development of each student's academic, social and emotional well-being. Academic proficiency, progressive discipline, confidence, and an overall sense of well-being will occur when our students follow school rules and procedures. Integrated thematic instruction character education focus points are embedded in the dialogue that both teachers and the Principal will use with students when discussing behavior matters (for example: kindness, teamwork, effort). Parent awareness and support of rules and consequences strengthens student success.

The purpose of the Leonardo da Vinci School Standards of Behavior is to provide faculty, students, and parents a list of school rules and consequences so that every student may come to school, each day, and appreciate that they are entering an environment that supports the safety of their academic, social, and emotional needs.

Each teacher provides and posts class rules and expectations. We are dedicated to having a consistent and a firm method of proactive discipline so that each child may learn to his or her fullest potential.

Rules and Consequences:

1. The field is for safe recreation: students may not play on the perimeter of the field or sit on brick structures near the playground structures and trees. Students may not play around the drain holes. Consequence: students may be asked to not play in the field or the brick areas.
2. The garden area is for maintaining plants and vegetables and exploring. Students may only pick vegetables with permission and supervision from an adult. Consequence: Students who are destructive to the garden will lose the right to be in the garden. Parents will be billed if there is damage to school or garden property.
3. Balls and equipment are for sharing. Students have a variety of yard equipment to play with. Students should play with balls and jump ropes as long as they are returned at the end of recess. Balls: students may not throw balls at faces or intentionally throw balls with intent to

hurt someone. At the first whistle (signaling freeze and cool down), all balls should be held. At the second whistle, balls and equipment may be returned to the blue bin. Consequence: students who do not use equipment properly will not be able to use the equipment for a designated period of time (for example: loss of privilege for one recess).

4. Language needs to be school appropriate. Students may not use put-downs, hate language (negative references about race, gender, sexuality, religion, or ethnicity) or profanity. Students may not use hate expressions or attempted put-downs such as “that’s gay” or “fag” on this campus or in reference to any students via internet, texting, Facebook or Gmail. It is considered hate speech when a student puts down a student by making reference to their body size, religion, skin color/race, ethnicity, accents, gender, or sexuality. Consequence: students may have recess or lunch recess detention to consider appropriate language choices. Student who use hate language (for example “You’re gay!”) may have a detention or suspension. Students may be suspended for creating a hostile or intimidating school environment. Repeated profanity or profanity directed at a person, hate speech or threatening speech will result in suspension. Profanity directed at students or staff will result in suspension. Ten days of suspension will result in a SCUSD Behavior Hearing. In 2000, there were more expulsions in SCUSD due to hate speech than any other reason.
5. Students must respect each other’s physical well-being. Threats or threat of violence, creating a hostile environment, or fighting are not tolerated for any reason. There is no tolerance for: fighting, inciting a fight, threatening a student with fighting, or responding to a student with any form of punching, scratching, kicking, throwing of objects, pushing, biting, blocking or restricting a student from leaving an area. A student who engages in threatening a student, verbally or in writing inciting other students to fight or to participate in a fight, or the use of physical force will result in suspension. Consequence: Any students who respond to others with physical force will be suspended. Students who respond to violence by engaging in mutual combat will be suspended.
6. Property must be well cared for. Students may not damage or graffiti school property. Consequence: Damage to school property may result in a fine, possible police citation, work project hours, detention and or suspension.
7. Directions from adults must be listened to and followed. Teachers have rotating yard duty schedule. Students are expected to follow the directions of the supervising teacher or campus monitor. The goal of all staff members is to maintain a safe playground environment. Consequence: failure to follow direction may result in recess detention or referral to the Principal.
8. Electronics: SCUSD is not responsible for lost or stolen electronics and we recommend that all cell phones and electronic games be left at home. They serve as an academic distraction to your student and others. In the event a student absolutely must have a cell phone at school, the phone must be turned off and not seen or heard. It is against school rules and the law to use cell phone, email, My Space or Facebook as a forum to threaten a student. Please discuss this important issue with your student. Consequence: Any cell phones out during the school day or in class will be confiscated. Parents will be required to pick up cell phones that are confiscated. Any technology or electronic devices used as a method of intimidation or threat of violence will result in suspension for creating a hostile learning environment. Any electronics that interfere with classroom or standardized testing will result in an F grade on the test and official paperwork will be submitted to the State during CST for “testing irregularities.”

9. All students are expected to be at school, on time, every day. Failure to follow SCUSD and state attendance mandates will result in parents being mailed a SART letter. This letter remains in students permanent education file. Three letters will result in a SART hearing and a formal contract that is submitted to the district and recorded by the state. Failure to meet SART contract guidelines for success will result in a SARB hearing at the district office.

Middle School Tardy and Truancy policy: students who are tardy will have detention that same day. Students who miss the detention for any reason be assigned two detentions. Students who do not serve BOTH detentions will be issued a referral to the Principal. Truancy will result in a parent conference and Saturday School. After ten missed class periods, a SART (Student Attendance Review Team) Letter will be mailed home.

10. Field Trip Expectations: On field trips students represent themselves, their teacher, school, and family. In the event that a pattern classroom or recess behavior demonstrates that the student will not make good choices on a field trip, the teacher or Principal will inform the parent that the student will not be allowed on the field trip(s). Consequence for misbehavior on a field trip: loss of the next field trip or trips.

Playground Consequences

Positive incentives and logical consequences will be engaged, as much as possible. Suspension will be issued prior steps 1-3 for: any hands-on behavior, intimidation or creation of a hostile environment such as bullying, hate action, or hate speech, or interruption to the operations of the school or classroom. As much as possible, students choose their consequences as they should be well aware of school rules and expectations. Progressive discipline steps are as follows:

1. Time out on the bench
2. Time out in the office for recess detention
3. Lunch detention in the Principal's office
4. Suspension (suspension includes parent conferences and a positive behavior plan)
5. 10 days of suspension will result in a behavior hearing at the Sacramento School District office and a new school placement will be recommended.

Other logical consequences may include: refraining from playing with a person where a child is having a difficult time making good choices, restricting play area (if a student cannot remember to slide down the slide he or she may be asked to stay off the slide for the remainder of the recess), doing five kind things for others or doing positive community service (if a student needs to practice kindness, empathy, sympathy, or respect for the school campus or people).

For minor behavior issues that may not result in repeated behaviors, parents may not be notified. For behavior issues that require some follow-up discussion at home or if there appears to be a negative pattern of behavior choices, parents will be notified.

Classroom Behavior Expectations

Each classroom teacher will post specific classroom rules and expectations. Teachers expect students to follow class rules so that the learning environment is optimum for all students.

Teacher consequences include: conference, time out, loss of recess or lunch detention, after school detention, and/or study hall. Teachers may also have a buddy teacher program where students will be sent to another classroom for an opportunity to reflect and correct behavior. Teachers may also place a student on a daily behavior plan as an intervention to avoid referrals and possible suspensions. After teachers have exhausted interventions and methods of supporting positive behavior, students may be

issued a referral. Students will be issued an immediate referral for: inappropriate language directed at the teacher, hands-on behavior, and/or any behavior that disrupts the learning in the classroom. In most cases, prior to a referral, the teacher will communicate concerns with parent and student. The parent and student may be notified that a continuance of a particular behavior will result in a referral. Leonardo da Vinci students have the right to learn in a safe and protected environment. Students, who have behavior choices that impact classroom learning and instructional time, will be issued a referral to go to the Principal.

Consequences for a Referral

When students are issued a referral, students will have a conference with the Principal. The Principal will conduct an investigation of the incident such as having follow-up discussions with teachers, witnesses or other students involved to determine the specifics of the occurrence. Based on the findings, a consequence will be issued. Consequences are based on the Education Code, teacher input, and Principal decision. Parents will be notified of consequences and/or potential issues.

Referral Consequences

1. Recess Detention
2. Lunch Detention
3. Community Service
4. Peer Mediation
5. Suspension * Please see below that some behaviors result in suspension without a progressive discipline plan (recess detention, lunch detention, etc.).

Promotion of a Positive School Climate

The promotion of a positive school climate is created by reinforcing positive behaviors. Students who show kindness are given positive praise. "Dolphin Dough" is give to students who help others, help with campus beatification, help a friend who has hurt feelings or an injury, and students who go above and beyond to demonstrate good citizenship. Student of the month assemblies and recognition in the LdV newsletter recognize students who demonstrate academic improvement, academic excellence, and good citizenship (incorporating positive life skills).

Student and Parent Conduct at Athletic or Community Events

Students and parents at on and off campus events are a reflection of the LdV community. We expect them to pave the way in modeling excellent student and parent conduct at athletic events. Students will be led by coaches in positive sportsmanship. Parents are encouraged to attend games and cheer for all of our student athletes. Any parent who negatively impacts games, puts down students, players, or other parents will immediately be escorted out of the game and may lose the opportunity to attend future games. Parents can be cited by police for inappropriate language, aggression, and/or refusal to comply with requests from coach, Principal, or police officer.

Suspension

In very rare instances a student may earn a suspension. It is expected that rules will be followed so that the school may operate to its fullest potential and that LdV students will not choose behavior actions that result in suspension.

The Education Code recommends and mandates that certain behavior choices result in a consequence of suspension. Behavior choices that lead to suspension are: defiance (disruption or insubordination), violence or threat of violence (fighting, battery, aiding or abetting or violence/harassment), hate

language or language that leads to creating a hostile learning environment, vandalism or destruction of property, theft, alcohol, tobacco or drug possession or use, obscenity or habitual profanity, sexual assault or battery, or sexual harassment.

Due process: before a student is suspended he or she will have a conference with the Principal or lead teacher to discuss the incident.

When a student is suspended, the student must be picked up immediately from school or authorization needs to be achieved to send students home with a family member. Parents may authorize students to walk or take the bus home.

A re-entry conference with parent, student, and Principal is required when a student is suspended. This allows for a smooth transition back to school.

Confidentiality: student consequences are confidential from outside parents and students.

District Behavior Hearing or Expulsion Hearing

After a student has accumulated ten days of suspension, has repeated behaviors that disrupt the classroom or school, he or she will have a Behavior Hearing or Expulsion Hearing at the district office to determine school placement. Prior to ten days of suspensions, a Behavior Hearing will be arranged for any student who: is violent, brings a weapon to school, brings or uses drugs or alcohol on campus, or any student who habitually disrupts the campus or classroom.

At the hearing, a school district behavior hearing officer will examine the student's behavior report, grades and behavior. He or she will work with the school administrator to assess the student's proper placement. After a hearing, students may be placed on a strict contract in which they are allowed to return to the school site or they may be sent to a different school, at the discretion of the hearing officer.

Teacher-Parent Relationship

One of the most effective ways of positively influencing student behavior is through the building of strong relationships between parents and teachers. Getting to know your child's teacher and communicating regularly assists your child in being successful in school. In addition, when children see their teachers and parents are a united front, they will understand that home and school are interrelated and school choices have home consequences. The most important component in this relationship is the building of trust. Students are successful when expectations and consequences are clear and consistent.

If you have a concern regarding your child, please attempt to resolve the concern with your child's teacher first before contacting the Principal. The majority of misunderstandings are usually settled when adults communicate effectively. In communicating with staff members, remember to model the LdV norms: show respect, be open-minded and listen, make good decisions and solve problems. If you are not satisfied with the outcome of the teacher-parent meeting, you may contact the Principal for further assistance.

Courageous Conversations and Follow Up Actions

When a student acts out in a hostile or aggressive manner at school there may be issues that require further support. Changes in a student's home life can be disruptive to his or her sense of well-being and may result in mood, emotional, or physical changes. Meetings may be scheduled to discuss environmental or underlying issues that may result in a student having difficulty in the school setting.

For a child with consistent behavior concerns we will look at the "whole child," in addition to progressive discipline, to problem solve and support the student. Support for positive student-school connection starts at home. Consistent schedules (home routines), consistent custody schedules with minimal changes in home expectations, a healthy diet, adequate sleep, routine health exams, and

balanced activities (both structured and unstructured time), often lead to students feeling mentally, physically and emotionally ready for learning and making positive peer choices.

Conclusion

It is our goal that having clear rules and consequences will serve to assist our students with their decision-making skills. Please review this information closely with your student. Thank you in advance for familiarizing yourself and your child (or children) with our basic rules and expectations. Together, we can teach and strengthen our students with positive decision-making skills.

A major goal at LdV is to provide a school climate that is conducive to learning. Students and parents rightfully expect school to be a safe, pleasant, and positive place for children.

LdV has adopted a Code of Behavior to help both students and parents understand the expectations for student behavior. The students should learn and practice behaviors that are appropriate to creating and maintaining a positive learning climate. They should also become responsible for their own behavior and understand how their behavior affects safety and learning opportunities for others.

General School Behavior

While in school, students will:

Demonstrate respect for and follow instructions given by teachers and other school personnel without defiance.

Treat one another with courtesy and respect. Fighting, intimidation, threats, name calling and racial or gender slurs will not be tolerated.

Treat school and private property with respect. Stealing or vandalism will not be tolerated.

Be on time to class every day.

Bring any supplies (pens, paper, pencils) specified by the teacher to school every day.

Complete all assignments to the best of their abilities

Use appropriate language and voice level. Obscene or vulgar language will not be tolerated.

Use restrooms designated for their grade levels. They should not loiter or play in the restrooms.

Use trashcans to dispose of waste materials. Keep our school litter free.

Walk bicycles on school grounds and keep them locked in the bike racks during school hours.

Walk quietly in the hallways.

While in school, students will not:

Possess weapons or knives. This will mean automatic suspension and possible expulsion.

Bring personal objects from home (such as toys, radios, trading cards, nail polish, electronics, etc.) without prior permission from a teacher or the Principal. Parents may retrieve confiscated items at the end of the day. The school will not be responsible for lost items. Skateboards are not allowed on campus at any time.

Leave the school grounds during the instructional day without parent permission and authorization from the school office.

Have chewing gum at school unless authorized by the teacher during testing.

Have food or beverages outside the classroom or designated eating areas during the instructional day.

Engage in body contact such as shoving, tackling, wrestling, play fighting, or inappropriate touching.

Throw anything other than P.E. equipment during games.

Sell candy or other items unless participating in approved fund raising activities.

Leave the classroom without a pass (one student per pass). Students may not be in the office or use the phone without a pass.

Run in the hallways.

Cafeteria and Designated Eating Area Behavior

Students will follow established behavioral expectations while in the cafeteria or designated eating areas. Unless other arrangements are made through the school office, all students must eat lunch in the cafeteria or designated areas.

In Eating Areas Students will:

Eat lunch daily in a relaxed environment.

Line up in an orderly fashion.

Walk with their trays to a table.

Use normal voices.

Clean their areas after eating.

Students will not:

Move out of line (unless directed by a teacher).

Yell, push, or bounce balls.

Run or throw food.

Eat outside of designated areas.

Playground Behavior

Students will play safely on the playground and use equipment properly.

When dismissed from the cafeteria, all students must go directly to the playground along a designated route and remain on the playground until the whistle blows.

Students must not play tag on the equipment or in the equipment area.

Students must remain seated on slides. Only one child should be on a slide at one time, and no one should climb up the slide.

Students must not climb on top of the metal parallel bars.

When the freeze whistle blows, all students must immediately stop play, line up and go directly to their classrooms. They should not go to the restrooms or drinking fountains.

Proactive Discipline

Most problems are resolved within the classroom through communication on between the teacher and parent. Classroom management methods to redirect negative behavior may include verbal or non-

verbal reminders, counseling, warnings or reprimands. A student may be given a supervised “time-out” and/or lose recess or free choice time.

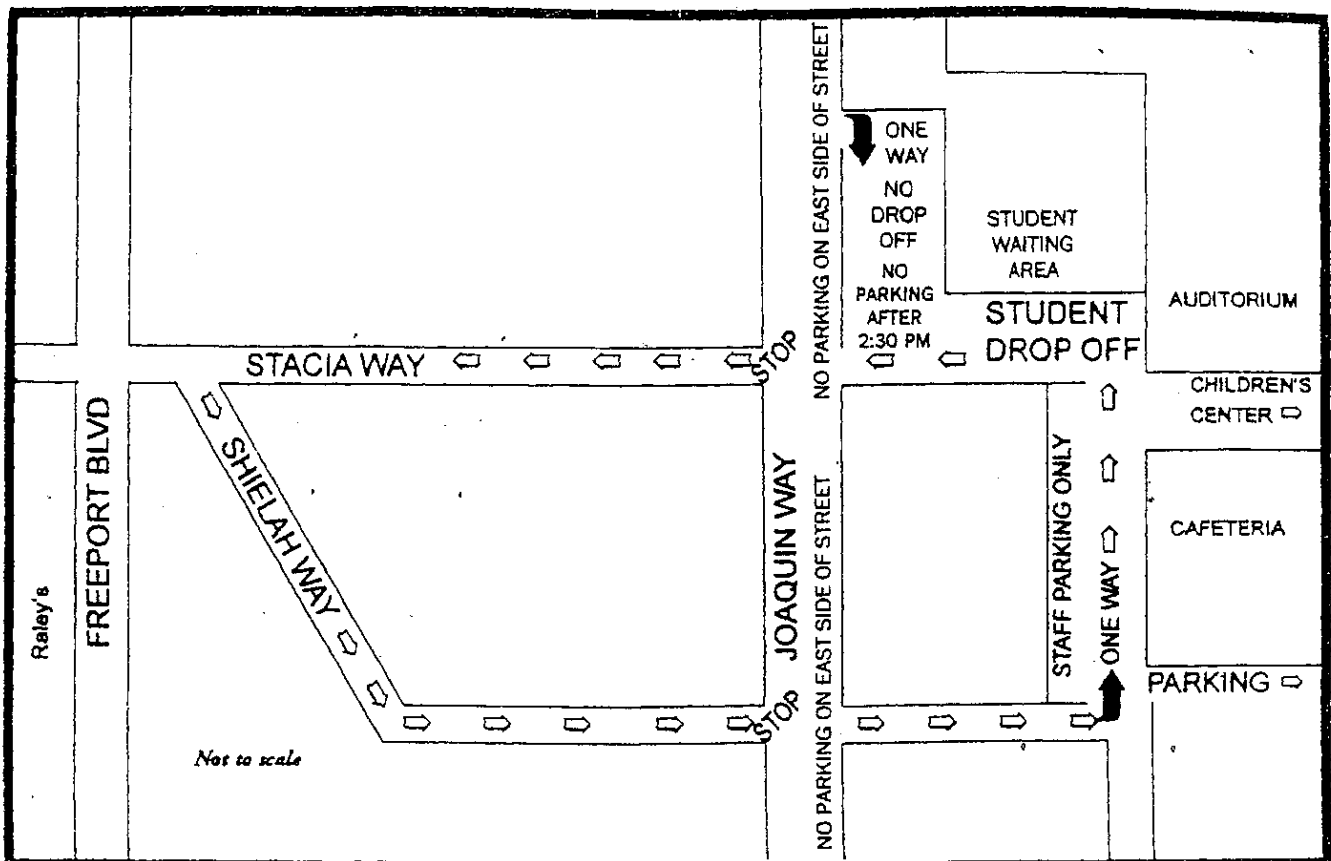
Electronic Device and Cell Phone Policy

It is highly recommended that your child not bring electronic devices to school. Electronics are not permitted at school. They are not to be used before or after school during school functions such as sports events, club meetings, classes, or dances. Personal electronics/cell phones must be off and out of sight. The school is not responsible for lost, stolen, or damaged items. Students who have visible or disruptive electronics will have the items confiscated. Confiscated items will only be returned to parents between 3-4 pm. Repeat interruption of school, due to electronics and confiscation of electronics will result in suspension for defiance.

General Procedures

Arrival and Departure

When arriving by car, it is expected that parents utilize the student drop off system. Staff members are available to assist your child to ensure their safety. This system was created to ensure a smoother traffic pattern and your participation is crucial to its success.



Student Drop Off and Pick Up System

For the safety of ALL of our children, please follow these steps:

For morning drop off, from Freeport Boulevard follow Shielah Way past Joaquin Way to the back entrance gate of the school. Please have your children begin gathering their “gear” so that drop off will

be as safe and quick as possible. Drop your children in the red drop off zone. After dropping off your children, please follow Stacia Way to Freeport Blvd. DO NOT PARK in the drop off zone or in staff parking. If your child needs your help to get a project into the school, please park in the back parking lot.

Afternoon pick up should work the same way. PLEASE have your children wait in the waiting area and WATCH for your car. If your child is not waiting for you, please make a second circuit so other waiting children can reach their rides.

Please remember:

- The front parking lot is NOT for drop off or pick up.
- The front of the school is the only supervised drop off and pick up area. Do not have your children meet you at our side or back gates. Children found in unsupervised areas will be moved to the front of the school.
- There is only one entrance and one exit from the front of the school. Follow directional arrows and please do not go “in the out or out the in” of our driveways.
- Refrain from double parking and or leaving your car unattended in the drop off line.
- Please drive slowly and be considerate of our neighbors.
- Your courteous driving and parking is an example for our students.

Parking

There is parking in the back parking lot and in front of the school. Please do not park in designated spaces, no matter the time of day. For our students’ safety, the gates around the school are locked at 9:15 am and unlocked at 2:45 pm. On early dismissal days the gates remained locked until the latest dismissal time.

Parents may also park in the neighborhood streets and walk up to the school. Please do not block driveways or cans left out for city pick up.

Drop Off and Pick Up Times

The Education Code states that students may not be dropped off or picked up 15 minutes before the beginning and end of the school day. As a courtesy to parents, LdV has extended this thirty minutes. There is no exception for students being in dropped off prior to 8:30 am or picked up after 3:30 pm. At 3:20 pm we will begin calling parents to make students are picked up by 3:30 pm. Parents will need to set up childcare if they cannot be on campus by 3:30 pm. If a pattern occurs, more than once, students will be escorted to the Children’s Center, and parents will need to pay for childcare services. In the event that parents take advantage of the drop off pick up time, we will adhere to Ed. Code time of 3:15 pm.

If a student is in band, orchestra, choir, or other enrichment programs and they have a sibling who is not, the parent must not drop off siblings that are not in the enrichment activity. It is not appropriate for the primary teacher (for example: band or orchestra) to supervise younger siblings before or after school.

Students are to leave school promptly at the end of their school day. There is no supervision after 3:30 pm. Parents will be notified of any changes in this schedule.

On minimum days, students need to be picked up promptly at 1:30 pm. Students not picked up by 1:30 pm will be escorted to Children’s Center and the parents will be billed for childcare services.

Periodically, the school day will be changed to accommodate parent conferences, field trips, faculty workshops, etc. The school will notify families in advance of any such changes.

Students participating in the breakfast program and students participating in before or after school programs or activities authorized by the District are exempt from the above stated arrival and departure times but must report to the classroom or gym at dismissal.

Students participating in after-school athletic programs should be picked up at the gym directly after practice or game times. Please review information sent by coaches in order to be on time.

Students participating in after school programs (GATE, drama, art, chess, dances, athletics, tutoring, etc.) should be picked up promptly from the classroom when the class ends. Supervising teachers may prohibit students from further program participation as a consequence for late pick up.

Attendance

On each day a child is absent or tardy the parent should email chereese-connor@scusd.edu or call the absence line as early as possible (before 10 a.m.). Please use email whenever possible *and include the child's name, teacher, room number and the date of illness and/or tardy, and the reason. The reason is very important but does not need to be detailed; a simple "She/he is sick today" will suffice.* When calling, dial 395-4636. Leave a message including the above information. If the child has been to a doctor or dental appointment, please provide a doctor's note to have the absence excused. State policy requires that a student who is absent 3 or more days with no communication explaining the absence will be considered truant and a letter will be mailed home with a copy kept in that student's file. Excessive excused absences (3 or more) is cause for a truancy letter. SART Letters are also issued for students who miss school due to vacations. It is recommended that families who utilize the school breaks for vacations and not miss instructional time. For more information see Student Attendance Review Team (SART) at www.scusd.edu. Families with students on a SART or SARB contract lose sibling preference.

Tardy Policy

Excellent attendance and punctuality is a positive life skill. Students who arrive after 9:00 am are considered tardy. Seventh and eighth grade students who arrive after the scheduled starting time of any class will be marked tardy. Students are required to be on time to class, every day. Doctor/court notes must be provided for State approved tardies. Tardies over 30 minutes without a medical note will be coded truant for that day. Habitual tardiness will result in a State mandated Student Attendance Review Team or Board meeting (SART or SARB). Middle school students who are tardy to any class may be issued detention.

Families of students **with 3 or more unexcused tardies of 30 or more minutes will receive a truancy letter.**

Breakfast/Lunch Program

Breakfast service begins at 8:30 a.m. and is free for all students.

Students may either bring lunch to school or buy lunch in the cafeteria. Primary students (K-3) may buy lunch for \$2. Intermediate (4-6) and middle school students (7-8) may purchase a cafeteria-style lunch, which includes a choice of two entrees daily for \$2. Fourth grade parents, please note the change in price and options. Milk may be purchased separately for \$.40. Eligible students may receive meals free or at a reduced price of \$.40 for lunch. Parents can prepay for lunches and breakfasts by the week or the month. Adults may purchase a cafeteria lunch for \$3 including milk. Prices are subject to change by the district.

Intermediate and middle school students may have access to the Snack Bar, which offers a variety of food items including salads, fruit drinks and chips.

Free/reduced meal applications are now available online. Go to www.scusd.edu/applyformeals. Click on "Meal Application for free and reduced meals" and follow the application prompts.

You may prepay for cafeteria meals online and view account activity at www.EZSchoolPay.com. Click on the picture and follow the prompts.

In support of LdV's commitment to a nutritional day, candy and soda may not be consumed on campus during school time. Any fundraising sales involving candy, soda, ice cream, etc. may occur only after the end of the school day.

Playground Safety

Students are expected to play safely in the playground area. At the conclusion of a playground recess, the Campus Monitor and supervising adults and blow the first whistle. At the first whistle students take a runner's stance, "ready position" or any variation thereof for ten seconds. All able adults who are supervising model for students. At the second whistle, students walk quietly to their class lines to wait for the teacher. This procedure was implemented and revised with input from staff and parents. The purpose is simply to help students show a physical response to the end of recess and to transition into learning.

Emergency Cards

Every parent or guardian must fill out an emergency card for each child attending LdV. Clear and up-to-date information on these cards makes it possible for immediate contact with the parent, guardian or baby-sitter in the event of an emergency. **Parents must notify the school immediately of any changes to the emergency information (baby-sitter, home, work phones, cell, etc.).** Parents must also indicate after school bus stop information on the student's emergency cards. Copies of court orders regarding custody are required.

Volunteering/Visiting on Campus

LdV has established the following procedures to ensure a safe and secure campus and to minimize any potential risks to our students by intruders. Every person on campus must display the appropriate badge.

- All visitors must sign the visitor's registration log in the main office and be issued a visitor's badge to wear before going to any classroom.
- All parent volunteers on campus must sign into the logbook in the main office and wear a volunteer badge.
- All parent volunteers must submit evidence of a current TB test verification. A cleared SCUSD Volunteer Sex Offender Check Authorization, or fingerprints must be on file with SCUSD.
- Adults on campus are asked to comply with the clothing guidelines from our dress code in order to set a good example for our students.
- Parents who wish to visit with their children's teachers or to observe any classroom during school hours must schedule the visit in advance.

Required Inoculations

All kindergarten children must meet the state requirements for inoculations before beginning school. Middle school students must have proof of a current Tdap vaccine on record with the school office.

Medication at School

Periodically parents and/or physicians request that medication be administered to the pupils during school hours. All medications (prescription and over the counter) must be brought to the office by the parent with a Sacramento City Unified School District Medication Authorization Form. The physician and/or nurse practitioner and parent must complete this form. All medications must be in the original container with pharmacy label with the child's name, M.D., correct dose, amount of medication, date and expiration. Each school year, a new medication authorization form must be submitted. Some children will be allowed to carry inhalers with them with the proper authorization.

Authority and conditions for administering medications is based upon California Education Code Section 49423: *“Notwithstanding the provisions of Section 49423, any pupil who is required to take, during the regular school day, medication prescribed for him/her by a physician, may be assisted by designated school personnel if the school receives (1) a written statement from such physician detailing the method, amount, and time schedules by which medication is to be taken, and (2) a written statement from the parent or guardian of the pupil indicating the desire that the school district assist the pupil in the matters set forth in the physician's statement.”*

Under the Business and Professions Code 2144: *“neither a teacher nor a nurse may or give treatment for any injury or disease, except bona fide emergency treatment which may be rendered by anyone.”*

Dress Code

The dress code at Leonardo da Vinci eK-8 School sets a standard that is in the best interest of students and is considered appropriate for school. All students, staff, teachers, parents, and volunteers are expected to be neat, clean, and wear clothing that does not draw undue attention to the wearer. Examples are bare midriffs, spandex, yoga pants, short skirts/shorts, tank tops and cut offs.

Students' clothing and shoes should be appropriate for physical activities such as running, jumping, dancing, and kicking. Safety should be a factor when dressing for school.

The following apparel is not considered appropriate for students and **cannot be worn at school**:

- Shoes without back and toe support, or with high heels, cleats, or spikes. Examples of inappropriate shoes are platforms, flip flops, slippers, t-strap sandals, clogs, and “jellies.” Students who choose to wear “salt water” type sandals are at risk of bee stings and stubbed toes.
- Bare midriff, t-strap, see-through material, spaghetti-strap tank tops, low scoop neck, deep ‘v’, or tank tops with straps that are less than three inches wide. No bra straps may show. No shirts that are meant as underwear that are thin, revealing, or see through.
- Cutoffs, pajama pants, baggy clothes (more than one size larger), or saggy pants (not belted at the waist). No spandex, lycra or other skin tight pants (i.e. leggings) not covered by a second layer of clothing.
- Short shorts, skorts, or skirts - the test for required length of shorts, skorts, and skirts is to stand and extend the arms straight down at the side. The garment must be longer than where the fingertips touch.
- Shirts or jackets with inappropriate slogans or graphics: weapons of any kind, beer, cigarettes, insults, money, or promoting a negative or illegal lifestyle, etc.
- Headgear of any kind in the classroom. Hats may be worn outside only to shade the face/eyes.

The best advice is that if you are unsure whether the item of clothing will comply with the dress code, then it is best to wear something else. When students violate the dress code, parents will be notified and students will be sent home until they are dressed appropriately for school. If a student continually violates the dress code, he/she will serve detention and receive appropriate behavioral consequences. Parents will be notified in the event that the dress code is altered.

Lost Clothing

All articles of clothing should have identifying marks sewn or written in the lining. Remember the school dress code in purchasing school clothes. All found articles are available for pick-up in the foyer of the cafeteria. All unclaimed clothing will be sent to the district Clothes Closet located at the Serna Center at Winter Break, Spring Break, and after the last day of school.

Text and Library Books

Textbooks are provided for use by students and remain the property of the Sacramento City Unified School District. Students are responsible for returning textbooks checked out in their name in good condition, with no more wear and tear than usually results from normal use. (SCUSD BP 6161.2)

Each student is responsible for all textbooks checked out under his/her name and is subject to fines if books are lost or damaged. Students or parents/guardians are responsible for the current replacement cost of the materials. (SCUSD BP 6161.2 and CA Education Code 48904)

Payment can be made by cashier's check, money order or cash. Checks for lost or severely damaged books are made out to Sacramento City Unified School District. If the book(s) are later found (within 9 months) and returned, a refund check will be issued by the district. A receipt must be presented in order to receive a refund.

Fines may be waived in instances of unusual circumstances at the discretion of the Principal, his/her designee or the district. Or, students may complete service hours in lieu of cash payment for damaged or lost textbooks.

When materials are damaged but still usable the student will be charged as follows:

Damages	Cost
Torn pages, ink or pencil marks	\$1.00 per page
Damaged cover	25% of the cost of the book
Damages that prevent re-issuing books (including mold or mildew or obscenities – drawn or written)	Full cost of the book
Missing bar codes	\$5.00

All textbooks must be returned by students at the end of every school year. If not, the district may withhold the student's grades, diploma, and transcripts until restitution is made or an agreement is reached with the site administration. (CA Education Code 48904). The student may also be denied participation in school privileges or commencement activities. (SCUSD BP 6161.2)

The LdV Library is run by a dedicated group of parent volunteers. Kinder through second grade students are allowed to check out two books and students in third grade and above may check out three books at a time. Forms are available for parents or guardians to inform the library staff if they do not want their child to have library privileges. Families will be charged replacement costs for lost or damaged books. Checking out LdV library books is a privilege that can be revoked.

Homework Policy

The ability to work independently is a valued and necessary skill that is an integral part of the instructional program; however, teachers expect parents to check over homework before it is turned in. The assignment of homework is one important means by which this skill may be developed. Each classroom teacher will inform parents of his/her individual homework guidelines during the Back to School Night Program in September. Homework may be assigned as an extension of the classroom assignment. In this instance, homework provides an important means of reinforcing and expanding skills taught in the classroom. Extra homework may be assigned to an individual child who is not

working to expectancy. Homework will be assigned as a result of extended student absence. Students are expected to complete homework even during an extended absence. Homework may be assigned to give needed additional time for a student to pursue a particular interest or project. Homework will not be assigned as a punitive measure. In grades two through eight, detention, study hall, or loss of recess will be issued when students do not turn in homework.

Class meetings are focused on curriculum and upcoming projects. Parents who do not attend class meetings will find they are missing key information on how to support their child with homework.

Infinite Campus

Infinite Campus is a program provided by SCUSD for parents to view their children's school information such as attendance records, grades, etc. A PIN must be requested in person in the LdV main office. Information is accessed through the district website by going to www.scusd.edu/infinitecampus click on the Infinite Campus Parent and Student Portal link. Students may also use Infinite Campus to check assignments and grades. Log into Infinite Campus with your student number and birthdate. Contact the help desk 643-9445 or support@scusd.edu for help.

Assessment

Report cards will be issued on a trimester basis for all students grades Early K-6. This report card is aligned to the California Standards and provides parent(s)/guardian(s) with information regarding their child(ren)'s progress toward meeting the California Standards in Language Arts and Mathematics. Progress is reported in five levels: 5-Advanced, 4-Proficient, 3-Basic, 2-Below Basic, and 1-Far Below Basic. The goal for all students is to meet grade level standards as indicated by levels 4 (Proficient) or 5 (Advanced). The 7-8th grade report cards are issued on a quarterly basis and use A-F grading system.

Progress in other subjects, social skills and work habits is reported as Outstanding, Satisfactory and Needs Improvement. Report cards are given out in December, March and June. If a student is not making progress towards mastering the Standards, a progress report will be sent out by the teacher to indicated areas of deficiency. Progress will be discussed at the parent-teacher conference in the fall. Additional conferences may be scheduled at any time.

In the spring, students in grades 2-8 take the California Assessment of Student Performance Progress. The CASPPs are one of several important assessment measures to determine individual and school-wide achievement. In addition, students are also given Benchmark assessments that give teachers a diagnostic picture of student's progress towards meeting the standards. Students are also given classroom generated assessments based on their units of study. All of these forms of assessment are utilized by teachers to plan and meet student's academic needs.

Retention/Promotion

Parents will be notified if varied forms of assessment indicate that their child is at risk. Promotion will be determined by grade level standards. The decision to retain a student is made jointly by a team composed of teachers, parent and the Principal. The school recommendations are embraced by parents who recognize that in the rare case when retention is recommended, their child will benefit from the gift of time to become more academically and socially successful. We look at not only the next year but at a student's academic pathway to high school and college. Success in primary grades is a predictor of success in high school and beyond.

Sports Eligibility

Although sports are an important part of the school experience, they are enrichment activities. The student-athlete's academic progress and citizenship take precedence. Student-athlete is defined as a

player, cheerleader, or student-support personnel. In order to participate in school-sponsored sports, a student-athlete must be making appropriate academic progress, must maintain a C average in citizenship and must have no un-served detentions. Before participating in a school-sponsored sport, a student-athlete and a parent or guardian must sign an agreement to abide by these requirements. Failure to meet all requirements will cause the student-athlete to be ineligible to participate during the week following such failure. Only eligible student-athletes will be dismissed from class to attend any school-sponsored event.

Field Trip Policy

Occasionally a teacher will take his/her class away from school on an educational field trip. We expect students to be good representatives of Leonardo da Vinci eK-8 School exemplary behavior is expected during field trips.

Each student must have a permission slip signed by a parent or guardian to leave the school for a field trip. Parents should fill out and return any permission slips sent home in a timely manner. Parents may not phone in permission.

Field trips are by invitation only. A field trip should be a safe educational outing. A student may be excluded from participating in a field trip if, in the teacher or Principal's judgment based on past behavior (i.e. suspension) or academic problems, his/her behavior will reflect adversely on the school or in any way interfere with the safety or academic progress of him/her self or others. Students who must remain behind will be provided with an educational alternative.

Overnight field trips are not mandatory. If trip fees are not paid, or parents prefer their child not attend, students will be provided with an alternative educational program on campus.

Siblings and/or pets are not allowed on field trips. To bring siblings and/or pets to a field trip diminishes the proper supervision of students. An educational outing should provide a maximum of safety and quality time between the students and the parents assisting with supervision of the event.

Parents volunteering to serve as field trip drivers must prove they have adequate automobile insurance coverage as required by SCUSD. Drivers must fill out the appropriate District form for each field trip. Each participating adult must have a TB test verification on file. Additionally, fingerprints must be on file with SCUSD. The National Highway Transportation Safety Administration advises: "Never put a child safety seat in front of an airbag on the front seat." Students aged 12 and under must ride in the back seat.

Any adult on a field trip must have a cleared TB test and Fingerprints on file with SCUSD. Adults not responsible for driving or chaperoning WILL NOT receive volunteer hours. Field trips are part of classroom curriculum and not to be considered a family outing.

All adults volunteering on field trips or for any on and/or off campus educational activities are subject to Ed. Code 48900, Chapter 2 which prohibits being under the influence of any controlled substance, alcoholic beverage, intoxicants and the use of tobacco for the duration of all educational activities on and off campus (including in car and/or in parking lot). Non-adherence to above Ed. Code will result in the loss of the privilege to drive and/or supervise any student other than their own in any educational activity for the duration of their child(ren)'s stay at Leonardo da Vinci School, eK-8. Any parent who has been notified of safety misconduct in conjunction with the Ed. Code 48900, Chapter 2 will lose the parent hours they would have earned during that activity.

On field trips, parents are expected to act as chaperones and take on the responsibility of directly supporting the supervision and safety of a group of students. Behavior expectations are established by

the supervising teacher. Parents chaperoning field trips should support the teacher's expectations, which may be stricter than his/her behavior expectations. Parents on field trips are asked to act as good examples to the students and follow all guidelines of behavior given to students, including silencing cell phones and dressing appropriately. Parents are asked not to smoke while on field trips or in vehicles, and to observe traffic safety procedures including obeying the speed limit.

New Parent Information

Campus Special Events

The following events traditionally occur during each school year. All special events are dependent on parent volunteers to coordinate and participate.

S.L.A.T.E. (during school/on campus) – Shared Learning And Talent Exchange (S.L.A.T.E.) mixes children from grades 1-3 into small, multi-age groups. The groups rotate through classes with participating K-3rd grade teachers sampling a wide variety of activities such as dance & movement, computer art, vocal music, storytelling, puppetry, stitchery, visual art, and gardening.

The Scholastic Book Fair (during school & one evening/on campus) – The Book Fair is a week-long event traditionally scheduled twice a year. The LdV Library is filled with age appropriate books which are available for purchase. This is a fundraiser with a small percentage going to the Library.

Harvest Hoe Down (evening/on campus) – This Band and Orchestra Fundraiser is a fun evening for all LdV students and parents to enjoy games and food in a carnival atmosphere. All parents can volunteer their time (not just Band & Orchestra).

Buddies (during school/on campus) – Traditionally, older grade classes “buddy up” with lower grades. Students get together on a regular basis to get to know and support a new friend on campus. This is an opportunity for cross-age tutoring, working on projects, or doing arts and crafts.

ARTLinks (during school/on campus) – A visual art, hands-on, parent participation-based program concentrated on teaching art history, art elements and Principles of design. Parents working with teachers create lesson plans centered around the class curriculum. The students are inspired through the work of masters, while they explore their own unique talent.

Spirit Days (during school/on campus) – Scheduled throughout the school year, Spirit Days are planned by the LdV Student Council. Past events have been Crazy Hair & Hat Day, Pajama Day, and Team Spirit Day. All students are invited to participate.

Winter Faire (evening/on campus) – An opportunity for the LdV community to come together to enjoy the spirit of the season, and for the individual classrooms to raise money for all the educationally fun things they do throughout the year. Several grade levels perform in the gym, games and crafts can be found in the auditorium, and plenty of great food fills the cafeteria. Bring small bills for the games, an appetite for dinner, and your checkbook to do some holiday shopping.

Family Science Night (evening/on campus) – The LdV PTC brings a science program to our Auditorium for hands on science fun. For students grades 3-8 and their parents.

A Taste of LdV (evening/off campus) -- Imagine you are the parent of one (or more) children under the age of 12...imagine the book reports, science projects, bird reports, mission building, Greek temples, parables, fables, homework, homework, and more homework. Now imagine a night of adult

conversation, tasty appetizers, gift baskets and original art. On top of all that, A Taste of LdV generates one third of the PTC budget.

Renaissance Faire (during school/on campus) – Step back in time as we honor the great inventor, artist and scientist, Leonardo da Vinci. Jugglers, potters, basket weavers, printmakers, swordsmen, blacksmiths, and falconers fill the campus on this special day. All students spend part of the day touring the faire and enjoying various activities. Everyone is encouraged to dress the part.

Science Fair (evening/on campus) – Students K through 8th grade submit projects for judging and display at the yearly Science Fair. In the past, students have also built bridges to specific specifications. Bridges are tested in the bridge crushing and judged by weight, load bearing, and appearance. Science projects and bridges are “at home” work.

Jog-a-thon (during school/on campus) – This school wide fundraiser helps our sports programs and PE classes. Students are encouraged to solicit monetary pledges for the number of laps they can complete in a 15-minute period. All students participate whether or not they have pledges.

Before and After School Classes

The following classes have been offered in past years. All classes are dependent on parent volunteers to coordinate and participate, and may not be offered every year.

Robotics (after school/on campus) – By application for sixth and seventh graders. Constructing robots and application circuits then programming the processor to direct the robot. Applicants must have completed fifth grade at LdV. A fee is charged for this class.

Mad Science (after school/on campus) – Educational, entertaining, hands-on science activities for first-sixth graders. Offered through Mad Science of Sacramento Valley, there is a fee for this class.

Chess (after school/on campus) – Students of all ages and all skills are invited to join.

Language Classes (before & after school/on campus) – Offered to students of all ages, language classes include basic vocabulary, conversation and games. There is a fee for this class.

On Stage (after school/on campus) – A theatre arts program for students K-3 and 4-8th grades. Students learn the basics of improvisation, script interpretation, stage direction and more. Classes culminate in performances for their parents and peers. There is a fee for this class.

ARTLinks Open Studio (after school/on campus) – Throughout the year the studio may be open to all students. Special projects are planned for display and sale in community shows. Watch the newsletter for information

Various Art Classes (before and after school/on campus) – Watch the newsletter for information.

GATE Classes (after school/on campus) – Enrichment classes are offered to GATE identified students in grades 2 - 6. Past class themes have included medicine, robotics, probability, electricity, submarine science, ecology, archaeology, art history, inventions, and simple machines. There is a fee for this class.

Middle School Activities– Speech and Debate, Mathletes, Science Club, Shakespeare Club, Chess Club, Club Live, LdV Blues Band, Student Council, Young Entrepreneurs, Cheer and Sports are all available to LdV middle school students.

School and Class Contributions

We understand that in these economic times, some of our families are facing financial hardship. The teachers will coordinate with parents and class leaders regarding annual class funds. Each class strives to develop a savings account to help offset more expensive field trips. Parents may fundraise for their own child if needed. Class contributions allow students to experience learning beyond the written word and text. Field trips, class projects, and life-enriching experiences are made possible with our efforts.

Class Fund: Each teacher requests this money at the beginning of the school year to cover special activities, special supplies, parties, etc. It is usually \$25 - \$40 depending on the class and grade level. The Parent Teacher Council (PTC) also makes a donation to each class fund.

Field Trip Fund: Each teacher requests this money at the beginning of the school year. It is usually \$20 - \$300 depending on the class, grade level and field trips planned. Depending on contribution amounts, classes may be able to scholarship one student per year. Parents may also choose to fundraise for their own child if needed.

Kindergarten T-shirt: This is an oversized T-shirt that kindergartners wear over their clothes on field trips to make them easily identified. These cost approximately \$10 - \$20 and are paid for at the beginning of the school year.

PTC Dues: To become voting members of the Parent Teacher Council, parents must pay dues. PTC requests dues at the beginning of the year, but they can be paid at any time. The dues are generally about \$15 per family and are used to pay insurance that the PTC is required to carry.

Classroom Fundraisers: Individual classrooms and/or grades hold fundraisers throughout the year to finance special educational activities. These fundraisers are advertised to the entire LdV community. Some of these fundraisers are gift wrap, See's candy, and Winter Faire.

PTC Fundraisers: The Parent Teacher Council holds several fundraisers throughout the year to fund special art and science activities and to support all aspects of the LdV Mission. Due to parent participation in these fundraisers PTC can support culturally inclusive assemblies; the organic learning garden; programs such as Young Authors and ARTLinks; science activities; Renaissance Faire; and more. All families are asked to participate in these fundraisers and help make sure every LdV student has exposure to and involvement in a variety of dynamic programs.

Book Fair: A Book Fair is usually held once or twice a year in the library. Book purchases raise funds to support and enhance our library.

School Photos: School pictures are taken in the fall and spring. The costs vary, but most families spend an average of \$45. The school receives a commission on sales of these photographs.

Yearbooks: A school yearbook is produced each year and is available in the spring. The book is published in hard cover and the price is \$28 - \$30.

Sports Teams: Students may participate in sports such as soccer, basketball, and track. League fees, trophies, etc. are partially or wholly funded by parents of participating children. PTC has also subsidized the sports teams by paying a portion of the league fees. Students are requested to pay \$35-\$50 and fundraise.

Orchestra: Students are asked to pay \$25 per month; no instrument rental fee.

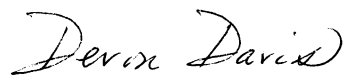
Band: Class for beginning students is offered Monday-Thursday at 7:15 am, the fee is \$25 per month with no instrument rental fee.

Thank You

Thank you for supporting our united vision and commitment to our school community and your individual child's or children's needs.

I look forward to your continued presence, leadership, and communication.

Sincerely,

A handwritten signature in cursive script that reads "Devon Davis".

*Devon Davis
Principal*