



**Do & Be Arts Academy of Excellence (DBAE)**  
**STUDENT & FAMILY HANDBOOK**  
Updated Jan 31, 2025

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## INTRODUCTION

### **Mission and Vision**

*Vision* - Students at the Do & Be Arts Academy of Excellence will create the world they envision.

*Mission* -Do & Be Arts Academy of Excellence's (DBAE) mission is to give students a space to cultivate creativity, become change-makers, achieve academic excellence, and broaden their perspectives through providing quality performing arts and arts-integrated education for K-8th grade students in North Las Vegas.

### ***Mission and Vision Explained***

DBAE's mission is fourfold, 1) to empower students to use their creativity, 2) to think outside the box and make the change in the world they want to see, 3) achieve academic excellence, and 4) broaden their perspectives through the arts.

DBAE is a free public school that gives students a space to discover, understand, and use their voice through arts-integrated academics and the performing arts. We do this by:

Providing a transformative arts-integrated, rigorous curriculum rooted in project-based learning and social emotional learning.

Purposefully, authentically exploring identity in order to enact change in the community. Students will understand the importance of their identity and the role they play in their community and the world. They will graduate with the skills they need in any career they choose or create. DBAE students will know they can DO anything and BE anything.

DBAE encourages our students to be courageous, to try new things, push beyond their limits, and to hold a deep belief that they can do anything. Students at DBAE develop a growth mindset to DO anything and BE anything. The DBAE two-pronged model, 1) arts-integrated, rigorous curriculum rooted in project-based learning and social emotional learning and 2) identity exploration for the purpose of enacting change empowers students to broaden their perspectives and take charge of their learning. The model promotes the critical thinking, creativity, and problem-solving abilities necessary in the twenty-first century economy. Additionally, it promotes a cooperative and encouraging learning atmosphere wherein all community members feel equally valued and empowered to take risks and learn from their mistakes.

Las Vegas families and students are attracted to DBAE because of its innovative model, co-created with, and responsive to, the community. Accordingly, DBAE expects to be the school of choice for students and families in its targeted area. DBAE's educational program is accessible to all students, including students with disabilities, English language learners, and

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students who are members of historically under-represented groups. There are no prerequisites, including admissions testing or auditions, required for enrolling at DBAE. DBAE recruits and employs talented educators including those with little or no experience in arts integration. All staff will participate in professional development throughout the school year in order to implement the model.

### ***Rationale for arts focus***

Imagine Las Vegas with no lights, murals, statues, shows, museums, or music. Art is an integral part of our world. Las Vegas is known as one of the nation's artistic capitals and its students deserve the skills to not only work the arts of today but create the arts of tomorrow.

Additionally, the arts will open doors for students to propel Las Vegas into the future. The U.S. Bureau of Economic Analysis reports that arts and cultural production accounts for \$8,052,992,000 and 4.7% of the Nevada economy, contributing to 37,043 jobs. DBAE students are prepared to create the nonprofits and businesses for Las Vegas' economy. Moreover:

According to a report by the Arts Education Partnership, students who participate in arts education are four times more likely to be recognized for academic achievement and three times more likely to be awarded for school attendance.

- A study by the National Endowment for the Arts found that low-income students who have access to arts education are more likely to graduate from high school, enroll in college, and earn higher grades.
- In a study by the University of California, Los Angeles, researchers found that students who participate in arts education have higher levels of motivation, engagement, and self-esteem.
- Another study by the National Endowment for the Arts found that students who participate in arts education have higher levels of creativity, critical thinking skills, and problem-solving abilities.

### **Board of Directors**

The school is governed by a Board of Directors that brings community, educational, and professional perspectives to the governance of the school. The members of the Board are dedicated to our mission and committed to our students. A full list of the current board members can be found on our school website.

### **Founding Team**

Do & Be Arts Academy of Excellence was founded by Shambrion Treadwell, a former K-5 teacher, a former K-5 theatre, dance, and music arts specialist, and an administrator. The journey of Do & Be Arts Academy of Excellence (DBAE) is deeply intertwined with our founder's personal narrative. Shambrion Treadwell is the product of a transformative K-12 visual performing arts school. This school was birthed out of successful after school programs pre pandemic and successful virtual arts programs during the pandemic and the developing need for more. DBAE, initially conceived as a K-5 institution, quickly transformed into a K-8 school

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with 24/7 arts focus, thanks to community feedback. The purpose of opening this school was driven primarily by the community demand for quality arts education and the immense potential it holds for our students. In the entertainment capital of the world, Las Vegas, early arts training can equip students with the skills needed to thrive as performers, sound engineers, and more, making them not just job seekers, but job creators. Creating a K-8 arts-focused institution can facilitate partnerships and prepare students for admission into top-performing arts high schools. The arts have a profound impact on attendance, creativity, critical thinking, and social-emotional learning, and they foster a sense of community, identity, and empathy. Countless studies affirm the positive influence of arts education on the cognitive and personal development of K-8 students. There's an urgent need to increase arts seats in Vegas schools, particularly in North Las Vegas zip codes 89030, 89031, 89032, and 89081. We aim to create a vibrant hub of learning, not only for students but also for teachers, families, and the community at large. The school will serve as a beacon, reigniting and evolving the community's creativity and imagination, enhancing the inherent brilliance of our students, and fostering a culture of excellence and innovation. It will be a place where dreams are birthed, where potential is realized, and where the future leaders of our community are nurtured.

### **Philosophy**

At DBAE, we believe that education is a holistic journey that goes beyond academic proficiency; it is a transformative process that nurtures the whole child. Our education philosophy is rooted in our mission to cultivate creativity, develop change-makers, achieve academic excellence, and broaden perspectives through performing arts and arts-integrated education for K-8 students. All components of our model are grounded in the absolute belief that all students, regardless of their backgrounds, have the right to an excellent, equitable education. We aim to produce graduates who are innovative thinkers, creative communicators, effective collaborators, agents of change, and resilient leaders. They are encouraged to think beyond traditional boundaries, communicate authentically, collaborate effectively, advocate for important causes, and exhibit resilience in the face of challenges. Our success is measured not just by academic proficiency, but also by performing arts excellence and effective project-based learning. We set high standards for our students and provide the necessary support to help them meet these standards. We strive to be a 4-5 star public charter school, with a strong emphasis on academic growth, arts excellence, and project-based learning. In essence, our education philosophy is about empowering students to Do & Be anything they aspire to. We provide them with a space to discover and explore who they are, helping them develop the confidence and faith to believe in their abilities. At DBAE, we are not just educating minds; we are nurturing hearts and shaping futures. These research-based and practice-proven elements form the foundation of our program at DBAE:

### **Key Components of DBAE educational model**

The DBAE educational model provides quality learning to nurture a well-rounded student. Our three educational model components are:

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	Arts Integration Academics	Visual and Performing Arts	Project-Based Learning
Definition	<p>The Kennedy Center defines arts integration as “an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both.”<sup>1</sup></p> <p>DBAE defines arts integration academics as the integration of art forms such as music, visual arts, and theatre into traditional academic subjects such as math, science, and language arts. This approach aims to enhance student learning by providing a more engaging and interactive learning experience.</p>	<p>The use of theatre, dance, visual arts, media arts, and music to convey a message or tell a story. In education, performing arts can be used to enhance learning by providing students with opportunities to express themselves creatively, build confidence, and develop communication skills.</p>	<p>Collaborative, student-led learning centered on a project focused on solving real-world problems or exploring a specific topic. Through this approach, students are encouraged to take ownership of their learning and develop critical thinking, problem-solving, and collaboration skills.</p>
Explanation	<p>Arts integration allows students to use their creativity to find answers and create innovative solutions. Social-emotional learning is integrated throughout the day and the curriculum provides intervention and support to both accelerate learning and ensure progress on individualized learning goals. The DBAE arts integrated curriculum transcends a typical education experience, spans all core subjects including math, reading/ELA,</p>	<p>DBAE’s art offerings include theatre, dance, visual arts, media/film, and music. These art forms promote social-emotional learning. Throughout the school year, students participate in performances, arts shows, and other arts showcases. Performances, art shows, and showcases are open to families, partners, and the community.</p>	<p>Students participate and lead projects rooted in topics of interest including social justice issues and develop increased cultural competency. DBAE projects align to the Gold Standard PBL’s seven essential project design elements and Gold Standard teaching practices and utilize PBL Work’s 4 levers of equity with fidelity.<sup>9</sup></p>

<sup>1</sup> [The Kennedy Center](#).

	writing, science, and social studies, and supports small group instruction, learning acceleration, individualized learning, response to intervention, and restorative practices.		
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**DBAE core principles**

DBAE gives students a space to discover and explore who they are. DBAE students develop the confidence and faith to believe they can DO anything, and BE anything. Through numerous conversations with families and community members common themes of creativity, the need for student expression, and diversity became apparent and led to the core principles of creativity, identity, and community:

	Creativity	Identity	Community
Definition	The ability to discover new and original ideas, connections, and solutions to problems	The distinguishing character or personality of an individual, the qualities, beliefs, etc., that make a particular person or group different from others	A feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals
Explanation	<p>DBAE students nurture their creativity and imagination skills through daily learning. Creativity is used through academics, performing arts, and project-based learning classes.</p> <p>DBAE’s social-emotional curriculum and arts-integrated academic core subjects require students to use their imagination to think outside the box to find multiple solutions to learning.</p>	<p>DBAE is committed to helping each student love who they are. DBAE students are empowered to celebrate their identity and culture. Through identity work, students learn about themselves, discover and understand who they are, and reflect on where they come from.</p> <p>Identity work supports individualized learning goals and encourages students to advocate for themselves. Students will also learn about the identities of others around them. When students know who</p>	<p>DBAE aspires to be a safe place for students, families, and the community. The assets and voice of our community are important in the long-term sustainability of DBAE. DBAE Students will understand the role and important part they play in making their community and world better. We strive to support, uplift, empower and entertain our community.</p>



		they are they can truly do anything and be anything.	
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## **ATTENDANCE AND TRANSPORTATION**

### **Attendance Policy**

Students at Do & Be Arts Academy of Excellence must be in school, ready to learn every day. Regular attendance is mandatory and poor attendance will not be tolerated. Families should not schedule vacations and non-emergency appointments during school time. Families should take advantage of the early dismissal on Wednesday, as well as holidays and school vacations, to schedule appointments and travel.

### **Absences**

Absences are only “excused” for illness or a verifiable family emergency. These absences can only be counted as excused if a written note from the legal guardian is received in the main office within 24 hours of the student’s return to school.

All other absences, including those related to trips or vacations taken outside of school wide breaks and those for appointments, are considered “unexcused.”

If and when you know your child will be absent, please do one of the following:

- Send a written and signed note ahead of time
- Email an absence note to [enrollment@dobeartsacademy.org](mailto:enrollment@dobeartsacademy.org)
- Call the school office and leave a voice message at 702-402-1519

In all cases, please include your child’s name, grade, teacher’s name, date of absence, and reason for absence. Please also include your name.

### **Sample absence note:**

**September 20, 2025**

**Please excuse my child, Joan Smith, Grade 1, Ms. Doe’s class, for her absence on September 18, 2022. She was home with a fever. If you have any questions, please contact me at 702-555-1234.**

**Thank you,  
Jane Smith**

A doctor’s note or other official documentation is required for any absence period of 2 or more consecutive days. Notes from the doctor must come on official letterhead.

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To be counted as present for a full day, a student must attend the majority of the school day, missing no more than two hours (120 minutes). Students missing more than 30 minutes but less than 120 minutes will be counted as having attended for a half day, with the remainder of the day being either an excused or unexcused absence.

### **Tardies And Early Dismissals**

School begins each morning at 8:00 a.m. Students are expected to be inside the school building by 8:00 a.m. and students arriving at school after 8:00 am are marked tardy. Late arrival exceeding 30 minutes will be counted as a half-day, unexcused absence.

Similarly, a student leaving early by more than 60 minutes will be counted half-day, unexcused absence. A student leaving less than 60 minutes early will be considered early dismissal.

### **Consequences For Excessive Tardies, Early Dismissals, Or Absences**

After 10% absences or 20% tardies/early dismissals in a school year, a child is at risk of retention. Exceptions to this policy are made on extremely rare occasions for long-term hospitalizations or other health-based measures based on an appropriate medical authority, court-mandated appearances, and religious observances. Additionally, students are afforded rights under Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act should their absences be related to a disabling condition.

### **Monitoring by Trimester and Early Intervention:**

- 15% absences in a month: If a student misses 15% of days of school in one month, it is considered a significant amount of time missed and a serious problem. At this point, the school will send an official notice of concern.
- 15% tardies and/or early dismissals in a trimester: If a student is tardy or signed out from school before 3:30pm five (5) times in a month (20% of total school days), it is considered a significant amount of time missed and a serious problem. The school will send an official notice of concern.

### **Annual Attendance Expectations**

- Students are encouraged to take necessary sick days, including mental health days, with appropriate parental supervision and documentation, if the absence is two days or longer. Please ensure your child stays home if they are or may be contagious. The average student misses approximately 2-4 days of school each year.
- 15 Days of Absence: If a student becomes chronically absent defined as 15 or more absences within a school year, the school will require that the parent/guardian meet with the student's teacher, as well as a school administrator to discuss the problem, its significant impact on the student's education, and the risk of retention in the same grade.
- 20% tardies and/or early dismissals: If a student is excessively tardy (defined as 20% tardies within a school year), the school will require that the parent/guardian meet with

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the student's teacher, as well as a school administrator to discuss the problem, its significant impact on the student's education, and the risk of retention in the same grade.

- At any point in the academic year after sending an official notification of concern, the school reserves the right to schedule a meeting with a parent/guardian of a student whose attendance is a critical concern.

Do & Be Arts Academy of Excellence follows all legal and regulatory requirements and technical guidance from the Nevada Department of Education to determine if a student is classified as Did Not Return, Consecutive Absences, Return Date Unknown, Whereabouts Known or Whereabouts Unknown rules regarding when a student must be unenrolled. Once unenrolled, all students must follow standard application procedures to seek enrollment at Do & Be Arts Academy of Excellence.

Pursuant to **NRS 392.040**, enrolled children under the age of 18 are expected to be in school during the time the school is in session. All students will be expected to comply with these laws and the school will follow procedures set out in NRS 392.180, *et seq*, if the student does not comply with the law. In cases of truancy, the Principal (or their designee) will investigate the situation.

### **Attendance at Evening Events**

Do & Be Arts Academy of Excellence will host (2) evening events. These are annual visual and performing arts performances and exhibitions of student work projects. Attendance at DBAE performances is important. In many cases, these performances are collaborative and the failure of one student to attend can impact the presentation and grades of all students.

Missing a DBAE performance will require the family (at least one parent/guardian + the student) to schedule an alternative assessment time with the students arts block teacher. This may occur up to one week before or one week after the performance or event, at the discretion of the teacher. If this is not completed within one week (7 calendar days) of the scheduled DBAE event, the student will receive failing marks for their performance/project and will likely fail the course, as the project weighs heavily on the grade.

The dates for DBAE performance will be included in the annual academic calendar.

### **Transportation**

Families at Do & Be Arts Academy of Excellence will be responsible for transporting students to the campus. Families must follow the arrival and dismissal plan to properly ensure safety during these times. At all times, families must follow directions from designated Do & Be Arts Academy of Excellence staff to ensure proper traffic flow and safety. If families are in need of transportation they will need to sign up for the school bus and be approved for a seat on our school bus based on availability.

Families may walk or drive their students to school. The student must be dropped off at the designated locations within the Do & Be Arts Academy of Excellence parking lot. At all times,

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crosswalks and sidewalks must be used to maintain safety and order in the parking lot. All students must be handed off to Do & Be Arts Academy of Excellence staff at a designated drop-off location, and be dismissed into the custody of parents by a Do & Be Arts Academy of Excellence staff member.

### **Arrival And Early Morning Procedures**

Do & Be Arts Academy of Excellence opens its gates at 8:00 a.m. every day. Students are welcome to arrive any time between 8:00 a.m. and 8:30 a.m.

Unless an appointment has been made with a specific staff member ahead of time, students and families must remain outside of the school building until 8:10 a.m.

### **Procedure For Early Dismissal**

When a student must leave early for personal reasons, the parent/guardian, or designee must sign the student out with the Main Office before removing the student from school grounds prior to the end of the school day. Students will not be dismissed unless the parent/ guardian or designee has physically come to the Main Office. Early dismissal requests within 15 minutes of the end time of the school day will not be granted.

### **Dismissal And After-School Procedures**

Students will be dismissed from school at:

- 3:30 p.m. - Monday, Tuesday, Thursday, and Friday
- 12:30 p.m. - Wednesday

Parents/guardians who arrive before dismissal must wait in the carpool line or the designated walkers area until students are dismissed by their teacher. The carpool lane opens 15 minutes before dismissal. Gates may remain closed until that time. In order to ensure a timely dismissal for all students, we are unable to provide early dismissal for students in the last 15 minutes of school. The last 15 minutes of the day contain important learning for students, and this part of the day is critical to ensuring that all necessary Homework and announcements get home with students. If parents need to speak to a teacher or conduct any other classroom business, this should occur by appointment with the teacher only. Timely pick-up of students is critical so that our already hard-working and highly dedicated teachers do not have to stay after their normal working hours. Keep in mind that DBAE Academy teachers are salaried paid employees and do not earn over-time when they work beyond their regular schedule.

### **School Closings**

In the event of a school closing, such as for building, safety, or weather issues, Do & Be Arts Academy of Excellence will send emails and text messages to parents when the closing decision is made or learned of by administration. Parents will also be notified of school reopening information as soon as it is made available.

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When Clark County School District (CCSD) closes for inclement weather or modifies the calendar or mode of instruction for any other state of emergency (75% or more of schools), so does Do & Be Arts Academy of Excellence.

## **ACADEMICS**

### **Report Cards**

Teachers and staff utilize report cards each trimester to formally communicate students' academic and behavioral performance. Grades do reflect effort, but are focused on the student's level of mastery of the material. Report cards will be based on standards and reflect the learning of the student. At DBAE, report cards reflect mastery of both academic standards and holistic standards for social-emotional development and project-based learning.

### **Homework - Daily Reading**

Do & Be Arts Academy of Excellence assigns just one required homework assignment each night - reading. (It is also up to teacher discretion for the amount of additional homework that may align to daily work)

Reading - and enjoying reading! - is one of the single greatest gifts we can give to children. It exponentially increases their academic achievement, it has been proven to increase their empathy and compassion, it helps them build stronger imaginations, and it can bring families together. Every DBAE family is expected to create a calm space and dedicated time for your child to read every day.

The amount, time, and tracking of your child's daily reading will vary by grade level and increase with independence as your child ages and improves their reading.

Parent involvement is strongly encouraged. The best thing you can do is model reading for and/or with your child and create a routine for reading.

- Read aloud to your child
- Read next to them
- Ask them questions about what they read
- Get excited about reading

### **Learning Acceleration (Intervention )**

Do & Be Arts Academy of Excellence recognizes that all students will learn and grow in different ways and at different speeds. As such, some students may require additional support in the curriculum. Students may require support because of language, special needs, or trouble with a specific concept. Do & Be Arts Academy of Excellence will take clear steps to provide students with the support they need. This may include individual attention in the classroom,

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small group instruction, or individual support outside of the classroom. If additional time after school is required, parents will be notified in advance. Likewise, if additional work is required, families will be notified and the additional assignments will be explained.

### **Assessments**

In addition to the traditional classroom assessment measures, we will use several other assessment tools to evaluate the progress of our students:

- Externally-created exams: Do & Be Arts Academy of Excellence students are held to the same standards as other students in Nevada. Students will take the state assessments in grades 3-8 in math, reading, writing, science, and social studies in order to demonstrate grade-level proficiency. In all grades, students will take the NWEA Measure of Academic Progress assessment – a nationally standardized assessment. Families will receive MAP Individual Progress Reports during all assessment windows tested.
- Reading benchmarks: To demonstrate students' progress in reading, students will be given reading proficiency tests, such as the NWEA MAP assessment, I-Ready or similar assessments. The results will determine the student's current reading level that will be noted on report cards.

### **Promotion Policy**

In order to be promoted to the next grade level, students in all grades are expected to meet the following criteria or receive a comprehensive review for retention (at the school's discretion):

- Absent less than or equal to 15 days
- Achieve average standards-based mastery of "meets standards" in all subjects and/or demonstrate 1.25 years of growth on grade-level standards
- Grow a minimum of one year in reading

If two or more of these criterions is not met, the student may not be eligible for promotion. Students enrolling at Do & Be Arts Academy of Excellence will be presumptively placed in the grade level equivalent to their corresponding age per Nevada statutes. In order to place a student in a grade not corresponding to the typical age upon initial enrollment (advancement or retention), a family must provide current school documentation in the form of a cumulative file or current retention paperwork indicating the current or next expected grade level of the student. Do & Be Arts Academy of Excellence retains the right to utilize academic data to modify grade level placement within the first trimester enrolled.

### **Student Supplies**

The easiest way to manage supplies in primary classrooms without disrupting classroom time or having unprepared students is to have shared supplies within the classroom. Do & Be Arts Academy of Excellence provides students with their own supplies and we do not ask families to purchase materials except for a backpack to transport materials to and from school.

Students wishing to mask or otherwise use personal protective equipment to prevent the spread of disease (such as COVID-19) should provide their own materials. Limited materials may be

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available at the front office.

## **SCHOOL CULTURE AND SAFETY**

### **Closed Campus**

Under no circumstances are students allowed to leave the school building without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult. Students should be aware that the school has several neighbors, and should be respectful and courteous of their needs.

### **Visitor Policy**

All visitors are required to report to the Front Desk upon entering the building. Any visitor, including parents, who do not report to the office or who is found in the building without authorization, will be asked to leave immediately. Visitors must wear visitor badges at all times to indicate that they have checked in at the main office. Parents are encouraged to visit the school and parent involvement is discussed in more detail later in this handbook. Visitor policy may be restricted as deemed necessary by the school administration to maintain a healthy and safe school environment.

### **School Searches**

In order to maintain the security of all students, the school authorizes the Principal and/or the Principal's designee(s) to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the policies and procedures of Do & Be Arts Academy of Excellence or otherwise constituted a threat to the health, safety, welfare, or morals of the school, other students, school personnel, or any other person lawfully on school property or attending a school function. In authorizing searches, the school acknowledges both state and federal constitutional rights, which are applicable to personal searches of students and searches of their possessions.

Students have no reasonable expectation of privacy rights in school lockers, cubbies, desks, or other school storage places. The school exercises overriding control over such school property, which may be opened and subjected to inspection at any time by school officials.

Students may be subject to personal searches and searches of their possessions where reasonable individualized suspicion exists to conduct such search. Reasonable individualized suspicion to conduct a search of a student or a student's possessions and the scope of the particular search shall be based upon, among other things, the student's age, the prevalence and seriousness of the problem to which the search is directed, the urgency necessitating an immediate search, and the probative value and reliability of information used as justification for the search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals will be considered reliable informants if they have previously supplied information that was accurate and verified, make

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an admission against their own interest, provide the same information that is received independently from other sources, or appear to be credible and the information they are communicating relates to an immediate threat to safety. School employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

## **Uniforms**

### **Do & Be Arts Academy of Excellence Dress Code Policy**

DBAE will not require students to wear uniforms. There will be specific expectations for dress that will be enforced to ensure that all students can fully achieve their arts and academic goals. The purpose for our expectations is not to inhibit student expression, but rather to ensure that student learning time is respected and not unduly impacted by those who come to school dressed inappropriately for the work they are required to do. Clothing must be functional in an active performing arts setting, inoffensive to others, and provide sufficient coverage.

Staying aligned to our core tenets, mission, and goals, DBAE's policy regarding appropriate clothing is rooted in program-based needs. The need for students to dress in clothing that permits a full range of movement to accommodate class and rehearsal demands. The need for clothing to be appropriate for students working in a professional setting with guest artists/programs and in ensemble exercises with classmates. The need for students to respect personal differences and refrain from wearing clothing that contains language that is offensive to others in the learning community. The need for students to have to dress in a way that makes them feel comfortable, and shows their identity in our school community. The need to minimize loss of instructional time and minimize discussions regarding student dress. The determination of Principal/Assistant Principal regarding appropriateness of dress will be final.

Clothing may be any color, but may not be modified – i.e. ripped, safety-pinned, studded, knotted, etc. – nor may chains, spikes, etc. be worn on any clothing or as accessories. The Principal/Assistant Principal will determine appropriateness of any questionable item of clothing or accessory. If, for the purpose of traveling to and from school, students wear clothing other than dress code, that clothing must be kept in their backpacks during the school day.

**Pants:** Pants must fit at the waist to stay in place while allowing full range of dance movement. Examples of acceptable pants: Karate pants, Sweat pants, Gym shorts, and Dance pants. No jeans or street pants/shorts/skirts will be allowed on certain days-- NO belts with buckles or hardware of any kind.

**Shirts:** Shirts must provide secure coverage allowing full range of upper-body motion. Tops may include: crew-neck T-shirts, knit polo shirts, turtlenecks, and sleeveless shirts providing adequate coverage. Students are not allowed to wear spaghetti straps or low-cut necklines, clothing that displays offensive language or images.

**Jackets/outerwear** may include crew-neck jackets, sweaters, or sweatshirts, collared jackets,

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sweaters, or sweatshirts. Students must wear comfortable shoes or socks that must be brought to school every day.

NO hats with brims inside the school building.

Nails must be trimmed short for both musicians and dancers. In order to approach their art form with proper technique and to ensure no damage occurs to their instrument or to their classmates.

*\* For community performances and field trips students will be required to wear appropriate comfortable clothes, professional dress, and/or performance attire. (Specialists/Major teachers may require certain dresscodes for their classes to ensure student safety.)*

### **Lost and Found**

To prevent confusion, parents should write their student's name in permanent marker on the tags of all clothing. Since every student wears the same or similar clothing, mark your tags clearly and help your student keep track of all jackets, sweaters and coats. All clothing items that are left in common spaces (playground, cafeteria etc.) will be put in the school's Lost and Found bin for families to retrieve.

## **DISCIPLINE AND CONSEQUENCES**

### **Discipline And Core Values**

Discipline is a foundation for learning. In fact, the word "discipline" shares its roots with "discern" (to build judgment) and "disciple" (learner). Through setting clear expectations and holding students accountable for behavior, we teach them how to engage with others, work in a community, and communicate productively with others.

Do & Be Arts Academy of Excellence uses a restorative approach to culture, discipline, and accountability for our actions. Restorative practices have their roots in indigenous cultures and are built around forming deep relationships within our community.

### **Classroom Practices of Restorative Practices**

The majority of restorative practices are positive culture building for students, faculty, and our whole community. These include, but are not limited to:

- Classroom culture building
- Clear expectation setting
- Choice and voice for students; allowing them to shape classroom expectations and experiences
- Check-in circles
- Relationship building: student to student, student to teacher, and teacher to parents
- Creating connections between classrooms and homes
- Emotional awareness and emotional intelligence building
- Physical awareness, including skill-building in nervous system regulation, calming our bodies, and connecting our bodies and our minds

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- Whole-school culture and relationship building
- Core-values aligned praise and opportunities for recognition
- Classroom jobs that instill a sense of responsibility and ownership in the classroom space
- Routine classroom circles where celebrating one another, apologizing for mistakes, solving minor conflicts, and supporting one another's growth is normalized Restorative Practices also respond to student behavior that is inappropriate or not consistent with the rules and expectations of the school:

-Redirecting - reminding students of the expectations and giving them a chance to re-direct

-One-on-one coaching - speaking with students individually in and out of the classroom to ensure they can learn productively and resolve issues

-Root cause seeking - conversations may include seeking out the true root cause of student behaviors. Hunger, anger, frustrations at home or with friends, etc. all impact student learning. Addressing these root causes can often redirect students back into the classroom and on track for their learning

-De-escalation - when issues arise and emotions/temper run high, we seek to de-escalate the situation, calming bodies, minds, and emotions. Staff and students all receive support and training in this important skill.

- Counseling - some students may desire or need additional mental health support. DBAE will contract with our community partner Solutions for Change to provide our students and families with behavioral and mental health services. Families will be informed and must consent to counseling services.
- Accountability conversations - when a student breaks rules, causes harm to others, or otherwise disrupts learning (theirs or another's), one-on-one conversations are held to address the issues, help the student see the harm they may have caused, and help the student repair any harm done (i.e. apologizing, fixing something they broke, helping the class with something to repair culture...)
- Accountability circles - when incidents involving multiple students arise (i.e. significant arguments, fights, bullying, etc.), students will participate in a restorative circle. In these spaces, all students involved will have the opportunity for their perspectives to be heard and honored. The community collectively decides what harm has been caused and what needs to be done to repair that harm.
- Accountability consequences - students will be held accountable for their actions and for repairing harm done to individuals or our community. This can range from apologizing meaningfully to helping to repair an item they broke to time out of school. See the section below on consequences for more information.

### **The Role of the Family**

Families play a critical role in restorative practices. Your support of and participation in these processes is critical to your child's success.

Proactively, families should be involved in their child's school life, helping to teach them responsibility for their work, collaboration and communication with peers and teachers, and accountability for their mistakes and poor choices. Helping your child attend school each day, on time, ready to learn is important to their success.

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Additionally, families may be asked to participate in any level of restorative practices, especially helping to examine root cause analysis. Often when we see behaviors arising at school, the root cause is happening at home. Reasons range from the student not getting enough sleep the previous night or not having breakfast that morning to more significant events in a child's life (ex: parents separating, incarceration of an adult in their life, homelessness or other abrupt changes in housing). Communicating with your child's teacher and/or the school office about events and family changes as they arise is critical to your child's success. We are one team working for your student and want to support you and your child through any major life changes.

### **Consequences for Undesired Behavior**

In restorative practices, consequences for off-task behavior, undesirable behaviors, or causing harm to others are generally both *logical* and *escalating*.

Logical Consequences - We pair the consequences for a behavior with the behavior itself. If a student takes colored pencils from another student and refuses to share, a natural consequence is turning over their colored pencils to the teacher and not participating in the coloring portion of this activity.

Unnatural consequences - like detentions, demerits, gold stars, behavior charts - rarely work for students and do not help them develop rationale for their behavior and reasoning skills. At best, those systems teach students compliance (*Do this because I said so!*). Instead, our processes help students develop judgment (*I do this because sharing is the right, compassionate thing to do*). We use behavior and consequences to teach, not to punish.

Escalating Consequences - In addition, consequences may be layered and escalating alongside the student's behavior. This means that as behaviors continue or increase in severity, so do the consequences. To return to our example of the student take colored pencils from another student:

-First Incident - student is redirected to share and return the pencils

-Second Incident or Refusal to Share - student is given logical consequence: hand over the pencils to the teacher, do not participate in coloring portion of activity

-Third Incident or Escalation of Behavior (ex: student begins banging their fists on the table) - student is moved to the back of the classroom or the hallway and has a one-on-one reset conversation with the teacher.

-Additional Incidents - Students may be referred to administration and asked to leave the class temporarily. It is always our goal to return a student to instruction as soon as possible after the behavior has been addressed, simple root causes have been identified and addressed, and the student has calmed down. Additionally, parent contact is a natural escalation at this stage.

### **Zero Tolerance**

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There is zero tolerance for fighting. In almost every case, all students involved will be sent home for the day and/or suspended. Parents will be required to come to school and pick up the student(s) involved in the fight immediately following the incident. Do & Be Arts Academy of Excellence encourages non-violent conflict resolution, and stresses to students that even if a teammate has shown physical aggression toward them, they are expected to inform their teacher immediately. If a student retaliates with physical aggression, then both students will be suspended from school. Students are expected to use the techniques of conflict-resolution to settle all disputes in a non-violent manner. Staff will work to identify problems and students are expected to report conflicts before they escalate.

Zero tolerance is tolerated for abuse. Nevada law defines bullying as outlined in NRS 388.122 and 388.123. In general, it refers to intentionally causing harm, fear, or distress to another individual or group, or causing them to feel terrible, wounded, or terrified. "Cyber-bullying" refers to harassment that takes place via electronic means, including the transmission or distribution of an erotic image featuring a juvenile. Bullying can manifest in various forms of communication, including verbal, written, electronic, and physical actions and gestures. Although bullying is frequently committed repeatedly, even a solitary severe act or expression can qualify as bullying. In addition to physical aggression, forms of bullying may encompass threats, taunts, belittling, ridiculing, the dissemination of false rumors, attempts to harm the friendships of the targeted individuals, coercion or extortion of funds, and obstruction of access to school facilities and supplies. A student who engages in bullying behavior towards another colleague will be subject to a staff conference at Do & Be Arts Academy of Excellence. Additionally, the parent will be notified of the incident via phone call or written notice. If the student is caught in another bullying incident, then they will be suspended. In order for the student to return to school the parent must meet with the Principal to develop a plan for the bullying to stop.

There is zero tolerance for hate speech. Hate speech is abusive or threatening speech or writing that expresses prejudice on the basis of ethnicity, religion, sexual orientation, sex or gender, or similar grounds. Students who use their words, actions, writing, or other means to discriminate against other students, teachers, volunteers, or persons on campus on the basis of their identity or belonging in certain demographic and cultural groups will face disciplinary action up to and including suspension or expulsion. A conference with school administration, the student, and the family to develop a plan for the hate speech to stop will be required before instruction may resume.

### **Out-of-School Consequences**

It is always our goal to keep students in school, a part of our community, and learning. The best way to change behavior and build better judgment for students is to keep them in school. However, in some cases the best thing for the student and for other students is a temporary removal from the school. Incidents that require this level of escalation are usually egregious in nature, such as violence to self, others, or property. Examples are in the next section on zero tolerance. While rare, Do & Be Arts Academy of Excellence reserves the right to implement any of these consequences:

1. Sent Home - students may be sent home for the remainder of the day. Families will be

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contacted and expected to come pick up their child immediately. The child will remain in the front office until a parent can pick them up. This will be considered an unexcused absence (half day or full day, using absence definitions above).

2. Suspension - students may be sent home for a period of 1-10 days. Suspension will be recorded in the student's permanent file. Re-entry to the school will require a family-administrator conference.
3. Expulsion - students may be expelled from the school. Expulsion is noted on the permanent record and the student cannot re-enroll for a period of one (1) calendar year from the date of expulsion.

Expulsion is defined as the exclusion from Do & Be Arts Academy of Excellence on a permanent basis at the discretion of the Principal. The Principal and or Executive Director reserves the right to request that the Board hold an expulsion hearing and consider the student for expulsion for a specific, severe behavioral infraction or for repeated disregard of school policies and procedures outside of infractions that merit automatic expulsion.

Pursuant to NRS 392.466 (1)(2), suspension or expulsion is mandatory for a first offense of any of the following acts, and permanent expulsion is mandatory for a second offense:

- Commission of a battery which results in the bodily injury of an employee of the school
- Selling or distributing any controlled substance while on the premises of any public school, at an activity sponsored by a public school or on any school bus
- Any pupil who is found in possession, without the express permission of the Principal and/or Executive Director, of a firearm or a dangerous weapon while on the premises of any public school, at an activity sponsored by a public school or on any school bus must, for the first occurrence, be expelled from the school for a period of not less than 1 year.

However, before a student may be suspended or permanently expelled pursuant to NRS 392.466(1), the Board of Directors of the school must review the circumstances and approve this action in accordance with the procedural policy adopted by the board for such issues.

In the event of an expulsion or suspension lasting longer than three (3) days, the student shall receive written notice of the following:

- Charges and a statement of the evidence;
- Date, time and place of a hearing;
- Notice of the right at the hearing to:
  - o Be represented by their parents, legal or other representative (at the scholar's/parent's own expense).
  - o Present evidence.

Procedures for such hearings:

- The school will record (by tape or other appropriate means) the hearing and a copy

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of such will be made available to the student upon request.

- Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.
- A student and/or parent, upon request, will have the right to review the student's records in accordance with federal and Nevada law.
- All decisions by the Board regarding expulsion of a student will be issued to the student in writing.
- In addition to the above stated policies, any breaches of federal, state or local laws will be handled in cooperation with the local police department.

### **Procedural Safeguards For Students With Special Needs Or Disabilities**

Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability. A copy of the Notice of Procedural Safeguards can be found in the Main Office.

IEP behavior plans and other modifications must be followed in accordance with state and federal law. Additionally, a manifestation determination and functional behavior assessment must be conducted if the student's behavior is, or will potentially, inhibit the student's access to FAPE.

Do & Be Arts Academy of Excellence campus officials may suspend students with disabilities and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing special education procedural safeguards. Detentions do not count toward the 10-day limit. The Principal has discretionary flexibility in regards to the amount of days of suspensions given to each special education student with disabilities. Students with disabilities can be suspended in excess of 10 school days in certain circumstances.

When campus officials anticipate a referral for expulsion, the following apply:

- Provide written notice to the parent/guardian or surrogate parent of the intervention or consequence being considered and the date of an Individualized Education Program (IEP) meeting, which must be held within 10 days of the date of the decision to discipline the student.
- The IEP team must:
  - o a. Determine whether the misconduct is related to the student's disability by reviewing evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP and placement. The behavior is not a manifestation of the student's disability if:
    - The student was given appropriate special education supplementary aids and intervention strategies; and
    - The disability does not impair the ability to control behavior;
    - A modification can be made so that the behavior plan is consistent with the IEP.
  - o b. Determine the appropriateness of an interim alternative educational setting, and as indicated, include in the IEP those services and modifications that will enable the student

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to continue to participate in the general curriculum and address the behavior so it will not recur.

## **COMMUNICATION AND FAMILY PARTICIPATION**

### **Telephone Use & Telephone Messages**

Although Do & Be Arts Academy of Excellence aims to have as much communication as possible with its families, it would take an incredible amount of staffing and resources to provide message services, and we cannot guarantee that messages will actually reach students or teachers during the instructional day, nor will we interrupt instruction to deliver messages. Teachers will receive messages after 3:30pm. Students will only receive messages in the event of an emergency, most often those necessitating the student leaving the campus early.

**Students may not receive incoming phone calls during the school day unless it is an emergency that requires immediate attention.** If it is an emergency, please call the main office number. Students are generally prohibited from using school telephones, but in the event of an emergency, and at the discretion of school staff members, students may be allowed to use school telephones.

Students may not use their cell phones during the school day. Cell phones sent to campus with a student must be turned off and placed in backpacks throughout the day. **If there is an emergency requiring contact with your child, call the main office number.** Likewise, should something arise at school that requires a family member to be notified, the school will contact the family directly. We recognize that many students may need cell phones to communicate with families after school or at after-school activities. Students will be permitted to use their cell phones after school hours are over unless they are enrolled in one of our on-campus after school programs, which are generally cell phone free and have specific procedures for picking up and dropping off students.

### **Teacher Contact**

Parents are encouraged to communicate with their child's teacher. Teachers are not available for unscheduled phone calls during school hours. Messages may be left for teachers with the front office and families will have a phone number that they can use for teachers. When leaving a voicemail message, please leave your name and your child's name, a phone number and time you may be reached, and a brief message regarding the reason for the call.

Teachers will return a parent's call within two business days. Please remember that messages will not be received until after the instructional day ends. Teachers are also available through their Do & Be Arts Academy of Excellence email address. Their first priority is to deliver instruction - teachers will return emails within two business days.

Parents should contact their child's teacher directly with questions about academic progress, as well as behavior (including any reports).

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Parents can contact the main office directly for any of the following issues:

- Information about your student's records (ex. updating contact information etc.)
- Visits or volunteering
- Attendance issues
- Calendar and schedules
- Food
- Uniform questions or purchases (you may also contact Campus Club directly)

Teachers will list their contact information, including phone numbers and email addresses in the introductory letter to students' families during the first week of school.

### **Open House and Kindergarten Open House**

Families will be invited to a general back-to-school open house for all families. The exact date and time will be communicated to families. Families are strongly encouraged to attend so they can meet their student's teacher, attend an informational session to gain knowledge of the academic expectations and systems requiring their participation, tour the school, and learn vital arrival and drop-off procedures.

Kindergarten Families will receive communication with the exact times of their Kindergarten Open House event. Families are strongly encouraged to attend the kindergarten open house. Open House is important for students to help their transition to a new building and new staff. It is also used to manage the flow of paperwork, materials and announcements so that the first day of school is seamless for all children.

### **Meeting with Teachers**

If you would like to meet with your child's teacher outside of the regularly scheduled conferences, you must make an appointment. An appointment can be made by calling the school and speaking with or leaving a message for the teacher directly, as well as by emailing the teacher. Parents should not expect to meet with a teacher without a prior appointment. Because our teachers are teaching your child from 8:30am to 3:30pm, meetings should take place before or after school. Occasionally, teachers may be able to meet on their prep period, but teachers use this time at their sole discretion. Early-out Wednesdays are ongoing teacher development time. Teachers are in professional development sessions until 4:00pm and are unable to meet.

### **Volunteer on Campus**

We encourage families to volunteer time on campus. At Do & Be Arts Academy of Excellence, parent involvement throughout the school is highly encouraged, with volunteer opportunities for both single-day and more lengthy opportunities. However, we will not require a parent or legal guardian of a prospective or enrolled student to volunteer as a condition of the child's enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student because their parent cannot, has not, or will not provide volunteer service to the school.

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To ensure that we make the best use of parent time and efforts - and that we limit disruption to our instructional program - all classroom volunteers must abide by the set of guidelines below.

- Schedule your volunteer time in advance. School leaders and teachers are responsible for preparing and also delegating work to family volunteers. In order for school staff to prepare for a volunteer's time and productivity on campus, all family volunteers must be scheduled in advance by calling the Main Office.
- Arrive on time and check in at the front office. Please make sure to check in with the Main Office when you arrive for your scheduled volunteer time so that you can receive a visitor's pass. Visitors are expected to wear their visitor's pass throughout the entire duration of their visit to DBAE.
- Refrain from talking to, engaging with, or disciplining students – including your own – in classrooms, as well as talking to or engaging with school staff who are teaching or transitioning students.
- Students are expected to remain focused on their learning while in school. Families should not engage with students or school staff during instructional time by talking with them, observing their work, etc. We strive every minute of every day for 100% student and staff engagement in learning and ask that you respect our efforts by disrupting our natural school day as little as possible. Our staff has been extensively trained on specific teaching methods and behavior management techniques. Volunteers should allow the teacher to lead all aspects of the instructional program, and not discipline students, including their own.

### **Volunteer for Field Trips**

Do & Be Arts Academy of Excellence takes pride in the meaningful partnerships that we create with families and welcome parents to volunteer as chaperones. Deadlines to volunteer as chaperones will be communicated in field trip announcement slips. Parents must sign up to chaperone field trips by the designated deadline and can participate based on availability. All field trips are subject to rescheduling and cancellation at the administration's discretion to maintain a safe and healthy school environment.

### **Other Family Involvement**

While we encourage families to be as involved as possible, we request the following minimum expectations from every family:

- Attend Open House
- Read through school expectations, the Family Handbook, and double-check any logistical items;
- Reinforce Do & Be Arts Academy of Excellence school expectations at home;
- Ensure your child is dressed appropriately to engage in all classes every day;
- Read to and/or with your child every day, including weekends;
- Return Independent Reading books daily, as students use them both in school and at home
- Create an Infinite Campus to track your child's attendance and grades (information on how to register will be provided annually)

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- Attend one (1) family conference with your child’s teacher
- Attend at least one (1) but ideally all DBAE performances throughout the school year - these are showcases of your student's learning and they will be proud and excited to show you something they’ve worked hard to accomplish.

**DBAE Family Voice (DFV)**

The DBAE Family Voice (DFV) is a committed action-oriented group of families with a focus on strengthening the school program through school events, fundraisers, community outreach, and other initiatives. It is open to any parent, guardian or adult family member who wants to work collaboratively with other parents and school staff and make measurable additions to the school program. Information about joining and/or attending will be made available to families.

**GENERAL POLICIES**

**Electronic Devices**

Students are not permitted to have electronic devices in school. Electronic devices include games (Nintendo DS, etc.), tablets, CD-players, portable music devices (iPods), and cell phones. None of these devices are needed and often represent a distraction from successful academics. In addition, these items can cause conflict and lead to grief when lost or stolen. While Do & Be Arts Academy of Excellence obviously strives to prevent theft of any item, the school will not spend extra energy tracking down electronic devices that should not be at school. In the event that a student disobeys this rule and is seen with an electronic device or uses a prohibited electronic device in school, a staff member will confiscate it. It will be returned only after a parent/guardian has come to school to pick it up. Repeated violations of this policy may result in indefinite confiscation irrespective of any costs or fees students and/or their families may incur as a result.

**Toys**

Students are not permitted to bring toys to school, unless they are instructed to do so by their teacher with written permission. Teachers will correspond with parents via written communication at appropriate times when students are allowed to bring toys to school.

**Food Procedures**

Students will be offered breakfast in their classrooms. Students arriving after 8:15 a.m. (tardy by 15 minutes) will miss breakfast and will not have an opportunity to eat. In classrooms, students are expected to use restaurant voices during all meals.

Students eat lunch in a multipurpose room/cafeteria. Do & Be Arts Academy of Excellence implements clear expectations to allow students to eat their whole meal and make use of their lunch time. We follow these rules during lunch:

- We speak in “restaurant voices”
- We stay seated on our bottom
- We keep food on our place mat

- We say please and thank you
- We raise our hand if we need help

The school participates in the National School Breakfast, Lunch, and School Snack program which provides free or reduced breakfast and lunch, as well as milk for qualifying families. At the beginning of the school year, each family must opt into the program and decide which meals they would like.

Families of students who order school meals and have particular dietary restrictions should alert the administrative staff prior to the beginning of school, so that school staff is able to make reasonable accommodations for the student or, if necessary, the family can choose to make alternate arrangements.

### **A. School Breakfast**

Students who opt into the program will receive breakfast every morning – we serve breakfast each day between 7:50 am and 8:20am. Students may choose not to eat breakfast on any given day, but it will still be available to them. Students arriving after 8:20 a.m. (tardy by 20 minutes) will miss breakfast and will not have an opportunity to eat.

### **B. School Lunch**

Students may opt into the school's lunch program or bring their own lunches from home. Families may choose to send lunch from home on any day, even for families who participate in the school's lunch program.

### **C. Lunch from Home**

In order for your student to engage in the rigorous academic program at Do & Be Arts Academy of Excellence, it is important that students have healthy, balanced meals.

All lunches, snacks, and items brought to school from home must be **nut free**. This is a safety regulation. Students who bring any item containing nuts will have their lunch confiscated and will be provided the school meal for the day. The family will be notified.

### **\*\*Nut-Free Campus Policy\*\***

At Do & Be Arts Academy of Excellence, the health and safety of our students is our top priority. To create a safe environment for all, we are proud to maintain a nut-free campus. This policy helps protect students with nut allergies from potentially life-threatening reactions. We kindly ask all families to refrain from sending any nut products in lunches, snacks, or treats. Together, we can ensure a safe and inclusive atmosphere for every student. Thank you for your cooperation and support!

### **D. Community Eligibility Provision**

Do & Be Arts Academy of Excellence participates in the National School Lunch Program's Community Eligibility Provision and provides breakfast and lunch service free of charge to all  
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students.

### **Birthdays**

We encourage families to celebrate their students birthday in small but meaningful ways, such as:

- Allowing them to wear a special crown or headband (hats are not permitted)  
OR
- Wearing a pin or sash that celebrates their birthday
- Bringing a store-bought treat to share with their class

Students are permitted to bring store-bought treats to be shared with classmates, provided they meet these requirements:

- The teacher is notified at least 24 hours in advance. Families can notify the teacher by email or by leaving a message with the Main Office.
- The treats, such as cupcakes or cookies, are already packaged in individual servings.
- All treats are **nut free**.
- Sufficient items are provided that every child in the homeroom class can have one. Ask your child's teacher for the exact number. We also recommend bringing enough for the teacher!

Classroom teachers will decide when treats will be served to students. Birthday treats should be easy and quick to serve. Large productions like pizza parties, for example, are not permitted for birthdays. We will not celebrate birthdays in the cafeteria but celebrate in classrooms during snack or at the end of the school day. Please do NOT bring ice cream, as this is difficult to serve and clean. Individual goodie bags are permitted as long as every student in the student's class receives one.

Parents are not required to send birthday treats to school. The Do & Be Arts Academy of Excellence community will sing "Happy Birthday" regardless of whether families have sent anything to school.

Invitations for individual birthday parties are not to be distributed at school unless there is an invitation included for every child in the student's class.

Large birthday displays, such as balloons, flowers, or other decorations, are not permitted as they often distract from learning for the student and their peers.

### **Other Celebrations**

We know holidays can be exciting times of year for children. The many celebrations that take place at Do & Be Arts Academy of Excellence center on school traditions, academics, or celebrate our college-going culture. These include things such as the 100th Day of School, field trips, Reading Week, the Multi-Cultural Festival, and others. We also recognize, honor, and celebrate the national identity months, such as Black History Month, Hispanic Heritage Month, Pride Month, and Neurodiversity Awareness Month.

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If you require accommodation for sincerely held religious beliefs to have a student abstain from specific celebrations, please communicate with your child's teacher and accommodations will be made.

### **Gifts For School Staff**

Do & Be Arts Academy of Excellence truly appreciates the generosity of our school's families. We know that some families show their appreciation for the hard work of school staff by giving gifts. Purchasing store-bought items are not required, we strongly encourage families to make home-made gifts and cards to give to teachers. Providing gifts to teachers is never required.

## **RECORDS AND HEALTH POLICIES**

### **Student Records**

Under the Family Educational Rights and Privacy Act (FERPA), parents have certain rights with respect to their children's education records. These rights transfer to the student when they reach the age of 18 or attend a school beyond the high school level.

#### **A. Definition Of Student Records**

"Student Records" shall mean any written or recorded information concerning a student by which a student may be individually identified and which Do & Be Arts Academy of Excellence maintains. They may include, but are not limited to, the following: basic identifying information, academic transcript, attendance records, health records, performance scores on standardized assessments, disciplinary records, records from previous schools. Recorded information maintained by a staff member for their exclusive use, or their substitute, shall not be considered a part of the student records.

#### **B. Inspection Of Student Records**

Parents shall have the right to inspect, challenge, and copy student records of that parent's child until the student attains the age of 18. Student records shall be made available to parents and eligible students within fifteen (15) school days of the time a written request for review is submitted to the Principal.

#### **C. Right To Control Access Of Student Records**

School officials shall release student records to the official records custodian of another school in which the student has enrolled or intends to enroll upon the written request of such official or student, provided that the parent receives prior written notice of the nature and substance of the information to be transferred. Parents may, upon written request, inspect, copy and challenge such information. Once parents have been notified of their right to inspect, copy and challenge information to be transferred to another school and the parents do not respond within ten (10) school days, the records shall be forwarded to the requesting school.

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#### **D. Access To Records Without Parent Consent**

School staff members who have a current and legitimate educational interest in the student records shall have access as needed for professional purposes to both the student's permanent and temporary records. School officials shall release student records without parent permission pursuant to a valid court order or subpoena presented by local, state or federal officials. However, the school officials shall notify the parents in writing regarding the judicial order and the information so provided.

Student records may be made available to researchers for statistical purposes, provided that:

a) Permission has been received from the State Superintendent of Education; and b) No student or parent shall be personally identified from the information released.

Information may be released without parental consent in connection with an emergency to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons.

If a student is 18 years of age, the student may request the parents be denied access to their records. No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse.

#### **E. Challenge Procedures**

A parent shall have the right to challenge the accuracy, relevance or propriety of any entry in the student records of his or her child, exclusive of grades. A request to challenge the contents of a student record shall be made in writing to the school by the parents and shall state in specific terms what entries in their child's record are being challenged. The Principal shall conduct an informal conference with the parents within fifteen (15) school days of the receipt of the written challenge.

#### **F. Maintenance Of School Records**

Student permanent records and the information contained therein shall be maintained for a period of sixty (60) years after the student has transferred, graduated or permanently withdrawn from school. Student temporary records shall be maintained until August 1st of the year the student transfers, graduates or permanently withdraws from school.

The records of special education students shall be maintained for a period of three (3) years. Information maintained by staff members for their exclusive use shall be destroyed by the staff member maintaining the information no later than the student's transfer, graduation or permanent withdrawal from the school. The Principal shall be responsible for having all student records verified and to eliminate or correct all out-of-date, misleading, inaccurate, unnecessary or irrelevant information on all students' files.

#### **Mandated Reporter Policy**

According to NRS 432B.220, et seq. , all school personnel are mandated reporters of suspected

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abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have reason to believe that harm has come to a child that “reasonably appears to have been caused by brutality, abuse or neglect.” Under this law, failure to report such abuse is a Class A Misdemeanor.

Once any staff member becomes aware that a student may be the victim of abuse or neglect, they must:

- Contact the Child Abuse and Neglect Hotline (702-399-0081) as soon as possible, but not more than 24 hours after they know or have reasonable cause to believe that a child may have been abused or neglected, to report the suspect case of child abuse or neglect.
- Notify the Principal
- Complete a Do & Be Arts Academy of Excellence incident report.

While these steps are taking place, the Principal will assist both the faculty member and student in understanding the ramifications of the call. The Principal or designee will debrief the student and, when appropriate, will contact the parent(s)/guardian.

### **Health Policies**

Health and safety are a top priority at Do & Be Arts Academy of Excellence. Before a student can enroll in the school, the school must have on file the following forms:

- Medical Requirements Checklist. This form contains records showing that the student has up-to-date immunizations
- Health Information Form. This form provides important information about a student’s emergency contacts, health care providers, and insurance. Most importantly, it gives the school permission to initiate emergency medical treatment in the event that a parent or guardian cannot be reached.
- Authorization To Dispense Medication Form. If a student requires medication while in school, the school must have on file an Authorization to Dispense Medication form, completed by the student's physician and/or parent. No student is allowed to bring medication to the school without the school's full knowledge. Students who have provided the school with medication dispensation authorization forms should bring the medication (other than Tylenol and ibuprofen, which the school will stock in the main office) to the school on the first day, or contact the school to make other arrangements. All medication must be presented in its original container from the pharmacy and must be brought in by a parent or accompanied by a note from the parent.

The medication dispensation authorization form requirement applies to all medication, including Children’s Tylenol and ibuprofen. If a student needs to take Tylenol, ibuprofen or another over-the-counter (OTC) medication during the school day, they must have on file the authorization signed by a parent or guardian, giving the school permission to administer the medication during the school year. The medication dispensation authorization form requirement also applies to asthma inhalers, which will

be stored in a locked space in the school building. If a student needs to use their asthma inhaler during the school day, they should go to the main office to self-administer the inhaler. Students are not permitted to transport medications in their backpacks.

## **FERPA**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. DBAE charges \$ .15 per page for copies of records.
- Once parents have been notified of their right to inspect, copy and challenge information to be transferred to another school and the parents do not respond within ten (10) school days, the records shall be forwarded to the requesting school.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Once parents have been notified of their right to inspect, copy and challenge information to be transferred to another school and the parents do not respond within ten (10) school days, the records shall be forwarded to the requesting school.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;

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- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's/guardian's prior written consent. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of motion (special letter, inclusion in a DPV bulletin, student handbook, or newspaper article) is left to the discretion of each school. In addition, federal laws require the school to provide military recruiters, upon request, with three directory information categories—names, addresses, and telephone listings—unless parents/guardians or eligible students have advised the school in writing that they do not want their student's information disclosed without prior written consent. The school has designated the following information as directory information:

- Name
- Address
- Email address
- Telephone number
- Photo
- Grade level
- Activities and clubs
- Awards

If there are certain items the school has chosen to designate as directory information that parents/guardians do not want disclosed from their student's education records without their prior written consent, parents/guardians are encouraged to send an email identifying the information they do not want disclosed and the student's name to [enrollment@dobeartsacademy.org](mailto:enrollment@dobeartsacademy.org). This email must be sent within thirty (30) days of the first day the student attends the school.

### **Non-Discrimination**

As stated in Article IV of our Bylaws, Do & Be Arts Academy of Excellence “shall not discriminate on the basis of race, gender, religion, ethnicity, disability, or other protected class in accordance with applicable federal or state laws. Furthermore, the School shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of a charter public school in the State of Nevada.”

### **Religion**

Do & Be Arts Academy of Excellence (DBAE) has no religious affiliation and welcomes students from all faiths and beliefs. Religious doctrines are not taught in class; we leave this responsibility to churches and parents/guardians. Our policy on religion reflects what is stated in the First Amendment to the United States Constitution. DBAE does not endorse, promote, or favor any religion over others. Nor will it ever do so. At the same time, DBAE will not prohibit the free exercise of religion by any student. We enjoy a free flow of ideas

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where diversity of religious views is valued and where students share their opinions openly and learn to understand and respect disparate worldviews. We may use historical religious texts to understand cultural and historical perspectives.

### **Indemnification**

By downloading and/or using any content from Do & Be Arts Academy of Excellence, you affirm that you agree to indemnify, defend, and hold harmless Do & Be Arts Academy of Excellence, and all of their subsidiaries, owners, and employees, against any and all actions, claims, liabilities, damages, costs, and expenses, including but not limited to reasonable attorneys' fees, which in any manner may arise or be alleged to result from your participation in our programs and courses.

### **Photos, Videos, Audio Recordings, and other Media**

During classes, extracurricular activities, and other school events, DBAE staff may capture video footage, photos, audio recordings, written testimonials, and other material that portrays students. Once captured, these portrayals belong to DBAE. By enrolling in classes and signing the handbook, parents/guardians and students explicitly grant consent to capture, store, display, distribute, and generally use student portrayals, including the right to post them online on DBAE sites or other sites of our choosing.

### **Permission & Medical Release**

For each in-person school activity or event, a Parental/Guardian Permission & Medical Release form must be completed and signed for each student. This form expires at the conclusion of each activity or event. Students are not allowed to participate in any school activity or event without a current signed Permission form on file.

### **Waiver & Release from Liability**

Each school year, parents/guardians are required to sign a Waiver & Release from Liability Form, as part of the registration process. It will be kept on file and will be considered valid until the end of the school year or June 30. Students are not allowed to participate in any school activities or events without a current signed Liability Waiver on file.

### **Maintenance Of School Records**

Student permanent records and the information contained therein shall be maintained for a period of sixty (60) years after the student has transferred, graduated or permanently withdrawn from school. Student temporary records shall be maintained until August 1st of the year the student transfers, graduates or permanently withdraws from school. The records of special education students shall be maintained for a period of three (3) years. Information maintained by staff members for their exclusive use shall be destroyed by the staff member maintaining the information no later than the student's transfer, graduation or permanent withdrawal from the school. The Principal shall be responsible for having all student records verified and to eliminate or correct all out-of-date, misleading, inaccurate, unnecessary or irrelevant information on all students' files.

### **Freedom of Information Law (FOIL)/ Public Records**

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The Freedom of Information Act, 5 U.S.C. § 552, is the United States federal freedom of information law that requires the full or partial disclosure of previously unreleased or uncirculated information and documents controlled by the U.S. government, state, or other public authority upon request.

Do & Be Arts Academy of Excellence strives to honor and operate under all law with integrity. We follow the guidelines set by Federal and State administrative bodies. To request any public records you can do so on the State of Nevada website:

[https://ag.nv.gov/Contact/Public\\_Records\\_Requests/](https://ag.nv.gov/Contact/Public_Records_Requests/) or contact their public records department at:

Public Records Coordinator  
555 E. Washington Ave., Suite 3900  
Las Vegas, NV 89101  
Telephone: 702-486-3420  
Fax: 702-486-3768  
Email: [agrecordsreq@ag.nv.gov](mailto:agrecordsreq@ag.nv.gov)

### **Complaint Policy**

At DBAE, we strive to provide an equitable and excellent education for all our students and to fulfill our mission. The principal/and or executive director and staff work hard to build positive relationships with all families.

### **Policy Statement**

Do & Be Arts Academy of Excellence aims to be fair, open, and honest when dealing with any complaint. We consider all concerns and complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding. In all cases, we put the interests of the child above all else. We welcome all feedback on what parents and caregivers feel we do well or areas the school can improve. We treat all concerns and complaints seriously and courteously and will advise families of the school's procedures for dealing with their concerns. A person does not have to be a parent or family member of a student to make a complaint.

In return, we expect families and other complainants to behave respectfully towards all members of the school community. Any disagreement with the school should not be expressed inappropriately, through confrontation verbally or physically, or in front of the students.

The policy is available on request in the main office and on our website [www.dobeartsacademy.org](http://www.dobeartsacademy.org)

This policy does not cover complaints relating to the following areas, which are covered by separate procedures:

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- Admissions
- Special Educational Needs
- Allegations Of Abuse By Staff
- Discrimination or Harassment
- Safeguarding Issues
- Staff Grievances
- Expulsions Or Suspensions Of A Student

### **Definition of Complaint**

A complaint is an expression of significant dissatisfaction, however, made, by a person or persons with a legitimate interest in the school about the practices or policies of the school, the conduct, action or omissions of members of staff employed at the school or the quality of education received by a child.

Complaints may be written or oral. It is not always appropriate for complaints to be put in writing as this might unnecessarily formalize the situation, resulting in the complainant taking a more defensive or entrenched position and making the conflict more difficult to resolve.

For a complaint to be dealt with formally it should meet at least one of the following criteria:

- it is first-hand
- it relates to recent events
- there are independent witnesses to the event

It is important to bear in mind that every expression of concern is not a complaint. Discretion needs to be applied in determining whether action over and above the normal day-to-day discussions on parental concerns is needed. All administrators are expected to exercise such discretion.

### **Teacher First**

Problems and expressions of concern should be dealt with as far as is possible, at the point of first contact. This is usually the class teacher. Families are strongly encouraged to make an appointment to speak with their child's teacher about any issues, misunderstandings, or concerns. In the majority of cases, a simple meeting where both the family and the teacher listen honestly and openly to each other can resolve any potential concerns.

If it cannot be resolved at this stage then the teacher and/or the family should refer the matter to the school Principal.

### **Filing a Complaint**

Any person or persons with a legitimate interest in Do & Be Arts Academy of Excellence may file a complaint. They can do so:

- In writing
- By mail to Do & Be Arts Academy of Excellence
- By submitting a letter to the front office in person

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-By emailing [info@dobeartsacademy.org](mailto:info@dobeartsacademy.org) or emailing the Principal/Executive Director directly at [streadwell@dobeartsacademy.org](mailto:streadwell@dobeartsacademy.org).

-Verbally

-By telephone by calling the main office line

-By appointment with the Principal, a translator will be provided if necessary

Any formal correspondence regarding complaints should be directed to the school principal at:

Do & Be Arts Academy of Excellence  
Shambrion Treadwell, Executive Director

### **Complaint Responsibilities & Stages**

**Key Responsibilities:** The Principal is responsible for the vision, employees, finances, and day-to-day operations of the school. Parents and others should direct concerns or complaints to the Principal in most circumstances.

The Board has overall responsibility for the school and for ensuring that all students receive an appropriate education and that no activity that is illegal, immoral, or misaligned to the school's values is ongoing. In general, the Board needs to maintain a strategic overview, rather than a day-to-day involvement in the school. In such cases, however, as the complaint directly involves the school Principal directly, it is appropriate to inform the Board of a complaint. In such cases, the Chair of the Board or their designee will act in the procedures herein.

Any complaint that does not directly involve the Principal that is made to the Board or one of its members should be passed immediately to the Principal for investigation. The Principal, if they have not already done so, should follow the informal procedure outlined above to attempt to resolve the matter and report the outcome to the complainant and details of action taken to the Chair of the Board.

The procedure is divided into three stages:

- Informal Stage - in this stage, the aim is to resolve the concern through informal contact at the appropriate level in school.
- Formal Complaint - is the first formal stage at which written complaints are considered by the Principal
- Complaint Appeals Process - only applies if the resolution of the Formal Complaint is unsatisfactory to one or more parties, in which case the complaint will proceed to the Board of Directors.

### **Informal Stage - Procedures**

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. In our experience, most matters of concern can be resolved positively in this way. All teachers

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work very hard to ensure that each child is happy at school and is making good progress; they naturally want to know if there is a problem, so that they can take action before it seriously affects the child's progress. Please make an appointment with your child's teacher by calling the main office or emailing the teacher directly.

It is best practice that the teacher inform the school Principal of any complaints or meetings where parents express serious concern. Where parents feel that a situation has not been resolved through contact with the class teacher or senior member of staff, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Principal. The Principal will consider any such complaint and investigate each case thoroughly, generally by speaking privately to each involved party. The Principal will conclude their findings and inform all parties of any decisions and next steps. Most complaints are normally resolved by this stage. If this fails to resolve the matter then a formal complaint should be made. This complaint must be made in writing, stating the nature of the complaint, and how the school has handled it so far.

### **Formal Stage One - Procedures**

- Normally, your written complaint should be addressed to the Principal. If, however, your complaint concerns the Principal personally, it should be sent to the school marked "For the attention of the Chair of the Board" In such a case, the Chair of the Board or their designee will carry out all action items pertaining to the Principal below.
- The principal will acknowledge your complaint in writing as soon as possible after receiving it. This will be within three school days.
- The Principal will enclose a copy of these procedures with the acknowledgment.
- As part of our consideration of your complaint, we may invite you to a meeting to discuss the complaint and fill in any details required. A translator will be provided if required.
- The Principal will conduct an investigation as the complaint requires, generally, this involves speaking individually with all parties, including the person(s) filing the complaint. If the complaint centers on a student, we will talk to the student concerned and, where appropriate, others present at the time of the incident in question. We will normally talk to students with a parent or carer present unless this would delay the investigation of a serious or urgent complaint, or where a pupil has specifically said that he or she would prefer the parent or carer not to be involved. In such circumstances, we will ensure that another member of staff, with whom the pupil feels comfortable, is present.
- The Principal will keep written/typed, signed and dated records of all meetings and telephone conversations, and other related documentation. The Principal will keep a written log of all formal complaints received by the school and how they were resolved.
- Once we have established all the relevant facts, we will send you a written response to your complaint. This will give an explanation of the decision and

the reasons for it. If follow-up action is needed, we will indicate what we are proposing to do. We may invite you to a meeting to discuss the outcome as part of our commitment to building and maintaining good relations with you.

- Generally, DBAE would expect to respond in full within 15 school days but if this is not possible we will write to explain the reason for the delay and let you know when we hope to be able to provide a full response.

At this point, the complaint will be considered to be closed if the principal believes we have done all we can do to resolve the complaint. If the resolution of the complaint is considered unsatisfactory by the complainant, they should proceed to the appeals process.

### **Complaint Appeals Process**

- If a complaint has not been satisfactorily resolved or is taking an unduly long time (a period of more than 15 school days without appropriate and reasonable communication from the principal), the complaint may make a formal complaint appeal to the Board
- The Board must consider all written formal complaints within twenty-five school days of receipt or at their first scheduled board meeting following the receipt of the complaint where the timing of receipt enables the board to maintain Open Meeting Law regulation, whichever comes first.
- Receipt of the complaint will be acknowledged in writing by the Chair of the Board, the Vice-Chair if the Chair is not available. A copy of this Complaints Policy will be enclosed with the acknowledgement.
- The Board will arrange for the complaint to be heard either in a full board meeting or by a panel of three board members who have not had involvement with the matter at an earlier stage. The panel will, where possible, reflect a cross section of board members, who have no direct interest or involvement in the case.
- The panel will be provided with copies of the complaint and all other relevant documentation.
- At least three school days' notice of the hearing by the panel will be given to all concerned.
- All parties involved in the dispute may be accompanied, if desired, by a friend, representative, legal counsel (at the complainant's own expense) or interpreter and may call witnesses.
- The Principal (or Chair of the Board if the complaint is against the Principal) will explain what has already been done to attempt to resolve the complaint and the outcome of any investigation.
- The complainant will present his or her case and call any witnesses.
- The panel and Principal will have an opportunity to question the complainant and witnesses.
- The Principal will have the opportunity to respond to the complainant and call witnesses if appropriate.
- The panel and complainant will have the opportunity to question the Principal

and witnesses.

- The Principal, followed by the complainant, will summarize their positions.
- All but the members of the panel will withdraw while a panel decision is reached. If in a formal board meeting, the meeting will become a closed session for this discussion, where permitted within the law.
- After hearing all the evidence, the governors will consider their decision and inform the complainant about it in writing. The governors do all they can at this stage to resolve the complaint to the parent's satisfaction.
- When the evidence has been fully considered and a decision made, the panel will notify, in writing, the complainant and the Principal of the outcome, giving an explanation of the conclusion, the reason for it, and any action taken, including details of any request made of those complained against to take particular actions in respect of the complaint. This will be done as quickly as possible, but within a maximum of five school days.

### **Closure of Complaints**

Very occasionally, the school will feel that it needs to close a complaint where the complainant is still dissatisfied. We will do all we can to help to resolve a complaint against the school but sometimes it is simply not possible to meet all of the complainant's wishes. Sometimes it is simply a case of "agreeing to disagree".

If a complainant persists in making representations to the school – to the Headteacher, Designated Governor, Chair of Governors or anyone else this can be extremely time-consuming and can detract from our responsibility to look after the interests of all the children in our care. For this reason, we are entitled to close correspondence (including personal approaches, as well as letters and telephone calls) on a complaint where we feel that we have taken all reasonable action to resolve the complaint and that the complaint has exhausted our official process.

In exceptional circumstances, closure may occur before a complaint has reached stage two of the procedures described in this document. This is because a complaints panel takes considerable time and effort to set up and we must be sure that it is likely to assist the process of investigating the complaint. The Chair of the Board may decide, therefore, that every reasonable action has been undertaken to resolve the complaint and that the complaints review panel would not help to move things forward.

If any parent is still not content that the complaint has been dealt with properly, they can write to the school's charter authorizer, the Nevada State Public Charter School Authority. Their contact information is below for your convenience. Please reference their website ([charterschools.nv.gov](http://charterschools.nv.gov)) for the most up-to-date contact information.

State Public Charter School Authority  
Director Melissa Mackedon  
2080 East Flamingo Road, Suite 230  
Las Vegas, NV 89119



775-687-9120

Monday - Friday 8:00 am to 5:00 pm

### **Additional Circumstances**

Complaints received anonymously - Complaints that are made anonymously will be handled at the discretion of the school and may be considered using other procedures, depending on the nature of the complaint. For example, anonymous complaints relating to (or appearing to relate to) a child protection matter or alleged criminal activity may be referred immediately to the relevant authorities.

Complaints received by petition - Complaints received by petition will be dealt with informally in the same way as other complaints. If it is not clear who the response should be directed to, the complaint will be treated as an anonymous complaint.

Frivolous Complaints - The Principal, at their sole discretion, can refuse to consider and subsequently close a complaint that they deem frivolous or intentionally vexatious. The Chair of the Board may likewise exercise this option for complaints made to the board.

### **Confidentiality**

Confidentiality is vital. All conversations and correspondence will be treated with discretion. Complainants have the right to know what use will be made of personal information and, accordingly, personal information will only be shared between staff on a 'need to know' basis. All laws and rights of students and families (including the Family Education Right to Privacy Act or FERPA) will be respected and adhered to in the complaints process.

### **Equal Access, Accompaniment and Representation**

Appropriate steps should be taken to ensure that any individual has the opportunity to raise their concerns or submit a formal complaint. This includes the right to be accompanied or represented by a friend or relative at discussions and hearings and/or to submit formal complaints that have been written by another individual on their behalf. Should any meeting need to be held where any parties would have difficulties with access, the school can assist with providing an appropriate venue.

## **CONCERNS AND CONTACT**

### **Concerns and Contact**

Both the school and the Board of Directors work in conjunction with one another to hear and resolve any complaints. If a problem arises, both the school and the Board encourage the complainant to address the problem directly with the staff member(s).

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If you are dissatisfied with the proposed resolution by the appropriate faculty or staff member, the complaint should be delivered in writing to the Principal. The Principal will also request a written report from the appropriate faculty or staff member. After reviewing the written statements by the staff member and the complainant and undertaking any additional investigation deemed necessary by the situation, the Principal will present an appellate decision to the complainant.

If the situation has still not been resolved and you would like to submit an appeal, the Board encourages you to fill out a grievance form to be addressed to the Board of Directors by requesting one at the school and submitting it to be delivered to the Board of Directors. The Board of Directors will not hear complaints that have not first followed these procedures of complaints being addressed directly to staff, and properly documented in writing.

We welcome you to contact us at any time. Please use the information below to contact us at your convenience.

Do & Be Arts Academy of Excellence Charter School

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North Las Vegas, ## 890##  
702-420-1519

**FAMILY HANDBOOK SIGNATURE**

I have received and read a copy of Do & Be Arts Academy of Excellence's Family Handbook and understand the rules, regulations, and procedures of the school. I understand that if I ever have any questions regarding school policies, I can always ask a member of the school community for further explanation.

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Student Name

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Parent or Guardian Name

---

Parent or Guardian Signature

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Date