



2025-2026

Student Family Handbook

8628 Holloway Drive
West Hollywood, CA 90069
424.204.5165



Fully Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges

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Nondiscrimination Policy

TREE Academy offers open enrollment based on application and does not discriminate based on race, color, ancestry, religion, sex, national origin, sexual orientation, age, citizenship, marital status, disability, or gender identity.

TREE Philosophy

Our Philosophy

TREE recognizes that every student is unique.

That's why we created a different kind of school that is uniquely designed to build trusting collaborative relationships, cultivate discovery and support authenticity.

Collaboration & Trust

TREE inspires trusting and collaborative relationships between students and teachers. By meeting kids where they are, emotionally, socially and academically, we discover their unique needs to set them up for success. We develop trust with students by balancing their personal interests and academic development with their family and community needs and responsibilities.

Small Classes

At TREE, the close-knit community between students and teachers fosters a deep sense of trust, enabling the learning experience to be tailored to each student's needs and preferences, fostering a sense of discovery.

Less Homework

Class schedules designed with homework blocks at school eliminate the crushing work loads that keep kids from their families and other interests.

Weekly Tutoring

With two-on-one tutoring for every student in all core subjects, our teachers can instill academic rigor while addressing individual student needs.

Discovery

In a collaborative learning environment, TREE provides students opportunities to discover who they are and what they love — empowering them to create lives filled with meaning and purpose. The founders of TREE architected the school to help students develop skills through interest-based learning in the classroom and beyond. TREE was designed for families feeling disillusioned by the standardization and rote memorization taking place in many schools today.

Academic Rigor

A focus on core academics provides a strong foundation from which students can explore their interests and passions.

Real Learning

Students work with mentors to design and create personalized projects to inspire a lifetime love of learning and the skills to get things done!

Social Life

As hard as it may be to believe, TREE students actually love school! Our inviting environment opens the door for students to be accepted for who they are and contribute to their community

Authentic Expression

Individual expression and diversity of thought fosters authenticity. TREE inspires students to find their true voice, interests and passions while at the same time exploring their role in a just society. By centering our approach on the whole child experience, TREE provides a new, authentic education; that celebrates self-discovery, diversity, creativity, intellectual inquiry and academic achievements.

Social Consciousness

TREE's mission includes creating a learning environment that celebrates and strives to reflect the diverse cultural and socio-economic world we live in.

Human Development

TREE balances life skills and academics. Mentors, counselors, faculty and peer groups provide skills to develop our students' practical, social and emotional learning.

Prepared for Success

Every graduate who applied in the last three years was accepted to one of their first choice colleges! TREE also supports students who choose alternative paths to their success.

Annual Agreement

The policies here apply to the entire TREE Academy community. We expect all members of our community to be familiar with the contents of this handbook.

As TREE Academy continues to grow, its policies, procedures, and regulations are evaluated and changed from time to time to meet its changing needs. It is each family's responsibility to review all school policies and practices with their child and to abide by the policies set forth in the Handbook. TREE Academy has the absolute right to interpret and change the language, policies, procedures, and guidelines of this Handbook, and all other TREE Academy guidelines and policies. If any discrepancy exists between guidelines as communicated in this document or other formal or informal communications, then the school will determine which policy will govern.

Contact Information

	NAME	ROLE	TREE EMAIL
Staff/Admin	Phú Tranchi	Head of School	phu.tranchi@treeacademy.org
	Judith Fernandez	Vice Principal	judith.fernandez@treeacademy.org
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	Kayne Langston	Director of Student Life	kayne.langston@treeacademy.org
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	Elena Perez	Educational Consultant	elena.perez@treeacademy.org
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	Kim Perez	Front Office Manager	kimberly.perez@treeacademy.org
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Day to Day Operations

Schedule

Monday, Wednesday, Thursday, Friday	Period	Duration
8:00 AM - 8:45 AM	Faculty Collaboration	
8:45 AM - 9:30 AM	Block 1	45 minutes
9:35 AM - 10:20 AM	Block 2	45 minutes
10:20 AM - 10:30 AM	Community Gathering	10 minutes
10:30 AM - 10:40 AM	Snack	10 minutes
10:45 AM - 11:30 AM	Block 3	45 minutes
11:35 AM - 12:20 PM	Block 4	45 minutes
12:20 PM - 1:00 PM	Lunch	35 minutes
1:05 PM - 1:50 PM	Block 5	45 minutes

1:55 PM - 2:40 PM	Block 6	45 minutes
2:45 PM - 3:30 PM	Block 7	45 minutes

Late Arrival Tuesday	Period	Duration
8:00 AM	School Open	
8:30 AM - 9:30 AM	Faculty Meeting	60 minutes
9:35 AM - 10:20 AM	Block 2	45 minutes
10:20 AM - 10:30 AM	Community Gathering	10 minutes
10:30 AM - 10:40 AM	Snack	10 minutes
10:45 AM - 11:30 AM	Block 3	45 minutes
11:35 AM - 12:20 PM	Block 4	45 minutes
12:20 PM - 1:00 PM	Lunch	35 minutes
1:05 PM - 1:50 PM	Block 5	45 minutes
1:55 PM - 2:40 PM	Block 6	45 minutes
2:45PM - 3:30 PM	Block 7	45 minutes

School Calendar

Please click [this link](#) to access our School Calendar. You will need a Gmail account to do so. Make sure that the box next to "Calendar Student" is checked so that you can see it on your calendar.

Remaining on Campus

Students are expected and required to remain on campus from **8:45 AM - 3:30 PM** (beginning at 9:30 AM on Tuesdays) unless there is a specific, pre-arranged need for them to leave campus, such as a doctor's appointment. Students must be picked up by 4:00 PM unless they are participating in after-school programs. Students are not allowed to leave and return to campus on the same day without prior parent/guardian permission.

Lunch & Snack

From Home

Students may bring lunches and snacks from home. Microwave ovens are available. Please join us in striving for “zero waste” by sending lunches and drinks in reusable containers labeled with your student’s name.

Hot Meal Lunch Plan

We aim to support every student’s well-being and academic success by providing fair, accessible, and healthy meal options. This year, we are offering on-campus catering for students from [Everytable](#). An account needs to be created following the directions below. Please note this is only for lunch, and it is suggested that a snack be brought from home.

- Sign-Up @ <https://treeacademy.zuul.market/>
- Deliveries will be: 11:45am - 12:00pm, Monday - Friday
- Team members can place orders day of by 10:00am (or up to 7-days in advance)
- Select Hot (eat now) or Cold (heat later)
- Set up email order reminders under preferences, so you never miss a cutoff!
- "[How to...](#)" 90-second animated presentation

Food Drop-Off Services

Third party services are NOT allowed to deliver or drop off food to our students. With our commitment to fostering an inclusive environment, the disparities caused by lunch delivery services run counter to equitable access to nutritious meals for all students. Such services include but are not limited to UberEats, Postmates, DoorDash, etc.

Basketball Courts & Garden

During lunch, students may choose to eat by the Basketball Courts or in the Garden. Students may only eat inside if they attend a club or another meeting supervised by a staff or faculty member.

Seniors

During lunch, 12th-grade students are eligible for the *privilege* to go off campus on FRIDAYS ONLY with parent/guardian permission. They must sign out with our security guard, who will note which students have left for lunch. Students are expected to return on time to their 5th block class before 1:00 PM. If they are late 3 times, they will lose the privilege for a week. For each subsequent tardiness to 5th block on a Friday will result in another lost privilege. If seniors have an open block after lunch, they can extend their lunch, but need to indicate this on the sign out form.

Energy Drinks

Consuming energy drinks may induce symptoms including restlessness, tremors, palpitations, and nervousness. Therefore, students are not allowed to consume energy drinks at school.

Lost & Found

TREE Academy does not assume responsibility for any item(s) lost by students. Please label all backpacks, jackets, sweaters, and lunch containers with your student's name so they can be identified if they are lost. We will stow lost and found items for a short period in our Lost & Found which is located in Mandela. Before the end of each semester, we will donate all unclaimed items to local charities.

Visitors

TREE is proud of our vibrant community and deeply values community participation. Please coordinate all visitation and observation requests through the main office. We request 24-hour advance notice, so that we can notify teachers and limit classroom distractions.

Transportation

Pick Up / Drop Off

When picking up and dropping off students, please always enter through Holloway Drive. Entrance and exit through the gate off of Hancock Ave. Never pick up or drop off students directly on Holloway Drive. Please see our [Drop-Off and Pick-Up Guidelines](#) detailing where families should pick up and drop off their students.



ABSOLUTELY NO DROP OFF OR PICK UP ON HOLLOWAY

Carpooling

If you are interested, please contact [Lily Perry-Park](#) for those who are willing to drive others or looking for rides for their students.

Student Health

Medication & Allergies

Please complete the required forms forwarded via our QuickSchools platform to notify us of your student's medical history, allergies, medications, etc. These forms must be completed and signed by the first day of school for students to attend school.

The school cannot dispense prescription or over-the-counter medicines, including ibuprofen and acetaminophen unless families have completed and submitted these forms.

TREE Academy recognizes that there are a variety of conditions that necessitate students taking medication during the school day and that, in some cases, students are adequately trained to self-administer their medication. In all cases, the school will take action(s) based upon the recommendations and directions of the physician, with the authorization of families.

Emergency and Immunization Forms

A student's emergency contact form and complete California school immunization record must be on file before the first day of classes in order to be permitted to attend classes.

Illnesses / Injuries

Please prevent the spread of illness by keeping ill children at home. If a student becomes ill during school hours, the teacher or office administration will determine whether to call you to pick up your child promptly.

If we suspect any injury to a student's head, or if we feel compelled by the student's condition to call an ambulance, or in any case of a medical emergency, we will call for an ambulance. The fiscal responsibility for that ambulance, as well as any attendant care, will be the families and not TREE Academy, its staff, faculty, or personnel.

Should a student experience a fever of 99.9 or higher, please do not bring them back to school until they have been fever-free for a minimum of 24 hours. If your child has a rash, eye

symptoms, runny nose with yellow or greenish mucus, persistent coughing, earache, vomiting or diarrhea, head lice, or a skin infection, please have them examined by a healthcare professional. When a child is sick, the family should inform the school that the child will not be attending school and the reason. If your child has a communicable illness, including but not limited to chicken pox, strep throat, mumps or influenza A or B, please let the school know.

COVID-19 Precautions & Responses

TREE follows [LA County Guidelines](#) with CDC Guidelines also in consideration. For example, if there is a city-wide mask mandate, we will require community members to wear masks.

Because COVID-19 easily spreads throughout the community, we ask that all community members are vaccinated and up to date on boosters for COVID-19. If a community member is on campus and not feeling well, we will provide testing on an as-needed basis.

The Los Angeles County Department of Public Health (LACDPH) now recommends the following actions to align with common practices of other respiratory viruses.

Staff and students with symptoms

If you have symptoms of acute respiratory infection:

- Wear a mask, stay home and away from others, talk with your healthcare provider about treatment options, and test for COVID-19. Consider testing for flu in addition to COVID-19 if you are at high risk of severe illness. Testing is a prevention strategy that can assist in making decisions to further protect yourself and others.
- If you test negative for COVID-19, stay home and away from others until fever-free for 24 hours without medication and your symptoms improve. If you test positive for COVID-19, see safety measures in the next section.
- When returning to normal activities, take added precaution such as practicing good hygiene, taking additional steps to improve ventilation, and wearing a mask when around others. This is especially important to protect people at higher risk of getting very sick from respiratory viruses.

Staff and students with COVID-19

1. Stay home and away from others.

- COVID-19 is a highly contagious virus that spreads rapidly, especially when an infected individual feels sick.
- If symptomatic or feverish, stay home until:
 - Fever-free for 24 hours without medication, and
 - Other symptoms are mild or improving.
- Asymptomatic individuals must wear a high-quality mask for 10 days after testing positive if they remain on campus.
- Masks are required around others for 10 days after a positive test or symptom onset. Early return is allowed only with consistent mask use.
- It's recommended to test before returning and to continue staying home if positive until day 10.

2. Wear a mask.

- Masks can help reduce the spread of illness and protect people with increased risk of severe illness from respiratory viruses.
- Wear a well-fitting, high-quality mask for 10 days from symptom onset or first positive test.
- Masks can be removed sooner if an individual tests negative twice, 24 hours apart.

3. Tell close contacts.

- Inform close contacts so they can take protective measures.

Virtual Learning

TREE Academy is a community that is built upon relationships and learning that is ideally achieved in person. Though we understand circumstances may arise that would allow virtual instruction to be preferred, this shift is very difficult for both students and teachers.

Virtual Learning will not be an option for students. The only exception is if we decide as a school to enact Virtual Learning due to public health mandates.

Emergency Preparedness

TREE Academy is dedicated to ensuring the safety of all students, staff, and visitors.

Emergencies happen unexpectedly. Our school has procedures in place to protect students, faculty, and the community. These procedures help maintain order, prevent panic, and ensure everyone's safety. We will conduct periodic drills to reinforce positive and orderly responses.

In case of an emergency, follow the instructions of school staff immediately. This might include evacuating, sheltering in place, or locking down. Your cooperation is crucial in keeping everyone safe. Remember, staying calm and following directions are essential.

Evacuation

All Staff and Security will assist students in exiting calmly and quickly, and ensure everyone moves to the assembly point. If any student is missing, an administrator will return to the building to find them if it is safe to do so. Administrators will also coordinate student release, if needed.

Shelter in Place

Shelter in place means staying inside a designated safe area until an immediate threat has passed. This could be due to hazardous materials spills, an airborne chemical release, or other dangerous situations. If instructed to shelter in place, follow staff directions. Stay calm, quiet, and out of sight. Do not open doors or windows.

Earthquake

During an earthquake, DROP, COVER, and HOLD ON. Stay indoors until the shaking stops. If outside, move to an open area away from the building and any power lines. After shaking stops, evacuation of the building may begin, with all persons heading to the designated Meeting Point. Follow staff instructions. Be prepared for aftershocks.

If an earthquake occurs during passing periods, lunch or breaks, all persons should assume the drop position under lunch tables, benches, in doorways or in open areas.

Attendance

Families as Partners with Attendance

Consistent in person attendance is essential to our students' success. All students are required to be present for their assigned classes, to attend all school meetings, and to participate in all curricular activities, including field trips and community service projects. Please help us to support students' attendance by:

- Scheduling appointments before or after school hours
- Making sure your child gets enough sleep
- Teaching the benefits of good attendance and consequences of poor attendance
- Creating back-up systems (alternative plans for getting to and from school)
- Informing the school if there are extenuating circumstances impacting attendance

Communication

In order for an absence to be excused, a parent / guardian must fill out [this form](#) by 9:00 am on the day of absence. Please include the following information in the communication:

- Student's First & Last Name
- Student's Grade
- Date of Absence & Time of Absence
- Reason for Absence / Tardiness / Early Pick Up

When a student is late for school or leaving early, they need to check in at the Security Desk.

Community Gathering

In this daily ritual, we come together and have a moment to ground ourselves and prepare to begin a vibrant and productive day of learning. We share appreciations, activities, joy, and announcements then proceed into the day together.

Punctuality

It is the family's responsibility to get students to school for the start of school each day at 8:45 am. Late arrivals to school and classes shall be noted and added cumulatively to a student's overall attendance record. A late arrival is disruptive to others, cuts down on the time everyone has for learning, and diminishes the intellectual and engaged culture at school. Students are allotted a passing period of five minutes between classes.

Excused & Unexcused Absences

It is critical for families to notify the school if their student will be absent, tardy, or picked up early. Absences will be excused due to the following circumstances:

- Illness / Injury
- Medical / counseling appointments
- Family emergencies
- Observance of religious holidays / celebrations
- Funerals
- School-approved activity / Experiential learning

If a student is absent for other than these circumstances, the absence is unexcused. A student who misses a class because of an unexcused absence on the day of a test, quiz or in-class assignment (a) may not receive credit for that day's work, and (b) may be subject to late penalties for papers and projects that fall due on that day.

If a student is absent for *any* reason, it is the student's responsibility to speak with their teachers about the work and content that they missed.

Minimum Attendance Requirements

Excessive absences, including excused absences *and* unexcused absences, in a particular course (**more than 70%**) may result in a student's inability to receive credit for that class. Excessive absences across multiple classes may preclude participation in school activities.

When a student displays a pattern of absenteeism, a meeting with the Director of Human Development will be called. When a student is absent for multiple consecutive days, a meeting with the Director of Human Development will be necessary to

coordinate a re-entry process for the student before they return to class.

Academics

High School Graduation Requirements

To graduate, all 9th through 12th-grade students must complete at least the minimum number of courses below. Students are encouraged to take advantage of the entire curriculum and challenge themselves academically by going beyond these minimums. Every student must be enrolled in a minimum of five courses each semester.

Humanities (English & Social Studies) ☐ Humanities 9 ☐ Humanities 10 ☐ Humanities 11 ☐ Humanities 12 ☐ Economics (Senior Seminar)	Science ☐ Biology ☐ Chemistry ☐ Physics (recommended) ☐ Environmental Science (recommended)
Mathematics ☐ Algebra I ☐ Algebra II ☐ Geometry ☐ Pre-Calc (recommended) ☐ Calculus (recommended) ☐ Statistics (recommended)	World Language ☐ Spanish 1 ☐ Spanish 2 ☐ Spanish 3 (recommended)
Visual & Performing Arts ☐ Visual Art ☐ Culinary Art ☐ Music	Physical Education/Yoga/Sports ☐ Year 1 ☐ Year 2
Community Service ☐ 9th Grade- 30 hours ☐ 10th Grade- 30 hours ☐ 11th Grade- 30 hours ☐ 12th Grade- 30 hours	
*Based on State Minimum High School Graduation Requirements - High School (CA Dept of Education) Courses Required for California Public University - High School (CA Dept of Education) Subject requirement (A-G) UC Admissions TREE's UC-approved Course List	

Honors Courses

Courses designated as Honors are designed for additional rigor for students seeking deeper academic challenges in their coursework. There are performance prerequisites to be accepted for Honors-level courses and students and families must be cognizant of the extra time and work required, as well as the pace. Honors courses will have an extra enrichment meeting each week and supplemental assignments with advanced assessments. Honors classes receive added weight on the grade point average, reflected on the transcript.

Honors Courses offered 2025-26

Honors Humanities 10

Honors Humanities 11

Honors Humanities 12

Honors Geometry

Honors Algebra 2

Honors Chemistry

Honors Environmental Science

Community Engagement

Every student is required to perform minimum hours of community service each year. **Students are required to perform 30 hours during their high school years and 10 hours during their middle school years.** In order to document your Community Engagement hours, please email this [form](#) to Christy Elliot.

UC Freshman Admissions Requirements

Please visit the UC admissions website for UC eligibility requirements: A-G Subject Requirements <http://admission.universityofcalifornia.edu/freshman/requirements/index.html>

Tutoring

All students receive one tutoring session per week for each of their core courses. In most cases, there are 2-3 students and one teacher in each session. Tutoring sessions are mandatory to attend, and count towards the total number of hours required to complete core courses.

Academic Dishonesty

Students agree to maintain and assist one another in maintaining and promoting academic honesty. Depending on the frequency and severity, consequences for Academic Dishonesty will be taken on a case-by-case basis. In this case, a member of our Human Development Team will meet with the student and teacher to discuss the

source and implications of academic dishonesty in post-secondary settings. Ultimately we want to empower our students to understand what plagiarism is and how to prevent it from happening again in the future.

Any of the following, without full citations, counts as plagiarism:

1. Direct duplication by copying (or allowing to be copied) another's work, whether from a book, article, website, another student's assignment, etc., including but not limited to duplication in any manner of another's work during an exam or any other assessment.
2. Paraphrasing of another's work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained, including but not limited to, piecing together sections of the work of others into a new whole.
3. Submitting one's own work which has already been submitted for assessment purposes in another subject, and/or producing assignments in conjunction with other people (e.g., another student, a tutor) that should be your own independent work.

Learning Labs

Learning Labs are intended to provide students with dedicated time and space to get work done during the day and alleviate their homework burden. It also provides an opportunity for students to disconnect, read, or relax and recenter. Escalante should provide a quiet reprieve from the rest of campus, for students to participate in and enjoy quiet activities, akin to a library space. It is not a space for vocal play, surfing the web, or chatting. Students may also get permission to sit on the couches during Learning Lab with a Couch Pass.

Grading

Credit Courses

The following courses will be based on a Credit / No Credit scale, for students in Grades 6 - 12.

- Life Skills
- Meditation
- Sex Ed

Passing credit will be earned according to the standards set by the teacher and shared with the students at the beginning of the year.

Grades 6–8

We do not use standard letter (A, B, C) or number (100-70%) grading at the Middle School level. At this stage, students in these early grades benefit more from a focus assessment and evaluation on development of their core academic skills and subject-based knowledge, rather than by traditional grading schemes. We emphasize a student's overall effort in class.

Evaluations may marked with one of the following notations:

6 - 8 Grading Scale	
90 to 100	Exemplary
70 to 89	Proficient
50 to 69	Developing
0 to 49	Work in Progress

Grades 9–12

High School courses will be assessed letter grades A through F -- not because we believe this is a better system -- but because most colleges and universities still rely on and use this method of academic evaluation to assess student performance.

9 -12 Grading Scale	
97 to 100	A+
93 to 96	A
90 to 92	A-
87 to 89	B+
83 to 86	B
80 to 82	B-
77 to 79	C+
73 to 76	C
70 to 72	C-
67 to 69	D+
63 to 66	D
60 to 62	D-
0 to 59	F

GPA Scale

GPA is calculated by QuickSchools using the following scale:

GRADE	POINTS	HONORS POINTS
A+	4	4.5
A	4	4.5
A-	3.7	4.2
B+	3.3	3.8
B	3	3.5
B-	2.7	0
C+	2.3	0
C	2	0
C-	1.7	0
D+	1.3	0
D	1	0
D-	0.7	0
F	0	0

Summer School and Off Campus Courses

No classes taken at other institutions will be permitted to fulfill our graduation requirements without prior approval from TREE Academy. Such classes are recorded in a student's academic files and transcripts from other institutions are added to a student's file. Classes taken in summer sessions do not reduce the minimum number of academic courses required each year (4 academic courses).

Repeating Courses

TREE Academy recognizes grades of D as passing; however, the UC system does not. Courses used to satisfy the “A-G” requirements in which the student earns D or F grades must be repeated with grades of C or higher for the student to remain UC eligible. Students and families should consult with the College Counselor for guidance on ways to remediate D and F grades.

Independent Coursework and Assignments

Homework is a central part of students’ education at TREE. Students will be assigned Learning Labs, enabling them to complete most of their independent work at school during school hours. Any remaining work must be completed at home and submitted on time.

Late Work

It is required that all assignments and assessments be completed in the timeframe given by the teachers. If work is turned in late, it may be assigned a lower assessment/grade according to the grading expectations provided by the teacher at the beginning of the year. Each department has established late work policies depending on subject and grade level. Extenuating circumstances are always considered in supporting each student.

Family Conferences

Family Conferences take place twice a year, midway through each semester. These are encouraged but not required for students who are meeting grade-level expectations. To encourage increasing independence and self-advocacy, students are encouraged to attend any scheduled family conferences.

Should you wish to speak with one of your child’s teachers outside of these scheduled conferences, please make an appointment by contacting the teacher directly by email.

Report Cards / Progress Reports / Transcripts

Progress reports are our way of checking in with families and students four times a year:

- Fall Mid-Semester: Updated grades
- Fall End-of-Semester: Final semester grades and teacher comments
- Spring Mid-Semester: Updated grades
- Spring End-of-Semester: Final semester grades and teacher comments

All of these reports can be found on QuickSchools. Families may request students' transcripts by filling out [this form](#).

QuickSchools

QuickSchools is our online school management system, which includes our Student Portal, Parent/Guardian Portal, attendance, progress reports, scheduling, and more. Families must sign up to access their Parent Portal. Please click [this link](#) for instructions on how to create an account on QuickSchools.

Google Classroom

Families will be invited from each of their students' classroom teachers to access each class's Google Classroom. Google Classroom is a tool we utilize to streamline assignments, boost collaboration, and foster communication between students, teachers, and families. Google Classroom is available on the web or by mobile app. You can use this with many tools such as Gmail, Google Docs, and Google Calendar. Although you should not need a Gmail account to access Google Classroom, we highly recommend that you create one. Additionally, if you would like to receive email summaries of your student's progress through Google Classroom, please read [this document](#) to find out how to sign up.

Community Guidelines

Student & Family Expectations

TREE depends on the goodwill and decency of each and every member of the school community. We require students and parents to be committed to the school's health and well-being, and to such core values as courtesy, honesty, tolerance, and respect for the feelings, rights, safety and property of others. All TREE Academy students and community members are expected to not use offensive language, ignore faculty/staff directions, make threats (including verbal, written, pictures/drawings, gestures, and any other form of communication), employ slander, participate in sexual harassment or misconduct, lie, vandalize, assault (verbal or physical), steal or fight. Likewise, if a student or family member displays a pattern of intimidation and aggression, whether it involves bullying, teasing, exclusion, or other mean-spirited behaviors, may be grounds for dismissal from TREE Academy.

Additionally, we take racial epithets, physical violence, and bullying very seriously. Bullying is to seek to harm, intimidate, or coerce (someone perceived as vulnerable) repetitively. Based on the circumstances, we may either elect to move to counseling, mediation, Days of Reflection, or dismissal.

Our password protected Student/Family Roster may be accessed on the TREE Academy website. We ask that families do not use the roster to contact others for political, business, and other matters unrelated to our community.

Parent/Guardian Engagement

We invite all parents and guardians to join Team TREE, our parent organization. Team TREE is a group of dedicated parents and guardians who work collaboratively with the school administration to:

- Support student learning and activities: This could involve organizing fundraising events for educational materials, volunteering in classrooms, or sponsoring teacher appreciation initiatives.
- Enhance school communication: Team TREE can be a bridge between parents/guardians and the school, fostering a clear and open dialogue.
- Promote school spirit and community building: Whether it's organizing family social nights, volunteering for school beautification projects, or simply getting to know each other better, Team TREE fosters a sense of belonging for everyone.

Join Team TREE to make a difference, stay connected, build community. There are opportunities for everyone, regardless of how much time you can spare. Your time, talents, and enthusiasm are invaluable to our school community.

Anti-Bullying Policy

1. Definition of Bullying

Bullying, as defined by the California Education Code, is any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student in fear of harm to that student's person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience substantial interference with their academic performance.
- Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school.

Examples of bullying include, but are not limited to:

- **Verbal Bullying:** Name-calling, threats, derogatory comments, and hate speech.
- **Physical Bullying:** Hitting, pushing, tripping, or damaging someone's property.
- **Social Bullying:** Spreading rumors, exclusion, or encouraging others to isolate someone.
- **Cyberbullying:** Sending mean texts, posting hurtful content online, or impersonating someone with the intent to harm.

2. TREE Academy's Commitment to Inclusivity

At TREE Academy, we are committed to fostering an inclusive environment where all students are encouraged to express themselves freely and authentically. We believe that every student has the unwavering right to experience joy, safety, and a sense of belonging on our campus. Bullying in any form contradicts our core values and will not be tolerated.

3. Zero-Tolerance Policy

TREE Academy adopts a zero-tolerance policy on bullying. Any form of bullying, whether it occurs on campus or off-campus, in face-to-face interactions or through online communication, is strictly prohibited. This policy is in place to ensure that the psychological and physical safety of all students is protected at all times.

4. Observing Bullying: What to Do

If you observe bullying taking place:

- **Intervene Immediately:** If safe to do so, step in to stop the bullying behavior. Address the students involved and separate them if necessary.
- **Report the Incident:** Immediately report the incident to the school administration or a designated staff member. Provide detailed information about what you observed, including the names of those involved, the nature of the bullying, and the location and time of the incident.
- **Support the Victim:** Ensure that the student who has been bullied receives immediate support and reassurance. Make them aware of their rights and the steps the school will take to protect them.

5. Interim Actions

To ensure the safety and well-being of all students involved in a bullying incident, TREE Academy may take interim actions while the incident is being investigated. These actions may include, but are not limited to:

- Providing additional supervision during school hours.
- Implementing a safety plan for the targeted student.
- Temporarily separating the involved parties to prevent further interactions.

6. Remedial and Disciplinary Actions

Upon confirmation of a bullying incident, TREE Academy will take the following actions:

- **Remedial Actions:** Provide counseling, education, or other restorative/supportive measures for both the victim and the perpetrator to address the underlying issues and prevent further incidents.
- **Disciplinary Actions:** Disciplinary actions may range from detention, suspension, or expulsion, depending on the severity of the incident and in accordance with school policies and California law. Parents or guardians of the involved students will be notified of the actions taken.

7. No Retaliation

TREE Academy strictly prohibits retaliation against anyone who reports bullying or participates in the investigation of a bullying incident. Retaliation will be considered a serious violation of school policy and will be subject to disciplinary action.

This policy is intended to ensure that all members of the TREE Academy community can learn and grow in a safe, supportive, and respectful environment.

Anti-Harassment Policy

1. Commitment to an Anti-Harassment, Anti-Discrimination, and Zero Retaliation Environment

TREE Academy is dedicated to creating and maintaining an educational environment that is free from all forms of harassment, discrimination, and retaliation. We believe that every member of our school community should be treated with dignity, respect, and fairness. We uphold a zero-tolerance policy towards any form of harassment or discrimination and strictly prohibit retaliation against anyone who reports such incidents or participates in related investigations.

2. Definition of Harassment

Harassment, as defined by California law, includes any unwelcome conduct based on race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age, disability, or genetic information. Harassment becomes unlawful when:

- Enduring the offensive conduct becomes a condition of continued employment, education, or participation in school activities.
- The conduct is severe or pervasive enough to create an environment that a reasonable person would consider intimidating, hostile, or abusive.

Sexual Harassment is a specific type of harassment under California Education Code § 212.5. It includes any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone in the educational setting under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis for academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
- Submission to, or rejection of, the conduct by the individual is the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through TREE Academy.

3. Examples of Harassment

Examples of harassment include, but are not limited to:

- **Verbal Harassment:** Derogatory comments, slurs, or jokes based on an individual's race, gender, sexual orientation, religion, disability, or any other protected characteristic.
- **Physical Harassment:** Unwanted physical contact, assault, blocking normal movement, or interference with work or school because of a protected characteristic.
- **Visual Harassment:** The display or circulation of derogatory or sexually explicit posters, cartoons, drawings, or emails.
- **Sexual Harassment:** Unwelcome sexual advances, suggestive or lewd comments, inappropriate touching, sending or displaying sexually suggestive objects, pictures, or emails.

4. Complaint Procedure

If you experience or witness any form of harassment, you are encouraged to report it immediately. TREE Academy provides multiple avenues for reporting, including:

- **Head of School:** Reports can be made directly to the Head of School.
- **Trusted Adult:** If a student feels more comfortable, they may report harassment to any teacher or staff member whom they trust.
- **Details to Include:** When reporting, include as much relevant information as possible, such as the names of those involved, a description of the conduct, the dates, times, and locations of the incidents, and any witnesses.

5. Reporting Bias

TREE Academy is committed to addressing all reports of harassment or discrimination fairly and without bias. We recognize that biases can affect how reports are handled and are committed to ensuring that all complaints are investigated thoroughly, objectively, and with respect to the rights of all individuals involved.

6. Interim Measures

To ensure the safety and well-being of all parties during an investigation, TREE Academy may implement interim measures. These may include:

- Adjusting class schedules or seating arrangements to avoid contact between the parties involved.
- Providing additional supervision or monitoring.
- Offering counseling or other support services.
- Implementing a temporary separation between the involved parties, if necessary.

Interim measures are not a presumption of guilt and are intended solely to protect the rights and safety of all individuals involved until a final determination is made.

7. Investigation Process

Upon receiving a report of harassment, TREE Academy will initiate a prompt, thorough, and impartial investigation. The investigation process will include:

- **Fact-Finding:** Gathering evidence, interviewing witnesses, and collecting statements from the complainant and the alleged perpetrator.
- **Cooperation:** All students, parents, and staff are expected to cooperate fully with the investigation. Refusal to cooperate, providing false information, or discussing the investigation outside of official channels may result in disciplinary action.
- **Confidentiality:** The details of the investigation will be kept confidential to the greatest extent possible. Information will be shared only with those who need to know in order to conduct a fair investigation or take appropriate corrective action.

8. Confidentiality

TREE Academy is committed to maintaining the confidentiality of all parties involved in a harassment complaint or investigation. Confidentiality is essential to ensure the integrity of the investigation process and to protect the privacy and rights of the individuals involved. All information related to the complaint will be kept confidential, and discussions of the investigation outside of official proceedings are prohibited.

9. Discrimination

Discrimination, which involves treating an individual unfavorably because of their race, color, religion, sex, national origin, age, disability, or genetic information, is strictly prohibited at TREE Academy. Discriminatory practices undermine the principles of fairness and equality that our school strives to uphold. Any incident of discrimination will be addressed promptly and may result in disciplinary action.

10. No Retaliation

TREE Academy strictly prohibits retaliation against any individual who reports harassment, discrimination, or participates in an investigation. Retaliation can take many forms, including but not limited to intimidation, threats, or adverse actions against someone who has filed a complaint or provided information during an investigation. Any act of retaliation will be considered a serious violation of school policy and will result in appropriate disciplinary action. This policy is designed to ensure that TREE Academy remains a safe, respectful, and inclusive environment where all members of the community can thrive without fear of harassment, discrimination, or retaliation.

Discipline and Behavior Policy

1. TREE Academy's Expectations for Student Conduct

At TREE Academy, we expect all students to act in a manner that upholds our philosophy of authentic expression, collaboration, trust, and discovery. Our school is an inclusive and welcoming environment where every student, regardless of gender, race, sexual orientation, socioeconomic status, or other characteristics, should feel embraced and accepted. TREE Academy is a safe haven for everyone, and we are committed to maintaining a positive, respectful, and supportive atmosphere for all.

2. Examples of Unacceptable Behaviors

While TREE Academy encourages creativity and individuality, certain behaviors are unacceptable as they undermine the safety, respect, and trust that are foundational to our community. Examples of unacceptable behaviors include, but are not limited to:

- **Bullying and Harassment:** Any form of physical, verbal, or emotional abuse directed at another student or staff member.
- **Discrimination:** Treating others unfairly based on race, gender, sexual orientation, religion, or any other protected characteristic.
- **Disruptive Behavior:** Actions that interrupt the learning environment, such as excessive talking, defiance, or refusing to follow instructions.
- **Dishonesty:** Cheating, plagiarism, lying, or providing false information.
- **Vandalism:** Damaging school property or the belongings of others.
- **Substance Abuse:** The use, possession, or distribution of alcohol, drugs, or other controlled substances on school grounds or during school activities.

3. Consequences for Violating Standards and Expectations

When students violate the standards and expectations set by TREE Academy, they are subject to educational and disciplinary measures. Our goal is to guide students toward understanding the impact of their actions, taking responsibility, and making amends. Disciplinary actions will be fair, consistent, and aimed at promoting personal growth and the restoration of trust within the school community.

4. Restorative Approach to Discipline

As a restorative-based school, TREE Academy's first approach to any behavioral incident is to understand why the behavior occurred and what may have caused it, rather than immediately resorting to exclusionary discipline. This approach is rooted in the belief that every behavior is an opportunity for learning and personal development.

5. Opportunity for Restoration

Students who engage in unacceptable behavior will have the opportunity to restore the harm they have caused, whether to others or to themselves. This process involves:

- **Meeting with the Director of Human Development:** Students will meet with Kayne Langston, the Director of Human Development, to discuss the incident, explore the underlying causes, and identify ways to make amends.
- **Restorative Plan:** A personalized restorative plan will be created, outlining the steps the student will take to repair the harm. This plan may include apologies, community service, or other actions aimed at restoring trust and relationships.

Parents will be notified of the incident and the restorative plan. Depending on the severity of the situation, the student may also lose certain school privileges, such as participating in fun events, spirit days, or extracurricular activities, as part of the restorative process.

6. Continued Behavioral Issues

If the behavior persists after the initial restorative process:

- **Family Meeting with the Director of Human Development:** The student's family will be required to meet with the Director of Human Development to discuss more intentional interventions. This meeting will focus on identifying additional support and strategies to ensure the behavior is curbed or eliminated.
- **Ongoing Monitoring:** The student's progress will be closely monitored, and the effectiveness of the interventions will be assessed regularly.

7. Escalation and Involvement of the Head of School

If the problematic behavior continues despite the above efforts:

- **Meeting with the Head of School:** The student and their family will need to meet with the Head of School to discuss the ongoing issues and determine the next steps.
- **Consideration of Exclusionary Discipline:** The Head of School will evaluate whether exclusionary discipline, such as suspension or expulsion, is necessary. This decision will be based on the severity and frequency of the behavior, as well as the student's response to previous interventions.

This Discipline and Behavior Policy reflects TREE Academy's commitment to fostering a safe, respectful, and inclusive environment. By focusing on restorative practices, we aim to help students learn from their mistakes, make amends, and grow as responsible members of our school community.

Student Devices & Electronic Accounts

TREE Academy Acceptable Use of Technology

Technology has become an indispensable part of education and learning. All students must review and sign the [TREE Responsible Use Policy](#), along with their parent/guardian in order to access our digital resources. We encourage responsible use of technology to support achievement of learning goals, following the guidelines below.

Educational Focus: Use personal devices and school-provided internet access primarily for educational purposes, such as research, assignments, and projects. Engage in online learning platforms, educational apps, and research tools that support your academic growth.

Respectful Communication: Communicate with teachers and peers using school email or approved platforms, ensuring that all interactions are respectful and constructive. Use technology to collaborate on group projects, participate in class discussions, and share ideas effectively.

Protecting Privacy: Keep personal information private. Do not share passwords, addresses, or other sensitive information online. Respect the privacy of others by not accessing, sharing, or altering another student's work or accounts.

Digital Citizenship: Practice good digital citizenship by thinking critically about the information you find online and giving proper credit to original sources. Report any inappropriate content or behavior encountered online to a teacher or staff member immediately.

Examples of Misuse:

Non-Educational Activities: Using school devices for gaming, streaming non-educational videos, or accessing social media during school hours is not allowed. Engaging in online shopping, chatting, or other non-educational activities that distract from learning is prohibited.

Inappropriate Communication: Sending or posting rude, offensive, or inappropriate messages, images, or videos is strictly forbidden. Cyberbullying or harassing others through digital platforms will not be tolerated.

Violating Privacy: Accessing another student's account, files, or work without permission is considered a serious violation. Sharing personal information about yourself or others online without consent is not allowed.

Plagiarism and Cheating: Copying work from the internet or another student and presenting it as your own is considered plagiarism and is against school policy. Using technology to cheat on assignments or exams, including sharing answers, is strictly prohibited.

Consequences of Misuse:

What TREE community members do and post online must not disrupt school activities or otherwise compromise individual and school community safety and security. All students are responsible for practicing positive digital citizenship. Positive digital citizenship

includes appropriate behavior and contributions on websites, social media, discussion boards, media sharing sites and all other electronic communications, including new technology.

Violations of this AUP may result in loss of technology privileges, disciplinary action, or other consequences as deemed appropriate by school administration.

Personal Computer

Students will need to bring their own personal laptop device and charger to be used for school work. Students who bring their own devices are expected to abide by TREE's personal device policy which includes utilizing GoGuardian and the Chrome browser. Using a personal computer is a privilege. If a student is using their personal computer inappropriately or for non-academic purposes in class, they may lose that privilege.

Student Google Accounts

Each student at TREE will be provided with their own Google Apps account, which includes an @treeacademy.org email address and Google Drive and Apps access. Please be advised that TREE accounts are the property of TREE Academy and should never be used for personal, confidential, or otherwise sensitive information. TREE email accounts are to be used exclusively for school and school-related matters and are subject to inspection and monitoring. TREE Academy reserves the right to review the contents and/or use of these accounts at any time, and at our sole discretion.

Portable Smart Device Policy

Research continues to mount on the detrimental effect of cell phone and personal smart device use in schools on the development of young brains with clear impacts on: focus, school performance, mental health and well being, social interactions, and cyberbullying. TREE's commitment to enforcing our policy centers the value of Social and Emotional Learning (SEL) competencies and our commitment to help students regain skills that may have been diminished due to excessive cell phone use.

Social and Emotional Learning (SEL)

We are invested in achieving the outcomes below, prioritizing in-person connection and learning.

Self-Awareness

- Ability to identify and understand their own emotions, recognizing how cell phone use affects their feelings.

- Engage in self-reflection on personal habits and the impact of technology on their lives.

Self-Management

- Develop strategies to manage impulses and resist the urge to constantly check their phones.
- Learn techniques for managing stress and anxiety without relying on digital distractions, such as mindfulness and deep breathing exercises.
- Set and achieve personal and academic goals, with a focus on reducing screen time and improving productivity.

Social Awareness

- Ability to understand and empathize with others' feelings and perspectives, which can be hindered by reduced face-to-face interactions.
- Appreciation for diversity and respect for others, emphasizing the importance of in-person social interactions.

Relationship Skills

- Hone effective verbal and non-verbal communication skills, including active listening and maintaining eye contact.
- Develop conflict resolution skills, enabling students to handle disagreements constructively without resorting to digital means.
- Exhibit teamwork and collaboration through group activities and projects that require direct interaction.

Responsible Decision-Making

- Critical thinking skills to make informed decisions about cell phone use and digital content consumption.
- Problem-solving techniques that involve analyzing situations and considering the consequences of different actions.
- Ethical decision-making and responsible behavior, both online and offline.

Enforcement Policy

- Students are required to keep their cell phones and smart devices (e.g. Apple Watch) turned off and stowed away during school hours. Students are encouraged to leave their phones at home or in their car.
- Cell phone and smart device use will be permitted only before and after school.
- In case of emergencies, parents and guardians can contact the school office, and students will have access to school phones if necessary.
- If a student is found using their cell phone or smart device during school hours, it will be confiscated and sent to the Front Office, where it may be retrieved at the end of the school day.

- If a student has their cell phone or smart device taken away more than three times, a parent/guardian will be notified to retrieve the phone following a meeting with an administrator on campus for each subsequent infraction.

Students may elect to drop off their cell phone at the front office each morning, demonstrating good self-awareness and regulation.

Unauthorized Recordings by Students

Students (and their family members) are prohibited from recording audio, video, or still images of class sessions, including virtual classes conducted via video conferencing or other means, or of school assemblies or activities, unless the student obtains express authorization to do so from their teacher(s) or school administrator. Students who record or capture video, audio, or still images of class sessions without prior approval, including distance learning classes, shall be in violation of this policy and may be subject to discipline.

Students who have been authorized to record classes may not distribute, publish, post, or share class recordings unless written authorization is obtained from the school for the distribution of the recording.

Dress Code

Day to Day

Students are encouraged to express themselves freely in their dress and appearance, as long as they present in school-day appropriate attire that is not a distraction to the learning environment. TREE Academy does not condone styles of dress that interfere with safety or denigrate the values of the school or anybody's identities, including expressions of hostile, violent, or vulgar language, sexual references, or references to alcoholic beverages or dangerous or controlled substances. If a student's attire threatens the health or safety of oneself or any other person, they will be asked to change or may need to leave campus in order to do so.

Physical Education

For any Physical Education electives (Team Sports, Boxing, Dance, etc.) students are required to wear close-toed, athletic shoes and clothing that will not impair their ability to participate in the class activity. Improper attire is not an excuse to not participate in that day's activity.

Drugs, Alcohol, Tobacco, Smoking, & Vaping

Drugs, alcohol, tobacco, smoking, vaping, and any related accessories (i.e. vape pens, bongs, rolling papers, etc.) are prohibited in school, on campus (including the parking lot), or at off-campus school functions. Cigarette lighters are likewise strictly prohibited. Should a search of the student and/or their property be necessary, TREE Academy has the right to do so, with

or without parent/guardian consent. The school considers the possession or use of alcohol, tobacco or any drugs prohibited by law to be an unacceptable violation of school standards if they occur – or their effects are obvious – during school hours or during any school-sponsored event or activity. Violations of this policy will result in serious disciplinary consequences up to and including expulsion.

Please see the list of resources for Disordered Substance Usage below for anything your family may need pertaining to this subject.

Respecting School Property

Vandalism of the school building, grounds, or learning materials therein are considered to be infringements on the rights of the TREE Academy community. No one is to injure, destroy or deface school property nor enter school property unattended by a TREE employee or volunteer. All community members are expected to treat the building and grounds with care and respect. Any student who vandalizes the building(s), grounds, or materials therein will face subsequent consequences. Families will be responsible for paying for any damages done to the building or school property by their child.

Weapons

Guns, knives, explosives/firecrackers, or weapons and replicas of any type are not permitted in school, on campus, or anywhere on the premises. Students in possession of weapons or any prohibited items will be subject to immediate dismissal. Any student brandishing a weapon and/or threatening another student with a weapon will be immediately dismissed. We will also inform the appropriate authorities of the student's behavior.

Sales of Goods or Services on Campus

No student or family can sell or barter items on school campus without prior approval from the TREE administration. Any sale or bartering on campus will be approved only on the basis of all profits going to a charitable organization or a school-sanctioned function or activity. No student can exchange money using their TREE email, which is reserved exclusively for academic work and school communication.

Extracurricular Activities

Sport Offerings

We will be offering Girls' Volleyball, Cross Country (co-ed), Boys' Basketball, and Boys' Volleyball this school year. Cross Country will be taken as an elective and not as an after school team.

Clubs

Each year we have a different set of clubs and/or student associations, depending on students' interests and needs. Groups of 3+ students may form a club that can meet during lunch time on campus, as long as they have a teacher who has agreed to sponsor them.

Gender Sexuality Alliance

The GSA, or Gender Sexuality Alliance, has historically been our most popular club on campus. There are separate Middle School and High School GSA Groups. Please contact Kayne Langston kayne.langston@treeacademy.org

Student Work Permits

Minors employed in the state of California must have a Permit to Employ and Work (commonly referred to as a "work permit"). Work permits are issued by Sarah Moore. Work permits indicate the duties and location where the work will be done as well as the number of hours a minor may work. It is a two-step process, the minor along with the parent/guardian and employer fill out the [B1-1 form](#) and submit it to Sarah Moore for review and issuance of Work Permit.

Student Identification Card

Students will be issued a Student ID at the beginning of the school year that they must keep on them at all times during the school day, throughout the school year. Should a student lose their ID, the family will need to pay \$5 to replace it.

Parent Directory

Family or Parent Guardian understands that TREE compiles a family directory which contains the contact information for student / family connections. In the event a family does not want phone contacts shared in the directory, the family must notify Lily Perry at lily.perry@treeacademy.org .

Appendix A: TREE Community Resource Directory

If you know of a resource that you think our community could benefit from, please forward to our Head of School for inclusion in this directory.

General Miscellaneous Support in Los Angeles

Call 211

<https://www.211la.org>

Academic

Accredited Institutions for Summer, Remediation, Or Additional Courses

- [Laurel Springs](#)
- [Silicon Valley High School](#)
- [The Keystone School](#)
- [Language Bird](#)

Dual Enrollment at [LA City College](#)

Dual Enrollment at [Santa Monica Community College](#)

Free & Reduced Additional Tutoring

- [LA Public Library](#)
- [Khan Academy](#)

Free [Wifi Locator](#)

Mental Health / Crisis Resources

Los Angeles County Psychiatric Mobile Response Team

24/7 emergency support and response

1-800-854-7771

Los Angeles Suicide Prevention Hotline (24/7 support)

1-310-391-1253

National Suicide and Crisis Lifeline (24/7 support)

Dial 988

[988 Lifeline](#)

[Crisis Text Line](#) (24/7 text-based support)

Text 'HOME' to 741-741

The Trevor Lifeline Text/Chat Services (24/7 support)

Text 'TREVOR' to 678-678

1-866-488-7386

Didi Hirsch [Teen Line](#)

1-800-852-8336 (6:00 to 10:00 p.m. support for calls)

Text 'TEEN' to 839863 (6:00 to 9:00 p.m. for texts)

CA Youth Crisis Line 24/7

[California Coalition for Youth](#)

800-843-5200

[Los Angeles LGBT Center](#)

323-860-2280 (youth center line)

National Suicide Prevention Lifeline

800-273-8255

[Trans Lifeline](#)

877-565-8860

Local Community Mental Health Facilities for Ongoing Support

[Didi Hirsch](#)

1-888-807-7250

[Los Angeles County Youth Suicide Prevention Project](#)

National Alliance on Mental Illness (NAMI) Westside Los Angeles

916-567-0163

<https://namica.org/locations/nami-westside-los-angeles/>

Psychology Today: [Find a Therapist, Psychologist, Counselor](#)

(search providers by zip code, gender, accepted insurance carriers, etc.)

[Black & African American Therapists in Los Angeles](#)

[Whitney Green Therapy](#)

LGBTQIA+ Focused Therapist

Licensed MFT | MA in Counseling Psychology | Concentration in Somatic Psychotherapy

Whitney@whitneygreentherapy.com

[AAKOMA Project](#)

Specifically for Black, Indigenous and other youth of Color

[Asians for Mental Health](#) - therapy directory

[SanaMente](#) - Spanish language services

The Loveland Foundation (financial assistance to fund therapy for Black women and girls)
<https://thelovelandfoundation.org/loveland-therapy-fund/>

[Southern California Counseling Center](#)

5615 W. Pico Blvd
Complete online initial intake
Wait list 1-3 months
Sliding Scale down to \$5 based on income

[Miracle Mile Community Practice](#)

5055 Wilshire Blvd #310
323-939-6355
Complete online initial intake
Wait list 1-3 months
Sliding scale down to \$35 based on income

Parent Education

California Department of Education: Suicide Prevention 101 for Parents - Recognizing Signs and What to Do

[English](#) - [Spanish](#)

Suicidal Thinking and Threats: A Helping Handout for Home

 S3H14_Brock_Reeves_Parents_Suicide.pdf

Online Resources

[CalHOPE](#)

[BrightLife Kids - A CalHope Program by Brightline](#) (ages 0-12)

[Soluna](#) (ages 13-25)

National Alliance on Mental Illness ([NAMI](#))

American Foundation for Suicide Prevention ([AFSP](#))

[Q Chat Space](#) (for LGBTQ Teens)

Resource for Supporting Friends or Loved Ones Who are Considering Suicide

[Suicide is Preventable.org](#)

Sexual Health & Pregnancy Options

Planned Parenthood
844-810-0062
Text PPNOW to PPINFO to chat with an educator

[Sexual Health Information For Teens | Sex Facts & Myths](#)

[Sex, Etc.](#) is on a mission to improve teen sexual health across the country!
By Teens, For Teens

[TeenSource](#)

[Los Angeles LGBT Center](#)

323-860-2280 (youth center line)

[The Trevor Project](#)

866-488-7386

Text 678678

Prenatal Care for Uninsured in LA County
213-639-6400

[Baby Safe Surrender Program – COUNTY OF LOS ANGELES](#)

Rape, Sexual Assault, and Abusive Relationships

[Love is Respect](#)

866-331-9474

Text LOVEIS to 22522

Coalition to Abolish Human Trafficking and Slavery 24/7
888-539-2373

Rape, Abuse and Incest National Network (RAINN)
National Sexual Assault Hotline 24/7
800-656-4673

[Peace Over Violence](#)

310-392-8381 (South LA)

213-626-3393 (Central LA)

Santa Monica Rape Treatment Center/ Stuart House open 24 hrs
1250 16th St. Santa Monica, 90404
424-259-7100 (for minors-direct line to Stuart House)
424-259-7208 (for all - line to Santa Monica Rape Treatment Center)
<https://therapefoundation.org/stuart-house/>

LA County Domestic Violence Hotline 24/7
800-978-3600

Disordered Substance Usage

Find Substance Abuse Treatment by Location, Treatment Options, Payment, & More

<https://findtreatment.gov/>

Substance Abuse and Mental Health Services Administration 24/7

800-662-4357

<https://www.samhsa.gov>

Substance Abuse Service Helpline L.A. County (Medi-Cal specific) 24/7

844-804-7500

Alcoholics Anonymous

<https://www.aa.org>

Refuge Recovery (online and in person meetings, an alternative to AA or 12 step programs)

<https://www.refugerecovery.org>

Disordered Eating

NEDA

<https://www.nationaleatingdisorders.org/help-support/contact-helpline>

<https://www.bulimia.com/topics/eating-disorder-hotline/>

Crisis Text Line 24/7

Text CONNECT to 741741

Food & Housing

[JFS/SOVA Community Food & Resource Program](#)

[Blessed Sacrament Food Pantry](#)

[Services for Unhoused People in West Hollywood](#)

LGBTQIA+ Youth Additional Resources

PFLAG

<https://pflag.org>

The Family Acceptance Project

<https://familyproject.sfsu.edu>

Gay, Lesbian & Straight Education Network (student resources)
<https://www.glsen.org/resources/student-and-gsa-resources>

Appendix B: Cell Phone Use Resources

[A Surgeon General warning label must appear on social media apps, 42 state attorneys general demand | CNN Business](#)

[Opinion | Surgeon General: Social Media Platforms Need a Health Warning - The New York Times](#)

[Cell phone bans becoming more common in California schools | EdSource](#)

[The Anxious Generation](#)

["Note to Self" by WNYC Studios](#)

- Episode: "Your Undivided Attention"
- Description: Discusses the impact of digital distractions, including cell phones, on our focus and productivity, particularly in educational settings.

"Hidden Brain" by NPR

- Episode: "[Attention Please](#)"
- Description: Explores how digital devices, including cell phones, affect our attention span and cognitive functions.

EdSurge | [The EdSurge Podcast](#)

- [Smartphones Have Changed Student Attention. Even When Students Aren't Using Them | EdSurge News](#)
- [What If Banning Smartphones in Schools Is Just the Beginning?](#) | EdSurge Podcast
- [The Case for Making Classrooms Phone-Free | EdSurge News](#)
- Episode: "How Schools Are Navigating the Cell Phone Debate"
- Description: Discusses various perspectives on cell phone use in schools, backed by research and case studies from different educational institutions.

[The Exercise Neuroscientist: NEW RESEARCH. The Shocking Link Between Exercise And Dementia!](#)

[50:31](#) What Are The Worst Habits For Your Brain?

[51:41](#) Does Mindfulness Help The Brain?

[52:21](#) What Social Media Is Doing To Your Brain

[55:46](#) What To Do About Social Media And Phone Addiction

[59:21](#) Anxiety Levels Are Increasing

[01:04:02](#) Where Do We Experience Anxiety In The Brain?

[01:06:22](#) How To Turn Down Our Stress Levels

Some education research articles (referenced above) that provide evidence and supporting conclusions regarding the impact of cell phone use in schools:

1. Glass, A. L., & Kang, M. (2018). Dividing attention in the classroom reduces exam performance. *Journal of Educational Psychology*, 110(1), 122-132.
 - Conclusion: This study found that students who were not allowed to use their phones during class performed significantly better on exams compared to those who had access to their phones. The research highlights the negative impact of divided attention on academic performance.
2. Kuznekoff, J. H., & Titsworth, S. (2013). The impact of mobile phone usage on student learning. *Communication Education*, 62(3), 233-252.
 - Conclusion: The study concluded that students who used their mobile phones during class took fewer notes, retained less information, and scored lower on tests compared to students who did not use their phones.
3. Beland, L. P., & Murphy, R. (2016). Ill Communication: Technology, Distraction & Student Performance. *Labour Economics*, 41, 61-76.
 - Conclusion: This research analyzed the impact of mobile phone bans in schools in the UK and found that student test scores improved by 6.41% in schools that implemented phone bans. The effect was particularly pronounced among low-achieving students.
4. Ward, A. F., Duke, K., Gneezy, A., & Bos, M. W. (2017). Brain Drain: The Mere Presence of One's Own Smartphone Reduces Available Cognitive Capacity. *Journal of the Association for Consumer Research*, 2(2), 140-154.
 - Conclusion: The study demonstrated that the mere presence of a smartphone can reduce cognitive capacity and impair cognitive functioning, suggesting that smartphones can be a significant distraction even when not actively used.
5. Lepp, A., Barkley, J. E., & Karpinski, A. C. (2015). The relationship between cell phone use, academic performance, anxiety, and Satisfaction with Life in college students. *Computers in Human Behavior*, 31, 343-350.
 - Conclusion: This research found a negative correlation between cell phone use and academic performance, and a positive correlation between cell phone use and anxiety. It emphasizes the detrimental effects of excessive cell phone use on students' academic success and mental health.
6. Kushlev, K., & Dunn, E. W. (2015). Checking phone less often reduces stress. *Computers in Human Behavior*, 43, 220-228.
 - Conclusion: The study found that individuals who checked their phones less frequently experienced lower levels of stress. This suggests that reducing cell phone usage can contribute to better mental health and well-being.
7. Rosen, L. D., Lim, A. F., Carrier, L. M., & Cheever, N. A. (2011). An empirical examination of the educational impact of text message-induced task switching in the classroom: Educational implications and strategies to enhance learning. *Psychology of Popular Media Culture*, 1(S), 1-11.
 - Conclusion: The research showed that text message interruptions during class significantly decreased students' ability to learn and retain information. The findings underscore the negative impact of multitasking with mobile devices on educational outcomes.

Revisions

Family volunteer hours