

Davis School
for
Independent Study
Student/Parent Handbook
2023-2024



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DSIS Mission Statement

Davis School for Independent Study is a small, innovative school for students in grades K-12 offering differentiated, high-quality curricular pathways to pursue educational and career goals. We combine independent study, homeschool, on-site classes, access to other high school and community college courses, and community learning experiences all incorporating individually tailored, challenging and engaging curriculum. We value and prioritize personal attention and strong relationships between staff, families and students.

DSIS Vision

DSIS endeavors to offer engaging and innovative curricular opportunities while building and fostering personal and individualized relationships with our students. We strive to offer multiple pathways to success while still maintaining a small, family-like community.

DJUSD Mission

The mission of Davis Joint Unified School District, a leading center of educational innovation, is to ignite a love of learning and equip each student with the knowledge, skills, character, and well-being to thrive and contribute to an evolving and increasingly-connected world.

Adopted by the Board of Education March 6, 2014

DJUSD Goals

Board of Education Goals

1. Develop 21st Century Teaching and Learning Environments
2. Close Achievement and Opportunity Gaps
3. Build Skills to Promote Social/Emotional Health
4. Offer Excellent Programs for All Students
5. Achieve Fiscal Sustainability

DJUSD Graduate Profile



WE ALL BELONG: SAFE AND WELCOMING SCHOOLS FOR ALL

On February 2, 2017, the Davis School Board approved a resolution providing a clear and transparent statement that DJUSD shall be a place where all students, employees and families feel welcome and safe regardless of their immigration status, race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or gender expression.

Specifically, the resolution addresses procedures for responding to federal immigration enforcement action as well as policy changes around data collection on student enrollment. The resolution marked an important first step to begin the process of examining current policies and procedures, educating school employees, and working closely with community partners to ensure that all students and families, including those that are undocumented or marginalized, are able to receive education in a safe and supportive environment. For more information, see the [We All Belong](#) page on the DJUSD website.

Gender Identity and Expression

California law and District policy require that all programs, activities and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. This policy is designed in keeping with these

mandates to create a safe and non-stigmatizing learning environment for all students and to ensure that every student has equal access to all school programs, facilities and activities.

State law requires that all students shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with their gender identity, irrespective of the gender listed on the student's records.

School site administration shall coordinate with the District's Student Support Services Department whenever a student requests or the administration identifies a need to accommodate a student's gender identity and/or gender expression. For more information, see [LGBTQIA Supports](#) on the DJUSD website.

Staff Members

School phone number: 530-757-5333

Name	Position	Phone Extension	Email
Abbker, Julie	Teacher	369	jabbker@djusd.net
Ahn, Roscoe	Teacher		rahn@djusd.net
Amescua, Samantha	Admin. Assistant	362	samescua@djusd.net
Brunelle, Crystal	Library Tech	379	cbrunelle@djusd.net
Bucher, Cathy	Teacher	377	cbucher@djusd.net
Camp, Kneece	Teacher	373	kcamp@djusd.net
Easton, Christine	Teacher	360	ceaston@djusd.net
Haines, Matt	Teacher	358	mhaines@djusd.net
Mendricks, Paul	Teacher	367	pmendricks@djusd.net
McKee, Lori	Teacher	373/376	lmckee@djusd.net
Meza, Magdalena	Custodian	-	mmeza@djusd.net
Myers, Adam	Teacher	356	amyers@djusd.net
Noyes, Tommy	Teacher	364	tnoyes@djusd.net
Padon, Micalann	Teacher	Virtual	mipadon@djusd.net
Rubin, Diane	Site Admin Assistant	354	drubin@djusd.net
Salisbury, Michele	Site Admin Assistant	355	msalisbury@djusd.net
Sandoval, Shantel	Teacher	368	ssandoval@djusd.net
Simms, Christine	Teacher	Virtual	csimms@djusd.net
Slykeson, Beth	RSP	369	bslykeson@djusd.net
Stacy, Amy	School Nurse	369	astacy@djusd.net
Thomson, Amy	Teacher	366	athomson@djusd.net
Thompson, Max	Paraeducator		mthompson@djusd.net
Truesdale, Siobhan	Principal	361	struesdale@djusd.net
Trlak, Kerry	Counselor	370	ktrlak@djusd.net
Vierra, Cynthia	Psychologist	-	cvierra@djusd.net
Wong, Darren	Teacher	284	dwong@djusd.net

Introduction and Overview

The Davis School for Independent Study is a K-12 school under the auspices of the Davis Joint Unified School District. Started in the 1991-92 school year, the DSIS high school program is fully accredited through the Western Association of Schools and Colleges (WASC). DSIS has presented high school diplomas to more than 900 students who met the school's graduation requirements. Many of these students continue their education at colleges and universities while other students move directly into jobs and careers.

Independent study is an alternative instructional methodology to traditional classroom instruction and is consistent with the Davis Joint Unified School District's course of study. DSIS provides individual students with a choice of ways to acquire the values, skills, and knowledge that all students should gain. The DSIS alternative instructional methodology involves an instructional strategy that responds to an individual's needs and style of learning.

DSIS offers 3 distinct programs:

- An in-person and virtual K-8 Homeschool
- A 6-12th grade Virtual Academy
- A 9-12th grade in-person Hybrid Academy

A written agreement, valid for up to one school year at a time, is completed by the certificated teacher as the general instructional supervisor. The agreement is reviewed by the student, and if a minor, by his or her parent or guardian and any other person who may be directly involved in the student's learning program. The written agreement sets educational objectives and addresses activities and personnel involved, resources to be used, and a method to evaluate successful completion of the agreement. The

agreement must adhere to the school district policy and state legal requirements.

Instruction through independent study:

- Allows the student to study at his or her own pace within the limits of compulsory attendance requirements.
- Challenges each student to excel in his or her area of special interest and abilities.
- Provides an alternative for students to achieve competency and mastery of basic skills.
- Allows an option for children to be educated mostly at home while partnering with DSIS.
- Encourages the student to be resourceful.
- Develops agency by facilitating the student's active participation in his or her own education.
- Offers real flexibility in the design of an educational program.
- Offers educational choices to students and families.

Enrollment in independent study must be a voluntary choice made by the student and parent. Attendance records are based on a student's work within the terms and conditions of his or her written agreement as well as student participation in Zoom and in-person instruction. Therefore, each student must be motivated to study on his or her own as prescribed by the agreement. These are essential components for a student's progress and educational success.

DSIS Philosophy

The Davis School for Independent Study is an alternative school where participants (parents, students, and staff) agree that:

- A broad range of learning styles exists among students.
- Some students learn better in an environment that is different from the structured classroom.

- DSIS exists to help those students who can benefit from an alternative form of learning, namely independent study or home study, where the student and his/her family take on more of the responsibility for the learning process than typically occurs in the traditionally structured classroom.
- District and state curricula can be met using an individualized approach based on the strengths and needs of each student.
- By providing guidance and materials to those students who choose to learn by independent means, each student will be given a greater chance of success, and society will benefit from the contributions of these educated citizens.
- Learning reflects many kinds of intelligence. Consequently, assessment of learning must be broad based.
- The learning environment is such that life and learning become intertwined. Wisdom and knowledge are not merely products of classroom time, but of all aspects of daily life. Recognition of this fact promotes lifelong learning.
- The journey toward becoming a self-directed person does not happen overnight, but is a lifelong process.

Davis School for Independent Study Student Learning Outcomes

I am a student who takes personal responsibility for my learning and progress.

- I demonstrate self-discipline, organization, and time management skills.
- I meet deadlines and maintain regular attendance.
- I set and achieve realistic academic and personal goals. I am flexible, adaptable, and willing to change my study habits as needed.

I am a student who demonstrates mastery of

academic content.

- I value and maintain high standards of academic achievement.
- I analyze, synthesize, evaluate, problem solve, and use critical thinking in my coursework.
- I communicate effectively in oral and written English.
- I am proficient in mathematical skills and concepts.

I am a student who is prepared for life after high school.

- I skillfully use media, technology, online resources, and other 21st century learning tools.
- I connect and apply my academic learning to real life situations.
- I demonstrate awareness of essential living skills and a healthy lifestyle.
- I am actively preparing for college, career, and/or work opportunities.

I am a student who positively contributes to my school and community.

- I take personal responsibility for my actions and outcomes.
- I show civic responsibility by engaging in volunteer service.
- I work productively with others from diverse backgrounds and experiences.
- I am respectful, courteous, and considerate toward other students and school staff.

Criteria for Success at DSIS

The primary aim of DSIS is to offer a means of individualizing the educational plan for students whose needs may be met best through study outside the traditional classroom setting. Students most likely to benefit from independent study are:

- Those students who have the motivation to

achieve educationally as well as or better than in the traditional classroom.

- Those students who have sufficient self-discipline and self-direction to remain focused on a learning task long enough to reach specific, agreed-upon objectives, such as study assignments. This kind of self-discipline is a fairly complex behavior that reflects aptitude and acquired skills as well as a positive attitude to succeed in all assigned schoolwork.
- Those students who have certain learning styles that are not particularly well suited for a highly structured classroom but, nonetheless, wish to advance their education through an alternative approach.

DSIS Study Goals

The study goals of Davis School for Independent Study are as follows:

- To provide conditions in which students can develop strong, positive working relationships.
- To provide a supportive environment in which students, parents, and teachers can successfully collaborate to meet the educational needs of each student.
- To work together with other schools and programs within the Davis community to provide all students with a variety of options for meeting high school graduation requirements.
- To provide students with rich educational programs appropriate to their own goals, including immediate employment after graduation or continuation into post-secondary education.
- To encourage students to take responsibility for their learning and progress and to help them master the skills needed to do so.
- To help those students who have difficulty learning in a traditionally structured setting

to discover their own best mode of learning.

Who May Benefit From Independent Study

Specialized Students

The specialized student is a student who is extraordinarily creative, talented, or gifted in a particular field and may seek independent study assistance as he or she develops or practices an outstanding skill. Performers in areas of physical or artistic expertise may find the flexibility and adaptability of independent study can meet their special needs.

Students Who Travel

Students who travel during the school year need a form of correspondence-based study, which substitutes a variety of communications for face-to-face communications. The traveling student's program is not interrupted when he/she is enrolled in school-based independent study, thereby decreasing the student's risk of falling behind. It is important that those seeking travel through independent study first check with their school of attendance to determine any site requirements relative to specific class mandates, grades, and course objectives while on independent study. A student must be gone from school for five (5) or more consecutive days to qualify for travel independent study. Short Term Independent Study (STIS, formerly known as Travel Study) is only approved for a leave with a maximum of 15 days total per school year. All assigned work must be completed and turned in to the teacher, with copies of the work to the DSIS coordinating teacher on the first day that the student returns to school.

Students Who Struggle in a Traditional Setting

Many young people find that the traditional high school program prevents them from entering "real life" fast enough. They want to combine working and specialized study with their

education. Many students struggle because they feel unsupported or disconnected in a regular school setting. Moreover, they may lack the skills or self-discipline needed to succeed. Davis School for Independent Study can, in many cases, offer these students the opportunity of studying independently at home at a time which is convenient for them. Students who are behind in credits may consider contacting Martin Luther King (Jr.) High School (530-757-5425). Students over 18 years of age may also consider contacting the Davis Adult School to inquire about the high school diploma program (530-757-5380).

California Law Special Mandates

California Law mandates the following:

- No student shall be required to participate in independent study. Ed. Code 51747. 5 CCR 11700
- If the student has an Individualized Educational Program (IEP), the IEP must specifically provide for enrollment in Independent Study. The student has the same rights as other students in the District. No individual with exceptional needs, as defined in Section 56026, may participate in independent study, unless his or her individualized education program (IEP) developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation. Ed. Code 51745 (c)

Enrollment Process

STEP 1: Please view our informational slides here for [elementary](#) and [secondary](#).

STEP 2: If you are not a resident of Davis, please request an Inter-district transfer (IDT) from your district of residence. If you already

have an IDT to a school in Davis, you will need to request a new one listing Davis School for Independent Study as the school you are requesting and the reason for the request should be “Independent Study”. Employment in Davis cannot be the reason listed on an IDT to DSIS.

STEP 3: Complete the DSIS application.

Please be sure to read the application requirements carefully and attach the requested supporting documents. Residency documents are required if you live in Davis even if you have been attending another district school. We will not be able to move forward with enrollment unless the application submitted to us is complete.

STEP 4: Counselor will email student questionnaire and student will respond via email.

STEP 5: Parent attends information session with administrator.

STEP 6: Return Written Agreement with student and parent/guardian signatures

STEP 7: For students transferring into DSIS on an inter-district transfer, once we have received all required documentation and we are ready to enroll your IDT will be approved and you will be notified to begin the enrollment process with DJUSD at

<https://www.djUSD.net/schools/enrollment>. If you have any questions about the DJUSD enrollment process, please contact Korlyn Gibson at kgibson@djUSD.net

STEP 8: Student & parent/guardian meets with counselor to finalize student schedule and enrollment process.

NOTE: Students currently on an IEP, must have an IEP meeting which will be scheduled at the current school site to determine if placement at DSIS will meet the student’s needs.

(Optional) Before signing a written agreement the parent or guardian of a pupil may request a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and

nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

Davis School for Independent Study Elementary Homeschool Program

Homeschool – Philosophy

The elementary homeschool program through Davis School for Independent Study is appropriate for children in the elementary grades (K-8). The elementary homeschool program provides a format for supporting a home-based, parent-guided educational process. The DSIS homeschool option involves parents taking a significant and active role in the instruction of their child while working with an independent study teacher. DSIS provides assistance with curriculum consistent with the district's approved course of study and aligned with the state grade level expectations. The focus of the program is to ensure education according to each child's individual strengths and needs. DSIS recognizes that parents understand the needs of their child and strive to provide an excellent educational program suited for their child. Families have access to district standard resources such as the library and a chromebook.

The parents and the teacher actively monitor student progress. Instruction progresses at the pace agreed upon by the parent, teacher and the student; keeping individual capability and interest level a priority. The teacher, parent and student collaborate in various forms of performance-based evaluations.

DSIS Elementary Homeschool Teacher Responsibilities

- Meet with the parent and/or student to create an appropriate learning plan for the student.
- Make available to the family appropriate

curriculum materials and related resources.

- Meet with the student and parent weekly to review and assess student work and educational activities.
- Assess the student's progress, either demonstratively or in written form.
- Listen and provide feedback during discussion of the student's work.
- Provide information about activities for posting throughout the school and for the school newsletter found on the school website.
- Provide a variety of workshops, field trips, and other educational activities, including orientation for new home study families.
- Maintain portfolios of student work for accurate student evaluation at the close of each semester.
- Complete all required independent study paperwork.

Elementary Homeschool Parent-Teacher Responsibilities

- Meet with the DSIS teacher to create a learning plan for the student.
- Provide home instruction for the student using appropriate resources as agreed upon through the Written Agreement.
- Provide students with regular supervised instruction and a variety of learning experiences which may include work assignments, field trips, projects, discussions and active observations.
- Provide support and encouragement.
- Record activities and assignments completed on the weekly assignment sheet.
- Parents will bring representative samples of student work to share with the DSIS teacher and for the student's portfolio.
- Attend regularly scheduled appointments with the DSIS teacher.
- Provide feedback to the supervising teacher at the conclusion of each semester for the

purpose of evaluating the student's semester activities and assessing progress.

Elementary Homeschool Student Responsibilities

- Meet with the DSIS teacher and parent to help create an individual learning plan.
- Actively participate in work assignments, field trips, projects, discussions, observations and/or workshops.
- With parent or guardian, meet with the DSIS teacher during scheduled appointments to share learning experiences and submit representative samples of completed schoolwork.
- Complete the assigned work by the due date.
- Be responsible for other tasks that may be required to fulfill the written agreement.

Elementary Homeschool Newsletters and Announcements

Newsletters are available to homeschool families on a monthly basis on the school website <http://dsis.djUSD.net>. Teachers also send out information via email, please ensure we have your correct email address on file. Periodic announcements are provided in the mailboxes, through e-mail or posted on the school website.

Elementary Homeschool Events

Elementary Homeschool special events such as talent shows, potluck socials, recognition ceremonies, field trips, thanksgiving feast, apple pie day, craft day, and science fairs are planned throughout the year. These events are enjoyable ways of getting to know one another and to recognize the special talents of the children.

Elementary Homeschool District Opportunities

Students enrolled in 4th through 6th grade may participate in the music program offered at the neighborhood school.

DSIS Secondary Program – Grades 6-12

Enrollment Options

DSIS-Only Students

These students are full-time DSIS students and typically are enrolled in 6 or 7 classes each semester. These students are not enrolled in another school in the district.

Concurrent (Split-Site) Enrollment Students

These students are enrolled for part of their educational program at DSIS and part at Emerson Junior High, Harper Junior High, Holmes Junior High, or Davis Senior High School. A concurrent enrollment student typically is enrolled in no more than a total of seven classes, with four or more classes at DSIS and three or less at the comprehensive school site.

Blended and Small Group Classes

DSIS offers small group classes on-site in select secondary academic areas. Students are expected to complete most of their work independently. Classes meet once or twice a week and have limited enrollment.

Course Catalog

Courses offered to students in grades 6-12 are listed and described in the Course Catalog. Students and parents should consult with the school counselor about the most appropriate courses for the student, considering the student's personal goals and the credits that the student will earn from the courses toward meeting the graduation requirements.

Course Agreement

In addition to the written master agreement, which each student and parent signs at the beginning of each school year, a course

agreement will be completed for each course in which the secondary student is enrolled. The course agreement identifies information about the course, including course name, duration of course, grade level(s), credits toward graduation, materials, attendance requirements, description of course, objectives of course, and method of evaluating the student's work.

Student Responsibilities

- Meet with your teacher each week as scheduled.
- Be on time for each meeting.
- Be prepared for the meeting with all your work completed.
- Do a minimum of 20 hours of schoolwork each week, or more if required, as the state law mandates.
- There are no excused absences in independent study. Attendance is primarily based on work completion. If you are unable to come to school because of illness or family crisis, have your parent/guardian notify DSIS through the family tab on our website.
- If you miss your appointment, submit your work as soon as possible. Failure to complete assigned school work on a consistent basis will affect your grades and will jeopardize your continued enrollment at DSIS.
- Poor attendance will affect your grades and your continued enrollment at DSIS. See additional information in the academic/attendance concerns section.

Independent Study Activities

Students enrolled at DSIS will work alone or in small groups. Instructional opportunities include:

- Small in-person or Zoom High school classes
- College courses through dual enrollment or

advanced education

- Work as an intern in some form of an experience-based learning program.
- In-depth research in a specific area of interest.
- Social emotional learning that provides opportunities to develop skills and competencies to help prepare the student for life, career and college
- Flexibility of instruction not otherwise available in the regular school curriculum. This option may help to meet graduation requirements, to extend the traditional curriculum or to resolve scheduling problems.
- A home study option in which parents and their elementary school-aged children enter into an agreement with the district for independent study.
- Individualized instruction for students having difficulty in meeting district proficiency standards.
- Participatory and life-skill experiences associated with career or employment preparation.
- Continuing and special study during travel, including travel during vacations, travel for temporary employment, and travel for curricular purposes, family reasons, or sabbaticals.
- Approved volunteer community service programs that support and strengthen the student's achievement.

Parent/Guardian Responsibilities

- Partner with DSIS and ensure that your student is aware of the school's expectations and maintain active involvement with your child's learning to achieve success.
- Ensure that your student has a study area that allows them to concentrate on completing school assignments away from school.

- Maintain good communication with your student's teacher(s) to ensure a solid home-school connection.
- Complete the necessary paperwork and return it to the school by the dates requested (e.g. enrollment forms, written agreements).
- Become familiar with the information and expectations listed on the written agreement form prior to signing and submitting the form authorizing independent study.
- Complete the online absence form as needed
- Please make sure that you keep your contacts and the student's emergency contacts updated.

Teacher Responsibilities

- Assess and monitor student's learning needs and provide appropriate instructional activities and materials that support academic success for the student.
- Notify parent/guardian of any concerns regarding student's academic progress.
- Maintain communication with the principal and other appropriate support staff in cases where special concerns about the student arise.
- For grades 6-12, evaluate student work in a timely manner and assign appropriate grades and credits (grades 9-12)
- Teach in-person and Zoom classes and workshops as assigned.
- Complete all required independent study paperwork.

Evaluation of the Student's Progress

Evaluation, in its many forms, is an ongoing part of the education process. While the traditional test is viewed as the most common way to determine progress, there are several acceptable ways to monitor student achievement at DSIS. Evaluation that DSIS teachers use includes any or all of the following:

- Completed assignments

- Completed projects
- Demonstration of skills
- Written tests and reports
- Oral or written presentations
- Standardized national tests
- Competency tests
- Ongoing formative assessments

DSIS may use the best and most comprehensive assessment; some combination of the above forms of evaluation.

If the student appears to lack progress, despite the best efforts of all concerned with the student's success, DSIS must evaluate whether continued enrollment in independent study is in the student's best interest.

Student Transcripts

School transcripts are maintained for each student at the secondary level. The transcripts include records of the student's courses, grades, and credits earned for each course. Transcripts may be requested via a link on the DSIS website. The transcript is an important resource for determining the courses that a student needs to complete to meet graduation requirements.

DSIS Graduation Ceremony

On the last day of the school year, DSIS holds its annual graduation ceremony. The ceremony features presentations by each graduate's teacher highlighting that student's accomplishments. Some students speak about their experiences, and members of the Board of Education are present to congratulate each student. Some students are awarded scholarships. This annual event culminates the DSIS school year.

*In order to participate in the graduation ceremony, all credits must be completed by the last day of the school year.

Graduation Requirements

DSIS is a fully accredited high school program through the Western Association of Schools and Colleges. To receive a DSIS Diploma, a student planning to graduate must successfully meet the requirements in the table below.

<u>Courses</u>	<u>Credits</u>
English	40
Mathematics	20
Physical/Life Science	20
Modern World History	10
United States History	10
U.S. Government	5
Economics	5
Ethnic Studies	5
Health	5
Fine Arts	5
Practical Art	5
P.E.	20
Community Service	1
Electives	59
<u>Total Credits</u>	<u>210</u>

DSIS Student Support Services

Teacher-Student Relationship

Since the student and teacher meet one-on-one in most cases, the student and teacher get to know one another on a personal level. Therefore, initial questions that parents might have about their student's performance at school should be directed to the teacher. The teacher can provide advice and suggestions for follow-up with other professional staff members, if appropriate.

Counseling and Guidance Services

A school counselor and psychologist are on staff to help students with career and college planning, junior high and high school course planning, checking credits for graduation, testing services and help in working through crisis situations. Phone numbers and extensions for the counselor and psychologist are listed in the staff directory in this handbook.

Student Support Team (SST) or Individualized Education Plan (IEP) Meeting

An SST or IEP meeting may be initiated for the purpose of reviewing the status of a student's performance in cases where particular concerns about the student may exist.

Academic/Attendance Concerns and Consequences

The success and wellness of all students in DJUSD is important to us. Students are better able to thrive mentally, socially and emotionally when consistently attending and engaging in the daily learning opportunities.

Studies have shown that 83% of students who are chronically absent in Kindergarten and first grade cannot read at grade level by the third grade. This statistic illustrates how important and powerful consistent attendance is for all students. It is DJUSD's goal to offer student engagement and learning that promotes academic achievement. This can only be successful if students attend school daily and take full advantage of educational opportunities.

Attendance also has a direct effect on the budget of the district, and therefore, the higher the attendance rate, the more funding the district receives. If student attendance increases, there will be increased revenue for employee

compensation and improved educational opportunities.

Student attendance at DSIS is based primarily on work completion and it is important that student's adhere to the requirements of the Written Agreement and complete all work assigned in the week it is due.

A student's continued enrollment at DSIS is contingent on them keeping scheduled appointments and attending scheduled classes, as well as the hours of work completed. It is expected that full-time students will complete a minimum of 20 hours of work each week. If a student does not complete their assignments or meet regularly with the teacher as expected, the California Education Code mandates a process called Tiered Reengagement.

Tiered Reengagement	
The California Education Code requires a process called Tiered Reengagement if:	Tiered Reengagement may include:
<ul style="list-style-type: none"> Students fail to attend in-person or Zoom classes Students fail to attend weekly 1:1 meeting with Supervisory teacher Students fail to complete a minimum of 20 hours/week of schoolwork Students fail to make sufficient academic progress Students fail to make sufficient progress towards graduation 	<ul style="list-style-type: none"> Verification of parent/guardian contact information Enhanced home/school communication SST Meetings- implementation of supports and interventions Academic Warning letters Students required to work on campus under direct supervision Academic Probation Referral to traditional school site

If the process of tiered reengagement has not resulted in the student's success in independent study then the student will be placed on Academic Probation – The principal will create a probationary contract. The student may be required to spend additional time on site at DSIS. The Notice of Academic Probation will be emailed to the parent(s)/guardian(s). At the end of the probationary period one of the following will result:

- If the student has met the terms of their probationary contract then the student's probation will sunset. If the student

starts to struggle again then the probation will be reactivated.

- If the student has demonstrated significant progress but has not sufficiently met the terms of their probation then the student's probation will be extended.
- If the students has made little to no progress and has failed to meet the terms of their probation then the student will be withdrawn from DSIS and referred back to a fully in-person school site

Failure to Meet with Principal – If the parent/guardian or student fails to attend a meeting with the principal, a final attempt will be made to contact the parent/guardian or student to determine the reason for missing the meeting. If no contact is made, then the student will be disenrolled from DSIS immediately.

Disenrollment Letter – If a student is not meeting the terms of the probationary contract, then a disenrollment letter will be mailed to the student's home. If the student is being disenrolled from DSIS the letter will direct the student to enroll in the comprehensive school which that student otherwise would have attended, normally the attendance area school in which that student resides.

Use of School Facility

It is important that DSIS remains a safe and secure school facility. To help ensure that the facility remains secure and safe, the following procedures will apply:

- Students will be allowed inside the school under staff supervision during regular school hours. When students in grades 7-12 are not in class or teacher meetings they may work quietly in the library. Students in grades K-6 must be under the direct supervision of a parent/guardian while on campus unless

they are in a workshop.

- For purposes of student safety, students should not remain outside the school for prolonged periods of time waiting for transportation or for other reasons. During school hours, the school secretary will make the phone available to students who need to contact parents for transportation or other necessary calls.
- The school hours are:
 - o Mon/Tues/Thur: 8:30-3:30
 - o Wednesday: 8:30-1:30
 - o Friday: 8:30-3:00
- Please note that staff meetings are scheduled on Wednesday from 1:30-3:30 p.m. Our school will be closed at this time to students and parents.

District Testing Program

DSIS participates in the district's testing program, which includes state and local assessments of student achievement. Examples of tests which are administered at DSIS are: iReady, CAASPP in English and Math, CAST (science) and PE testing. Information about each of these student tests is provided for parents through email, the school's newsletters and on the district website. These state tests are given in addition to each teacher's quizzes, tests and other methods of evaluating students' performance levels.

School Site Council

DSIS maintains a School Site Council, which is a committee composed of elected students, parents, teachers, support staff, and the principal. All students, parents, teachers and support staff are encouraged to attend School Site Council meetings. The council meets throughout the year to review the goals of the School Plan funds provided by the state. The purpose of the funds is to improve student achievement, consistent with the School Plan. We encourage students

and parents to consider running for the Site Council when new members are elected at the beginning of each school year. Check the school website for Site Council meeting dates, agendas and minutes.

Student Behavior Concerns

Student behavior at DSIS is generally excellent, with students attending their teacher meetings and other schoolwork on site in a courteous, responsible manner. However, it is important that DSIS maintains these high standards of conduct for students; therefore the following standards apply at DSIS.

Academic Ethics & Plagiarism Policy

As members of the Davis School for Independent Study community, students and teachers are expected to adhere to a high level of intellectual integrity. The school community takes pride in the atmosphere of honesty and academic integrity the teachers and students maintain. Students are honor bound to refrain from cheating or plagiarizing academic work. Those who do so can expect both grade penalty and disciplinary consequences.

Plagiarism is using someone else's work without giving appropriate credit. Copying and pasting are the most obvious kinds of plagiarism. The ease of using the internet for research makes this easy to do, and tempting, but this actually accounts for only a small percentage of plagiarism. The majority of plagiarism is the result of using someone else's words, ideas or organization with only a few changes. Unintentional plagiarism is the result.

It is easy to plagiarize. Sometimes students think that changing some of the words from a research source is not plagiarism, because they are putting the information "in their own words." However, if the source is not officially

acknowledged this is still plagiarism as you cannot claim someone else's ideas as your own.

There are many ways to plagiarize. Please read this list carefully to be sure you fully understand what constitutes plagiarism:

- Copying and pasting text from online media, such as encyclopedias and Wikipedia is plagiarism.
- Copying and pasting text from any web site is plagiarism.
- Copying from the textbook or from any printed material, such as books, magazines, encyclopedias or newspapers, is plagiarism.
- Simply changing the words using a Thesaurus is not original work and is plagiarism.
- Using photographs, video or audio without permission or acknowledgment is plagiarism. You may use photographic, video or audio source with or in a paper or multimedia presentation that you create, as long as you do not profit from it, or use it for any purposes other than the original assignment. You must include the source in your bibliography.
- Using another student's work and claiming it as your own, even with permission, is academically unethical and is treated as plagiarism.
- Acquiring work from commercial sources, such as buying essays on the Internet, is academically unethical and is treated like plagiarism.
- Translation from one language to another is not using your own words and is plagiarism.
- Using an essay that you wrote for another class or another purpose is called self-plagiarism. You may use your previous work as part of your research, but the original work must be included in your bibliography.
- If you quote, summarize, or paraphrase, and

you do not cite the original source, you are plagiarizing.

- If you quote a source, you must quote exactly, word for word. Cite the source in the paper with a footnote or parenthetical citation.
- Summarizing or paraphrasing is putting another author's work into your own words and it is not work that you have created. Cite these exactly as you would a quote.

The bottom line is that you are encouraged to look at others' work to inform and educate yourself, but you must then use your own creativity to write original work and you must always cite these sources.

Consequences for Plagiarism

- All plagiarized student work will receive "zero" credit for the assignment without the possibility of rewrite or makeup.
- Violations may lead to an Academic Warning Letter or immediate disenrollment from DSIS.
- The software program Turnitin and other methods will be used by teachers to detect and identify plagiarized work.

DJUSD Behavior Interventions

DJUSD is committed to ensuring that school is a safe learning environment for every student. Beyond academics, school can be a place where students learn valuable life skills that will serve them well as adults and serve our society in beneficial ways. To that end, DJUSD takes a comprehensive approach to matters involving rights, responsibilities, discipline, and restoration.

School staff regard all students as their responsibility to teach, guide, and support.

Thus, just as in a home with parents/guardians, all students at school deserve to be treated consistently with care, hope, and positive attitudes. Our goal in responding to harms to

others or the community, including breaches of rules or policies, is to have students understand the effects and impacts of their actions, to be accountable for those actions, and to take the opportunity to make things as right as they can be. Clear and appropriate consequences are part of this effort by school staff to educate and to encourage positive, productive student behavior.

DJUSD does not allow corporal punishment at our district under any circumstances. Physical restraint may be used only to prevent imminent serious bodily injury to the student or others.

If the school site administrator determines a violation of education code has occurred, a suspension may be delivered. If the parent/guardian does not agree with the suspension, they may file an appeal. Specific information about the appeal process can be found on the suspension form.

Safety

Comprehensive Safety Plan

Maintaining a safe environment is critical to student success and is everyone's responsibility. With this in mind, the California Education Code (sections 32280-32288) mandates that all school sites develop a comprehensive safety plan specific to their school. The plans are vetted by the District Safety Coordinator, the Director of Student Support Services, and the Davis Police Department. All plans are approved by the school site councils and the Board of Education.

In addition to the yearly adoption of the safety plan, DSIS conducts safety drills where evacuation and shelter in place drills are practiced. In addition, a yearly emergency communication drill is conducted at each site to ensure that parents can be notified promptly in

case of an emergency. Comprehensive Safety Plans are available for review at the DSIS office.

By the nature of independent study, DSIS students have special circumstances of the possibility of traveling between schools or to DSIS when an emergency happens. If students are traveling to DSIS and an emergency communication to the parents indicates that the school will be in lock-down, it is imperative that the student not continue to travel to DSIS. Parents/Guardians should take time now to develop an emergency plan with their student that includes how the parent/guardian would notify the student of an emergency at DSIS.

Accidents / Injuries

Report any accident immediately to your teacher or to the office. First aid will be given as needed. If medical attention is needed, parents will be notified so they can make arrangements for medical treatment. Please keep your emergency contact information up to date throughout the year.

Emergency Contact Information

By the first day of school, you must complete the electronic re-enrollment process which gives your student's school your emergency contact information, including:

- Your address and phone numbers
- Contact information for a friend or relative who has permission to care for your student in an emergency
- Your student's health provider information.

If there is an emergency involving your student, we will use that information to contact you. If any information on the forms changes, you must update the school immediately. You also have the option to update the information electronically. Only persons listed on the emergency card will be allowed to contact or take the student from school. (Ed. Code 49408)

Free Meals

Free meals are available for students at an alternate DJUSD schoolsite. For more information, see [Student Nutrition Services](#) on the DJUSD website.

Health

Health Services

A school nurse provides services on a limited basis. She provides workshops for students and is available for consulting purposes. The nurse helps to maintain student health records and provide information to staff and parents as needed. Students requiring health services while on campus should check in with the school secretary.

Communicable Disease

If the school has good reason to believe the student has a contagious or infectious disease, the student will not be allowed to attend school until released by their physician and/or the public health department. Ed. Code §§ 48213, 49451, 49452, 49452.5, 49455

Confidential Medical Services

Students in grades 7 - 12 may be excused from school to get confidential medical services without parent/guardian permission. Ed. Code § 46010.1

Health Screening

The school provides the health screenings listed below. If you do not want your student to be screened, you must send a written statement to the school saying so.

- Hearing - All students in grades K, 2, 5, 8, 10
- Vision – All students in grades TK, K, 2, 5, 8
- All boys are tested for color vision in Kindergarten

Ed. Code §§ 49452

Healthy Schools

Your student has the right to a safe and supportive learning environment. We have adopted these health and safety board policies for our schools (BP 5141.21, 5141.22, 5141.27, 5141.3, 5141.31, 5141.33, 5141.52):

- Administering Medicine
- Food Allergies
- Head Lice
- Health Examinations
- Immunizations
- Infectious Diseases
- Suicide Prevention

Medication

If your student needs to take medication at school, you must provide by law:

- Written authorization which includes signature by the student's doctor and by the parent/guardian.
 - o The district form used for this purpose is the Medication Assistance Authorization. It is available from your school office or on the Student Support Services web page found at www.djUSD.net.
- The medication in the original prescription bottle.
- All medications are stored in the school office. With appropriate authorization, exceptions can be made by law for rescue inhalers, epinephrine auto-injectors, and insulin.

If your student has chronic health concerns or develops a new health condition, contact the nurse at your school as soon as possible. The nurse may need to develop a Health Care Plan to help meet your student's needs while at school. Ed. Code § 49423

Physical Exams

Your student must receive a physical exam 6 months prior to enrolling in Kindergarten.

Students enrolling in 1st grade who do not have a physical exam certificate on file have 90 days after enrollment to provide the certificate.

Contact your school nurse if you need resources about where to get low-cost exams.

To make sure your child is ready for school, California law, Education Code Section 49452.8, now requires that your child have an oral health assessment (dental checkup) by December 31st in either kindergarten or first grade, whichever is his or her first year in public school.

Assessments that have happened within the 12 months before your child enters school also meet this requirement. The law specifies that the assessment must be done by a licensed dentist or other licensed or registered dental health professional.

Exception: If you do not want or cannot have your student examined by a doctor, you must explain in writing and submit a waiver to the school district. Health & Safety Code §§ 124085, 124105

Psychological Assessments

Students will not be administered psychological, behavioral, mental or emotional assessments without written permission from the parent/guardian. Ed. Code § 51101(a)(13), 49091.12

Vaccines

To start school, you must show proof that your student is up-to-date on these vaccines:

- DTP or DT
- Hepatitis B
- MMR (Measles, Mumps, and Rubella)
- Polio
- T-Dap (7th Grade)
- Varicella (2 doses)

For further information about your student's vaccines:

- Ask your healthcare provider
- Access more information at:
www.cdph.ca.gov/programs/immunize
www.shotsforschool.org

Exceptions:

Medical exemptions are not affected by the new law and parents can still submit a physician statement that vaccination is not safe for the student. Only a licensed Medical Doctor (MD) or Doctor of Osteopathic Medicine (DO) may provide a medical exemption. The exemption must include the following information:

1. That the physical condition or medical circumstances of the child are such that the required immunization(s) is not indicated.
2. Which vaccine(s) are being exempted.
3. Whether the medical exemption is permanent or temporary.
4. The expiration date, if the exemption is temporary.

If there is an outbreak of a contagious disease, unvaccinated students may be required to stay at home until the district or health official says it is safe to return to school. Ed. Code §§ 48213, 49403, 49451

Pregnant and Parenting Students

Students will not be excluded or denied any educational program or activity, including any class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. In addition, the district shall not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex. Please see BP 5146 Married/Pregnant/ Parenting Students at <http://www.gamutonline.net/district/davis/> for more information.

Alcohol, Drug, Gun and Tobacco-Free School

No Alcohol / No Drugs

No employee or student may have, make, distribute, use, or be under the influence of alcohol or drugs (as defined by law). Employees and students must follow this rule before and during the school day, and any time at school, on a school bus traveling to and from school or school activities, or at a school-related activity on or off a school campus.

No Tobacco

The Board prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property and in district vehicles.

The products prohibited include any product containing tobacco or nicotine, including, but not limited to cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products.

This prohibition applies to all employees, students and visitors at any school sponsored instructional program, activity or athletic event held on or off district property. Any written joint use agreement governing community use of district facilities or ground shall include notice of the district's tobacco-free schools policy and consequences for violations of the policy

Gun Safety and Safe Storage of Firearms

Throughout our country there continues to be news reports of children bringing guns to school, and many times the child has obtained the weapon from his/her home. These incidents can be prevented by storing firearms in a safe and secure manner including keeping

them locked up when not in use and storing them separately from ammunition. In addition, California law makes a person criminally liable for improper storage of a firearm.

Additional information can be found on the District [Student Safety](#) website or by reviewing California Law [AB 424](#).

Nondiscrimination and Bullying Prevention

Davis Joint Unified School District is committed to making the schools free from unlawful discrimination and providing equal opportunities for all individuals in education. The District prohibits discriminatory practices whose purpose or effect has a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment. The District promotes programs that ensure that discriminatory practices are eliminated in all district activities, and if a student benefits or receives school accommodations in their coursework, they may also benefit from similar accommodations in extra-curricular or co-curricular activities.

Any student who engages in discrimination of another student or anyone from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

In addition, the District strives to ensure that every student experiences a safe and welcoming school environment, free from bullying. When students do experience or witness bullying, schools offer a variety of supports, such as counseling, check-ins, social skills groups, and other programs or services. This is to ensure that students feel safe at school and understand what to do whenever confronted with bullying behavior. Interventions may be offered to the target, aggressor, or bystander.

Complaints

Sexual Harassment/Title IX Complaints

Davis Joint Unified School District is committed to making the schools free from sexual harassment and discrimination. Sexual harassment is a form of sex discrimination under Title IX of the Education Amendments of the Civil Rights Act of 1972 and is prohibited by both federal and state laws. The law states that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

The District prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities.

According to California Educational Code, sexual harassment means any form of discrimination which includes, but is not limited to, unwelcome sexual advances, requests, or other verbal visual or physical conduct of a sexual nature made by someone from or 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; or
- Submission, or rejection of, the conduct by the individual is used as a basis of academic decisions affecting the individual; or
- The conduct has the purpose or effect of having a negative impact upon the individual's academic performance or of creating an intimidating, hostile or offensive educational environment; or
- Submission to, or rejection of, the conduct by the individual is used as a basis for any decision affecting the

individual regarding benefits and services, honors, programs or activities available at or through the educational institution.

The District strongly encourages any student who feels that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact their teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal. Additional information on District Sexual Harassment/Title IX policies and/or how to file a complaint can be found on the District's Title IX website found [here](#).

General Complaint Process

When a parent or student has a complaint they are encouraged to talk to the school employee directly involved in the situation. If the issue cannot be resolved there, then the principal, or administrative designee, will intervene and strive to resolve the issue to the satisfaction of the parent and student. When parent or student complaints cannot be resolved at the site level, the Student Support Services Department conducts an investigation and provides a formal written response. Similarly, when there is a complaint regarding a compliance issue, the department investigates and responds to items related to Americans with Disabilities Act, Williams Act, ACLU and Office of Civil Rights, or any other compliance agency.

For more information, see [Complaints](#) and [Bullying Prevention](#) on the DJUSD website.

Williams Uniform Complaint

Our district is committed to ensure that the Williams Act is supported. This includes supplying sufficient textbooks or instructional materials. In addition, school facilities must be clean, safe, and maintained in good repair. There should be no teacher vacancies or

mis-assignments.

A complaint alleging any condition(s) specified above shall be filed with the principal or designee at the school in which the complaint arises. The principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee in a timely manner, not to exceed 10 working days.

Copies of Williams Uniform Complaint Policy are available at all school sites, at the customer service desk at the district office, or on the Student Support Services webpage found at www.djUSD.net.

Education Code 35186; 5 CCR 4680

Dress Code

DJUSD RECOGNIZES THAT THE RESPONSIBILITY FOR THE DRESS AND GROOMING OF A STUDENT RESTS PRIMARILY WITH STUDENTS AND THEIR PARENTS OR GUARDIANS.

The District's goal is to promote student safety and to create a respectful community that is welcoming to all students. The District Dress Code policy applies to all schools in the district.

Allowable Dress and Grooming:

- Students must wear clothing which includes a shirt with pants, skirt, dress, or the equivalent
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments; however, waistbands and bra straps may show
- Fabric covering all private parts must not be transparent
- Footwear must be worn at all times, and must not limit student participation in school activities
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff

(hoodies must allow the student's face and ears to be visible to staff)

- Clothing must be suitable for all scheduled classroom activities including physical education (PE), science labs, wood shop, and other activities where unique hazards exist
- Specialized courses may require specialized attire, such as sports uniforms or safety gear

Non-Allowable Dress and Grooming:

- Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana, or other controlled substances
- Clothing may not depict violence, obscenities, pornography, nudity, or sexual acts
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups
- Clothing must not threaten the health or safety of any other student or staff member

Generally, students who do not follow the dress code will be referred to the school office to correct the issue, which may include changing into PE clothes, wearing a t-shirt provided by the school, or being sent home to change. Every effort will be made by school staff to avoid embarrassing or shaming the student. All corrective actions will be reported to the parent/guardian.

Gender Identity and Expression

California law and District policy require that all programs, activities and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. This policy is designed in keeping with these mandates to create a safe and non-stigmatizing learning environment for all students and to ensure that every student has equal access to all school programs, facilities and activities.

State law requires that all students shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with their gender identity, irrespective of the gender listed on the student's records.

School site administration shall coordinate with the District's Student Support Services Department whenever a student requests or the administration identifies a need to accommodate a student's gender identity and/or gender expression. For more information, see [LGBTQIA Supports](#) on the DJUSD website.

Non-discrimination and Bullying Prevention
Davis Joint Unified School District is committed to making the schools free from unlawful discrimination and providing equal opportunities for all individuals in education. The District prohibits discriminatory practices whose purpose or effect has a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment. The District promotes programs that ensure that discriminatory practices are eliminated in all district activities, and if a student benefits or receives school accommodations in their coursework, they may also benefit from similar accommodations in extra-curricular or co-curricular activities.

Any student who engages in discrimination of another student or anyone from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

In addition, the District strives to ensure that

every student experiences a safe and welcoming school environment, free from bullying. When students do experience or witness bullying, schools offer a variety of supports, such as counseling, check-ins, social skills groups, and other programs or services. This is to ensure that students feel safe at school and understand what to do whenever confronted with bullying behavior. Interventions may be offered to the target, aggressor, or bystander.

Student Protests and Disturbances / Expressions of Free Speech on Campus

Knowing there are widely held and differing opinions in our Davis community around controversial topics, DJUSD recognizes the rights of students to express their views in exercise of their First Amendment rights. In the case of on-campus student protests or expressions of free speech on campus, expectations for student behavior will be maintained in order to ensure safety. We also encourage families to discuss with students their views about controversial events.

Generally, normal instruction will continue during any voluntary, organized activity on campus and students who choose to participate in planned, on-campus activities are expected to return to class following such events.

Students who leave class to participate in off-campus or other unauthorized activities will be considered "unexcused." An initial unexcused absence will result in a phone call notification of the absence to the parent/guardian. Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with Board Policy and Administrative Regulations (See Board Policy 5131.4 and Administrative Regulation 5131.4).

Prohibited Student Speech

Districts policy aligns with California Education Code Section 48907. It states that student

expression shall only be limited as allowed by law to maintain an orderly school environment and to protect the health, safety, and rights of all members of the school community. It also states that bullying, harassment, or intimidation will not be tolerated and will be subject to disciplinary action. Schools may discipline students for speech that is prohibited and not protected by the U.S. Constitution, California Constitution, or California Education Code.

Student speech may be prohibited if it (1) creates a clear and present danger of unlawful acts on school premises, (2) violates lawful school regulations, or (3) causes a substantial disruption of the orderly operation of the school. Prohibited speech may take place off-campus in a way that becomes public to those in the school community, often through social media.

Obscene speech is unprotected by California and Federal regulations. Obscene speech is speech that an average person would find portrays an indecent interest in sex, offensively describes sexual conduct, and lacks serious artistic, political, or scientific value.

Defamation is not protected speech. Defamation includes libel and slander. Defamation includes making false statements of fact that harm another's reputation. Libel is written defamation, while slander is spoken defamation. Statements of opinion or statements the speaker reasonably believes to be true are not considered defamation.

Volunteer Guidelines

Volunteers play an important and valuable role in the Davis Joint Unified School District. Students, teachers, staff, families, and the community benefit from the work of individuals like you who freely share their talent and resources. We also know that as a volunteer, you, too, will be rewarded.

Volunteers help in many different ways: classrooms, playgrounds, libraries, offices, field

trips, team sports, and special projects. On behalf of the teachers, staff, and students, we thank you. We could not create success without your help.