



Da Vinci Charter Academy High School

2023 - 2024 Student Handbook



DA VINCI
CHARTER ACADEMY

INNOVATIVE - INCLUSIVE - COLLABORATIVE



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The DJUSD MISSION

The mission of the 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



The DVCA Mission, Vision & Guiding Principles

Vision Statement

Da Vinci Charter Academy envisions a learning environment uniquely able to prepare students to excel in a diverse, technologically advanced society and to craft their own valued educational experience.

Mission Statement

Da Vinci Charter Academy seeks to engender and elicit in students the characteristics, skills, and dispositions embodied in the Da Vinci Graduate Profile in order to prepare them for college, career, and life, in the rapidly changing 21st Century.

Guiding Principles

When making decisions that affect individuals or groups within DVCA, we will ask, “Does this advance....”

- Sense of community
- Concern and respect for others
- Trust
- Healthful living
- Autonomy
- Adaptability and resilience
- Problem-solving
- Personal integrity and ethical behavior
- Dynamic problem solving
- Lifelong learning



DVCA School-wide Learning Outcomes (SLO's)



Professionalism

Slogan: Do the job. Do it on time. Be prepared.

Definition: Da Vinci students continually practice the skills and qualities for success in a professional environment. Completing thorough, high-quality work in a timely manner is at the core of professionalism. Students learn to navigate work environment expectations with confidence and competence.

Learning Mindset

Slogan: Take the challenge. Dare to be wrong. Improve from feedback.

Definition: Da Vinci students are motivated to seek challenges and are committed to lifelong learning. They embrace the idea that mistakes and setbacks present opportunities to develop and improve, and that knowledge and skill will grow through effort.

Curricular Literacy

Slogan: Learn the content. Understand it thoroughly.

Definition: Da Vinci students develop understanding and fluency of key knowledge of course subject matter and the standards identified by the State of California. Students are encouraged to pursue their curiosities, challenged to understand content deeply, and to make meaning of what they learn.

Critical Thinking

Slogan: Apply your knowledge. Solve complex problems. Create new solutions.

Definition: Da Vinci Students are risk-taking innovators. They confidently apply knowledge and skills in unfamiliar contexts and across various domains, using a range of higher order thinking skills to develop original solutions to complex problems.



DVCA School-wide Learning Outcomes (SLO's)



Collaboration

Slogan: Make your contribution. Use each other's strengths. Be better together.

Definition: Da Vinci students balance confident contributions with effective listening, compromise, and support. They value inclusivity and are able to work with people of varying mindsets, skills, perspectives and strengths in diverse circumstances. Da Vinci students seek both individual and team success.

Oral Communication

Slogan: Speak with confidence. Present your knowledge. Persuade the audience.

Definition: Da Vinci students articulate well-developed, complex ideas clearly and with confidence. They are able to adapt their language to the context and task with the poise to express themselves to a variety of audiences.

Written Communication

Slogan: Write with purpose. Demonstrate precision. Inform the reader.

Definition: Da Vinci students organize information, present ideas clearly, use credible evidence, and demonstrate control of the English Language writing conventions. They are able to use tone, subject-specific vocabulary, style, and structure to tailor their message to the task and audience.



The Da Vinci Pledge



COLLABORATIVE SPIRIT

"NONE of us is as strong as ALL of us"

Act respectfully and responsibly and be mindful of your impact on others as you consider the expectations of yourself and of your community. Contribute to the collaborative vision of the school by embracing and celebrating the diverse voices and the unique characteristics of each individual.

PROFESSIONAL ACTIONS

"Your choices and actions matter"

Dress, speak, and act with conduct and appearance that is appropriate for your given situation. Be truthful and take ownership of the situation and of your actions in order to do the right thing, regardless of circumstances. Create and maintain a culture of trust.

INNOVATIVE LEARNING

"Ready, Fire, Aim!"

Create and maintain high expectations for ourselves and our school. Invite and offer feedback to improve ideas and collaborate for innovation. Encourage curiosity, embrace uncertainty and search for the (real/useful) truth by articulating our questions, owning our learning and taking risks. Challenge and build on wild ideas, take risks with your learning and embrace and learn from your failures as well as your successes.

COMMUNITY MINDSET

"Surrender the ME for the WE"

Teach, learn and include student voice in every decision and interaction. Recognize and build upon the assets of self and others while practicing and promoting equity of voice.

Foster the strength of our community with individual choices and contributions that reflect positive regard for all.

RESTORATIVE FOCUS

"Assume Positive Intent"

Address problems respectfully, promptly, and appropriately by taking concerns to the people directly involved. Use "I" statements and positive communication to help others consider the impact of their actions. Provide opportunities for others to restore trust and repair relationships.

Da Vinci High School Schedule 2023-24

REGULAR DAY SCHEDULE		
<i>Full Regular Day (M,F)</i>		
PERIOD	BEGIN	END
1	8:30 AM	9:19 AM
2	9:24 AM	10:13 AM
Nutrition Break	10:18 AM	10:22 AM
3	10:22 AM	11:11 AM
4	11:16 AM	12:06 PM
Lunch	12:06 PM	12:48 PM
5	12:53 PM	1:42 PM
6	1:47 PM	2:36 PM
7	2:41 PM	3:30 PM
Tuesday Block Schedule		
PERIOD	BEGIN	END
1	8:30 AM	9:40 AM
Nutrition Break	9:40 AM	9:45 AM
2	9:50 AM	11:00 AM
5	11:05 AM	12:15 PM
Lunch	12:15 PM	12:58 PM
6	1:03 PM	2:15 PM
7	2:20 PM	3:30 PM

Wednesday Block Schedule		
PERIOD	BEGIN	END
3	8:30 AM	9:40 AM
Nutrition Break	9:40 AM	9:45 AM
4- Extended	9:50 AM	10:23 AM
4	10:28 AM	11:38 AM
Lunch	11:38 AM	12:22 PM
5	12:27PM	1:37 PM
6	1:42PM	2:53 PM
Thursday Block Schedule		
PERIOD	BEGIN	END
1	8:30 AM	9:40 AM
Nutrition Break	9:40 AM	9:45 AM
2	9:50 AM	11:00 AM
3	11:05 AM	12:15 PM
Lunch	12:15 PM	12:58 PM
4	1:03 PM	2:15 PM
7	2:20 PM	3:30 PM

DVHS Staff

Name/Staff	Room	Roles	Email
Peter Newman	A-DVHS Office	Principal	pnewman@djusd.net
Adela Johnson	A-DVHS Office	Site Administrative Secretary	ajohnson@djusd.net
Debbie Martin	A-DVHS Office	Site Secretary (Registrar)	dmartin@djusd.net
Erika Strand	A-DVHS Office	Counselor	estrand@djusd.net
Nicole Chiamparino-Roper	A-DVHS Office	Counselor	nchiamparino@djusd.net
Judy Wong-Chen	A-DVHS Office	DVHS Internship Specialist	jwongchen@djusd.net
Alex Trabing	A-1	IT Specialist	atrabing@djusd.net
Textbook/Novel Storage	A-2	Textbook Room	n/a
TBD	A-3 & A-4	Music - Modern Music Lab	TBD
Multi-Purpose Room	B-100	Multi-Purpose Room	n/a
Michelle Higuera	B-5	Math	mhiguera@djusd.net
Elizabeth Broughton	B-6	Math	ebroughton@djusd.net
Caroline Loomis	B-7	Math	cloomis@djusd.net
Storage/Custodial - Leticia Rodriguez	B-8	Storage/Custodial	lrodriguez@djusd.net
Amy Stacy	B-Nurse's Office	Nurse	astacy@djusd.net
Pres Room/Library	C-9	Presentation Room/Library	n/a
Norma Ramirez	C-10	Spanish	nramirez@djusd.net
TBD	C-11	Art (AP Art)	TBD
Michael Barron	C-11B	Campus Safety Supervisor	mbarron@djusd.net
Kristen Uliasz	C-12	SPED/Study Skills	kuliasz@djusd.net
Lara Fitch-Polse	C-12A	Speech Pathologist	lfitchpolse@djusd.net
Karen Slabaugh	C-12B	School Psychologist	kslabaugh@djusd.net
Rebecca Wittman	D-13	CTE College/Career Specialist	rwittman@djusd.net
Evan Ream	D-14	Homework Club/Reading Program	eream@djusd.net

Ahslyn Barbieri	D-15	SPED/Study Skills	abarbieri@djud.net
Racheal Murugni	D-16	SPED/Study Skills	rmurungi@djud.net
Lesley Gutierrez-Acevedo	D-17	Spanish	lgutierrezacevadeo@djud.net
Scott Bell	D-18	Social Science/ VP	sbell@djud.net
David Wallace	E-19	Health	dwallace@djud.net
Anna Kieschnick	E-20	English	akieschnick@djud.net
Leonie Pickett	E-21	English/Social Science	lpickett@djud.net
Gretchen Conners	E-22	Social Science/Leadership	gconners@djud.net
Brittany Rosenberg	E-23	Social Science	brosenberg@djud.net
Jane Herrmann	E-24	English	jherrmann@djud.net
Kait Sangster	E-25	English	ksangster@djud.net
John Grima	E-26	Science	jgrima@djud.net
Nathan Kwan	F-601	Science	nkwan@djud.net
Tech Hub	F-602	Tech Hub	n/a
CTE Breakout	F-603	CTE Breakout	n/a
April Arnold	F-604, F-605	Art (Digital Art)	aarnold@djud.net
Sean Glantz	F-606 - F-608	Computer Science	sglantz@djud.net
Justin McBurney	F-621	Physical Education	jmcburney@djud.net

DVHS Important Dates 2023-2024

First Day of School	Tuesday, August 22nd
Picture Day	Wednesday, August 23rd
Back to School Night	Tuesday, September 5th
Picture Re-Takes	Monday, October 2nd
End of Quarter 1	Friday, October 13th
Senior Chili Cook Off	Saturday, October 21st
Fall Summit/Modified Schedule	Thursday, October 26th
Halloween Dance	Friday, October 27th
Winter Feast	Friday, December 8th
End of Quarter 2 + Fall Semester	Friday, December 22nd
Beginning of Quarter 3 & Spring Semester	Tuesday, January 9th
ASB Elections	Friday, February 9th
1929 Night	Friday, February 23rd
Spring Summit/Modified Schedule	Thursday, March 7th
Open House + WWI Museum Night	Thursday, March 7th
End of Quarter 3	Friday, March 8th
Dino Nest	Thursday, March 14th
Close-Up Washington D.C. Trip	Sun, March 17th - Fri, March 22nd
Spring Break	Mon, March 25 - Fri, March 29
Galapagos	Thursday, April 4th
Spring Dance	Friday, April 19th
Catalina Trip	Mon, April 22 - Wed, April 24
Senior Banquet	Friday, May 17th
DV Day	Friday, May 24th
Graduation & End of Q 4/Spring Semester	Thursday, June 6th

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.



DJUSD Important Board Policies: 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.

Attendance

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 provided at school.

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.

Below are some of the reasons that qualify as an **excused** absence for the State of California. For a more comprehensive list of reasons, please see Attendance and Engagement on the DJUSD website.

- Student absence due to illness, inclusive of absences for behavioral or mental health, and/or medical, dental, optometry or chiropractic appointments
- Attending the funeral services of a member of the student's immediate family (one day if the service is in California and three days if the service is out of state)
- Observance of a holiday or ceremony of his or her religion, attendance at religious retreats
- Serving as a member of a precinct board of an election
- Spending time with a member of the student's immediate family, who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support position

Having an absence excused allows a student to make up missing work but does not provide funding to the district. The only way the district receives attendance funding is for the student to be in class or a sanctioned school activity, to be receiving home or hospital services as requested by a licensed physician, or to participate in short-term independent study. Short-term independent study is available for students who know in advance that they will be absent. At DVCA, students can request Independent Study for as little as 1 school day or as many as 14 but they cannot exceed more than 10 consecutive days. Independent Study provides reasonably comparable assignments provided by their classroom teachers allowing the student to stay current with coursework. Independent Study should be requested through Debbie Martin at dmartin@djUSD.net or by visiting the office.

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.

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 harm 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 in 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 from.

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.

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.

For more information, see [Behavior Interventions](#) and [Dress Code](#) the DJUSD website.

Gun Safety and Safe Storage 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.

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 an 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.

Free Meals

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

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.

Restorative Practices Frequently Asked Questions

What does restorative practices mean?

Restorative communities believe that decisions are best made and conflicts are best resolved by those most directly involved in them. These practices seek to develop positive relationships and restore community when conflict and/or harm has occurred (IIRP).

Why do we use restorative practices at Da Vinci?

The use of restorative practices helps us to build empathy, increase accountability, resolve conflict, give everyone a voice, improve community, restore relationships, and repair harm.

Who do I contact if I need help resolving a conflict?

If possible, it is always best to talk directly to the people involved about the conflict. If this was attempted and unsuccessful or if support is needed then seek help from a teacher, the restorative practices coordinator, counselor, or an administrator to help resolve the conflict. Students can email or talk directly to any staff member for assistance.

What is a restorative conference?

A restorative conference is facilitated by a staff member that has been certified in restorative practices to resolve conflict. The first step is called pre-conferencing and is completed individually with the facilitator and each person involved in the conflict. Once everyone is ready to participate, a meeting is held to resolve the conflict and make sure everyone has a chance to share how they have been affected. Then everyone collaborates to create an agreement about what is needed to move forward.

Who can participate in a restorative conference?

Anyone that is involved in a conflict, including students, parents, teachers, staff members, counselors, and administration can participate in a restorative conference.

What are the possible outcomes of using the Restorative Practices Referral System?

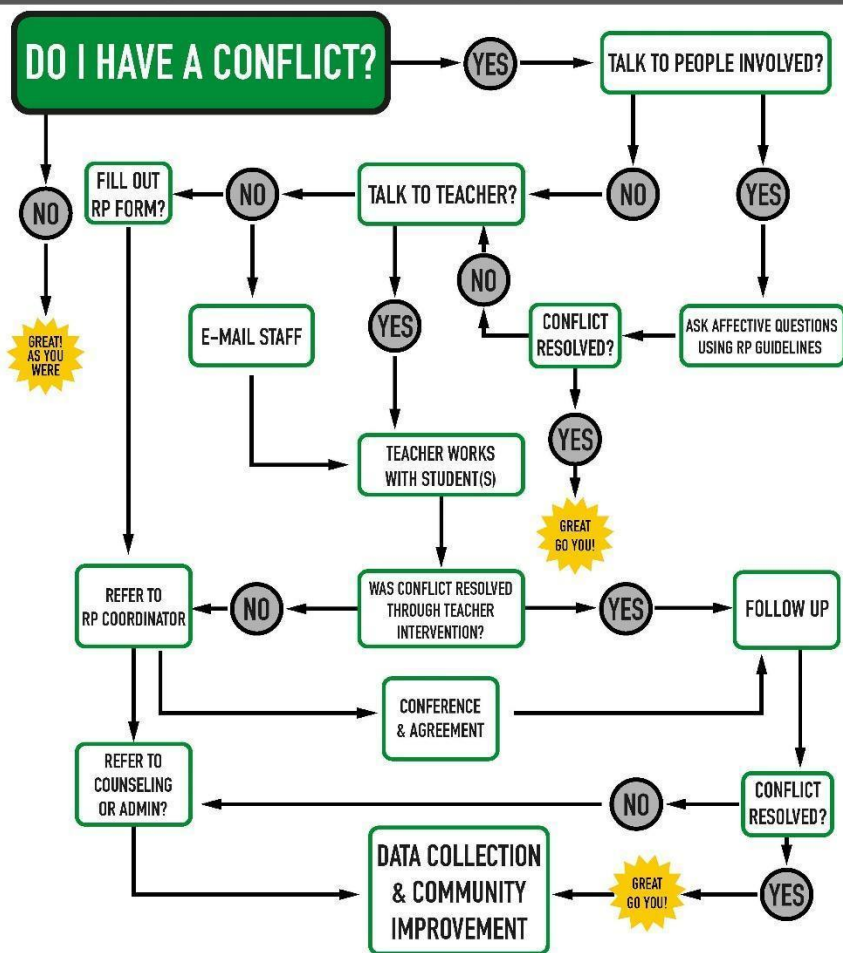
Ideally, the conflict is resolved and everyone is able to agree to move forward. Participants are encouraged to share what needs to happen to repair the harm from the conflict and move forward. Often, a formal signed agreement states what each person will commit to and a staff member will track progress by each participant.

Why should I participate in a restorative conference?

It is important to be part of the problem solving process and solution when involved in a conflict so that your voice can be heard and you can listen to how others have been affected. This system is a support network for the entire school community to learn, grow and thrive.

RESTORATIVE PRACTICES

Develop community and manage conflict by repairing harm and building relationships.



Circle Guidelines

- ✓ Respect the talking piece
- ✓ Speak honestly
- ✓ Listen without judgement
- ✓ Trust you will know what to say
- ✓ Say just enough

Affective Questions

1. What has been happening?
2. What have you been thinking about ?
3. What has been the hardest for the team and for you?
4. What needs to happen to make this right?
5. How can you prevent this from happening again?

Snapshot of Grading Policies

Work Missed due to Absences

Students are allowed to make up assignments/assessments missed due to an excused absence. Excused absences are defined by CA Education Code which can be viewed at <https://www.cde.ca.gov/ls/ai/tr/#reasonsforexcusedabsences>.

The following defines how DVCA teachers will address assignments/assessments missed due to an absence.

Excused Absences: students are allowed one additional day for each day the student was absent (not including weekend days). For example, if an assignment was due on a Wednesday and a student was absent on Tuesday and Wednesday of that week, the student would have until Monday of the following week to make up the work by (two additional school days after the due date).

Unexcused Absences: teachers have discretion about a student making up work from an Unexcused Absence. They are entitled to assign a 40%/F grade for work missed due to an Unexcused Absence.

The 40% Policy

Da Vinci utilizes an equity-based grading practice called the “40% rule.” Regardless of whether an assignment was submitted or not, the lowest score a student can receive is a 40%, which is indicated by the equivalent of 40% of the total points available for the assignment being indicated in the gradebook. An exception to this rule are instances of cheating or plagiarism, which carry a consequence of earning a 0/F score. The rationale for this policy is that assigning zeroes for assignments can create a disproportionately negative impact on students’ grades when they may forget, be overwhelmed, or even struggle with a given concept or topic and it can create an ongoing detrimental effect on their grade that they cannot recover from. However, when teachers designate certain assessments as **culminating assignments** that are summative, they will be excluded from the 40% rule and are eligible for a 0/F score if the student does not complete it.

Late Work

Students may submit late work up until one week after the culmination of a project, unit or chapter as defined by the teacher. Late assignments will receive a score of 40% in the Professionalism category but will be eligible for up to full credit in other grading categories based upon student performance and teacher assessment.

MLA Citation Template

Author Last, Author First. *Title of Source*. Title of Container, Other Contributors, Version, Number, Publisher, Publication DD Month YYYY, Location.

Quotations, Paraphrase, and Summary

Purdue University's Online Writing Lab distinguishes quotations, paraphrase, and summary as follows:

Quotations must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.

Paraphrasing involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.

Summarizing involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material. (Driscoll and Brizee)

Why Cite? Quotation/Paraphrase Example Paragraph

Cited sources verify the legitimacy of your work and represent an indispensable element of the research process. Wayne C. Booth et al. identify three central purposes of citations in their book *The Craft of Research*. First, they explain that citations benefit the writer, pointing out that, "readers don't trust sources they can't find" (Booth et al. 195). They go on to warn that if readers cannot verify your evidence because you did not cite it or did not cite it properly, "they won't trust your evidence; and if they don't trust your evidence, they won't trust your report or you" (Booth et al. 195). Further, the authors explain that citations enable your readers to seek further information on your topic and that citations give due credit to the hard work someone else prepared before you used it (Booth et al. 196). Credible, successful writers take care to research thoroughly, choosing sources with discernment, and then correctly and faithfully cite the sources they use to ensure that readers respect their work and to prevent the spread of false information.

Consequences of Plagiarism

Plagiarism occurs any time a person presents someone else's work as though it were their own. This transgression might take the form of turning in an assignment someone else completed, failing to cite (both in text and in a Works Cited) a source or sources used in the completion of an assignment (whether quoted, paraphrased, or summarized), or not appropriately distinguishing between material that is directly quoted or paraphrased. Instances of plagiarism will result in the following consequences:

- *First Offense:* Grade of 0% on assignment, note made in student's records, call home, administrator notification teacher consultation with education on rules and expectations.
- *Second Offense:* All of the above plus a meeting with parents and disciplinary consequence
- *Third Offense:* All of the above and progressive disciplinary consequence, including potential suspension

Works Cited

Booth, Wayne C., et al. *The Craft of Research*. 3rd Edition, University of Chicago Press, 2008.

Driscoll, Dana Lynn and Allen Brizee. "Quoting, Paraphrasing, and Summarizing." *The Purdue OWL*. Purdue U Writing Lab, 15 Feb. 2013, <https://owl.english.purdue.edu/owl/resource/563/01/>

Russell, Tony, et al. "MLA Formatting and Style Guide." *The Purdue OWL*. Purdue U Writing Lab, 19 Aug. 2017, <https://owl.english.purdue.edu/owl/resource/747/01/>

Overview of Technology Expectations at Da Vinci

(Taken from the DJUSD Responsible Use Agreement)

Guidelines and Consequences

It is a privilege, rather than a right, for a student to bring personal technology devices (or PTD's) to school and to use school computers. When all relevant policies are followed, our learning environment will be enhanced. However, when policies are abused, it can negatively impact our learning environment. When policies are not followed, privileges may be taken away and confiscation and/or disciplinary action may occur. For example, the first time your phone is confiscated by a teacher, you must pick it up at the end of the day in the office. Each confiscation includes additional disciplinary action.

- PTD's are only to be used for educational purposes at the direction of a classroom teacher.
- Any DJUSD staff member has the right to prohibit use of devices at any time, inside and outside of the classroom. Students must comply with all staff requests regarding technology, such as shutting down, closing screen, storing, etc.
- Students are responsible for personal data plan charges, at school and other locations.
- Students will not monopolize or disrupt the resources of the DJUSD network including, but not limited to: online gaming or video not associated with directed instructional activities; using a computer to host games, videos, files, etc. accessed from the network; setting up hotspots; network use intended to deny service to a computer, service, or network; or attempts to gain unauthorized access to network service and management devices.

Responsibility, Security and Damages

Responsibility to keep the PTD/school computers secure rests with the individual student. DJUSD is not liable for any PTD that is lost, stolen, damaged, or infected by malware. If a PTD is lost, stolen, or damaged, the matter will be handled through the administrative office in the same manner as other personal belongings. It is your duty to report lost, stolen or damaged PTD's to the Da Vinci office at the earliest opportunity so that resolution can be reached as soon as possible.

Additional Rules for Bringing Personal Devices to School/School Computer Use

No Expectation of Privacy

- DJUSD and Da Vinci may monitor and review files and communications, without notice to the student to make sure that the system is used responsibly.
- DJUSD and Da Vinci routinely monitor communication connected to student school accounts (Google Docs, Gmail). Professionalism is expected in all school communication and consequences, and the loss of technology privileges may result from misuse.
- DJUSD and Da Vinci may collect and examine any PTD/school computer on campus if there is reasonable suspicion to believe it has been used to commit or facilitate conduct that violates policy, including but not limited to, cyberbullying, hacking, plagiarism or cheating. Random computer checks are instituted for monitoring.

Digital Citizenship

- Students shall not view, display, or submit any materials/media that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal on PTD's in the school environment.
- Students shall not use devices to record, transmit, or post photographic images, sound, or video of a person or persons on campus during school activities and/or hours, unless otherwise directed by a teacher for a specific educational purpose.
- Students shall not use devices to engage in any illegal activity, including but not limited to: peer-to-peer file sharing, hacking, or cracking the District or another's network.
- The District cannot guarantee that its filters will prevent the viewing of all objectionable materials. Students who gain access to such objectionable material must inform a staff member of the offending website.

All Da Vinci Students sign and agree to the DJUSD Responsible Use of Technology (RUA) agreement during registration. By signing the summary signature form students and their parents agree to the expectations specified in the RUA. It is highly recommended that parents go over the district RUA and this document to make sure they understand what they are signing.

Da Vinci Charter Academy students have **additional rights and responsibilities** regarding technology use.

All students at DVCA have daily use of either a Chromebook or a laptop. At the JH level we provide Chromebooks for every student. At the HS we can provide laptops for students, or students can bring their own devices to school.

All technology checked out to students should be returned to Da Vinci in reasonable condition. The value of any missing laptops, accessories, and all checked-out equipment must be reimbursed before any records or grades will be released. At DVCA we trust students with technology daily and we expect students to treat technology respectfully and responsibly.

Junior High Students:

- Treat Chromebooks gently
- Can only have one device on the wireless network.
 - If a student is using a school computer, they cannot bring a personal computer to school.
 - We do not allow phones on the wireless network
- Students are responsible for charging their computers overnight and bringing them to school.
- Each school computer comes with a charger.
- Treat computers carefully, especially during transport.

High School Students:

- Students are responsible for charging their laptops overnight and bringing them to school.
- Each school laptop comes with a charger.
- Treat laptops carefully, especially during transport.

Audio/Visual Equipment Check-out

Da Vinci High School students have the opportunity to check-out A/V equipment for school projects:

1. Head to Da Vinci's website (<https://www.davincicharteracademyhs.net/>)
2. From the "Resources" tab, select "A/V Checkout"
3. Fill out the document to request your technology
4. You will receive an email when your items are ready for pick-up

Audio/Visual Equipment Check-out

1. Return your items to Room 1
2. You are responsible for any missing components

How to Apply for a Work Permit

In California, all students under 18 enrolled in compulsory education must secure a work permit from their school. Work permits may not be granted to students that are not in good standing, including those that are not meeting attendance expectations, are not passing classes or have recent disciplinary issues. Follow the steps below to request a work permit:

Complete the following steps to secure a work permit.

1. Student receives an offer of employment.
2. Student completes the work permit online application (see link below) or picks up the application in the office.
https://www.davincicharteracademyhs.net/resources/work_permit
3. Student takes the work permit application to the future employer to fill out and sign.
4. Parent signs the work permit application.
5. Student brings the form to the office for site administrator approval. Site administrator will sign after reviewing academic performance, attendance, and behavior.
6. The Da Vinci office will notify the student when the permit is ready for signing.

***Work permits are valid only for the current school year or an earlier end date as specified on the application. Work permit requests during the summer months must be made through the DJUSD District Office.

How to Schedule an Appointment with your School Counselor

Your school counselors are available to assist you with a wide variety of issues, including but not limited to: course scheduling assistance; post-secondary planning; social-emotional support; parent and student conferencing; academic advising; 504 Plan coordination; SST scheduling; and conflict resolution through restorative practices. Our counseling team is always available for drop-in appointments but can best serve your needs when you are able to schedule an appointment in advance. Please follow the step below to schedule a meeting time with your counselor:

Schedule a Counseling Appointment

If you would like to schedule an appointment with your school counselor, please email them directly.

Nicole Chiamparino Roper (Last Names A-K) nchiamparino@djUSD.net

Erika Strand (Last Names L-Z) estrand@djUSD.net

***A scheduling program will be introduced at the beginning of the year to students that can also be used to make an appointment with your counselor.

Accessing the School Nurse

The school nurse is available to promote health and wellness among students. Nurse Amy Stacy supports students with a wide range of physical and mental health issues. Some things Nurse Amy can help with, in addition to first aid for illness or injury, include:

- Medication and health plans at school
- Nutrition
- Chronic fatigue
- Sleep problems
- Hygiene and personal care concerns
- Reproductive health education
- Referrals to confidential reproductive health visits during school hours
- Healthy relationships
- Eating disorders
- Mental health supports
- Calming space

Everything you talk to the nurse about is confidential unless you or someone else is being hurt. In that case, the nurse's role is to do everything possible to ensure everyone is safe.

You can visit Nurse Amy's office, which is across from the MPR anytime; an appointment is not required. Nurse Amy is on campus Monday and Wednesday 8:30am - 4:00pm . If Nurse Amy is not available on site, you can email her at astacy@djUSD.net or text her at 530-746-0905.

How to Complete Independent Study

Students may request Independent Study for a minimum of 1 day and up to a maximum of 14 days in a school year. Students cannot exceed 10 consecutive days of Independent Study. Independent Study allows for students to avoid negative impacts to their attendance record, continue progressing with their coursework, and allow the school to receive essential ADA funding. Independent Study may be granted or refused by the school administration based upon academic standing, past attendance, and other criteria. Please follow the steps below for requesting Independent Study:

1. Pick up Independent Study Packet from the registrar in the DVJH office one week prior to the anticipated absence or download the documents at our DVHS website
2. Schedule a time to meet with your teachers in order to complete the Independent Study Packet, including:
 - an Independent Study Contract with signatures from parent, student and all teachers (included teachers of any DHS courses);
 - an Independent Study Checklist with student name and dates of travel;
 - and assignment logs showing assignments and any hard copy coursework provided by the teacher.
3. Return complete packet to the registrar in the DVHS office prior to departing on Independent Study for photocopying and administrative approval.
4. Return Independent Study Packet with all completed coursework to the registrar in the DVHS Office in accordance with the timeline below:
 - One day of Independent Study – due upon first day return to school
 - Two days of Independent Study – due within two days of return to school
 - Three to Ten days of Independent Study – due within three days of return to school
5. Conference with each teacher upon return to school to receive verification of the percent of work completed including a teacher signature on the Independent Study Checklist and return this form to the office. The final Independent Study Checklist must be completed and submitted to the registrar in the DVHS Office within one week of returning to school.

***It is important to complete all steps of the Independent Study process. Failure to do so may result in negative impacts to attendance and incomplete scores in your courses.

Introductions to the Standards of Student Behavior

Philosophy and Purpose

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

There are two purposes for standards of student behavior in a school discipline plan: to promote learning and growth for students as they develop self-discipline, and to provide a caring and respectful environment for all.

In this context, teachers and administrators are legally considered “parent/guardians on location.” This defines the relationship between school staff and their students. Students are young people and it is expected that their behavior will sometimes test boundaries of school rules; therefore, it is age-appropriate for young people to occasionally behave in ways that are inappropriate for the school environment. We also recognize that all behaviors serve a function and have complex origins. This is an ongoing process that requires communication and support between students, staff, families, and the larger community.

Break in relationships

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 harm 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.

The rights of all students are part of this philosophy. All students deserve to be psychologically and physically safe at school. These rights also mean that students who are accused of wrongdoing have a right to be heard, treated respectfully, and to understand the process as the school staff determine the appropriate response.

Rights and Responsibilities

The rights inherent in a democratic society are maintained only if each individual understands and assumes responsibility for his or her own behavior. Students have both rights and responsibilities.

Student Rights

- To be safe
- To be respected and treated with compassion regardless of actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or based on his/her association with a person or group with one or more of these actual or perceived characteristics
- To be respected and treated with compassion regardless of actual or perceived wrongdoing
- To express opinions, ideas and feelings, without infringing on the rights of others
- To be heard
- To have their person and property respected (including during a search)
- To be informed of school rules and procedures and what is expected of them as students
- To have confidentiality

- To be academically supported and challenged
- To be treated in a restorative way
- To learn and grow from incidents of conflict or harm

Students Responsibilities

- To take advantage of the academic opportunities offered
- To strive for high achievement
- To support and participate in school activities
- To be knowledgeable regarding student rights and responsibilities
- To attend school regularly and punctually
- To be knowledgeable of school rules and follow them
- To respect private and school property
- To be considerate and non-disruptive in all spaces on campus and on buses
- To be dressed in compliance with the District dress code
- To be considerate to students, teachers, and staff
- To be respectful of all students, and staff regardless of actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or based on his/her association with a person or group with one or more of these actual or perceived characteristics
- To keep language and gestures respectful and free of profanity or obscenities
- To not use/possess alcohol, tobacco, or drugs on school campuses or school events
- To take responsibility for harm done and work to repair it to the extent possible

Procedures

At the beginning of the school year the principal or designee meets with students to review and discuss the importance of a positive school climate, the positive purposes of school discipline and restorative practices, and the importance of respectful and caring behavior.

This may be accomplished through school assembly, visits to individual classrooms, and the school's student handbook. The presentation includes an understanding of the school district's restorative principles, the values of respecting each individual's dignity, and of supporting healthy relationships. Students are provided examples of behaviors that support the school community's goals and those that are not supportive. The categories of disrespectful behaviors or offenses outlined in the attached table provide examples of which behaviors undermine a strong, respectful community.

When a more serious misbehavior or breach of community standards or relationships occurs, as listed in the "Guidelines for Responsive Discipline in Elementary/Secondary Schools", the principal, teacher or designee conducts an investigation. The fact-finding process includes interviewing the students involved (both those who may have caused harm and those who may have been harmed), student and adult witnesses, collecting written or physical evidence related to the incident, and reviewing the records of the involved students. This process includes review of past incidents and other relevant information about the students involved.

In order to support students during the interview process, the principal or designee will assess the need for intervention and/or support from the student's counselor, the prevention and crisis manager, the climate coordinator, case manager, or the school nurse. In order to maximize instructional time, students will remain in class until the principal or designee is ready to begin the interview. Students will be told the purpose of the interview and whether the Davis Police Department will be involved. In cases of more serious misbehaviors, parents/guardians of the involved students are notified about the incident, the fact-finding process, and any consequences their own student receives. The district's commitment to student confidentiality, supported by

Board Policy and State law, precludes parents/guardians from hearing the consequences that other students receive.

Administrators will do all they can to prevent any further harm to victims, but there may still be times when students feel that the fact-finding process itself is a negative consequence to them. Acknowledging their feelings and being clear about the purpose of this process can help. For example, if student victims are interviewed during their recess or privilege time, they may feel that they are being punished. If the classroom seat of the innocent or aggrieved student is moved, that student may feel s/he is being punished and unfairly treated. Staff will support the recipient(s) of harm in understanding how the process, including staff actions, supports them.

Despite strong efforts, sometimes the fact-finding process cannot be conclusive. For example, students may report very different stories about the incident, and interviews of students may or may not be reliable or appropriate. However, this does not mean that elements of the situation cannot be addressed. A restorative approach means that the District will do all it can to understand who has been affected, how they have been affected and will do all that it can to make things as right as possible, given each particular circumstance.

DJUSD recognizes the harmful effects of bullying on student learning and school attendance and strives to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying or harassment of any student for any reason. Allegations of harassment, bullying, hate crimes, or physical assaults, including the use of racial, gender or other identity-based slurs, are referred to the school administrator for investigation and response. The teacher, principal or designee will address the issues surrounding the incident with those involved and/or the class as appropriate. Restorative practices, anti-bias lessons, and book-talks using books that discuss pertinent issues, are examples of ways to address issues with students.

Educating Students

The District's goal is that all students are given the support they need to expand and enrich their competency in interpersonal skills, decision-making, reasoning, problem-solving and good citizenship. By using a variety of means, students are taught self-control and a respectful regard for others. Strategies include classroom presentations of concepts that are infused through their normal curriculum program, large and small group discussions, and individualized support.

The following charts frequently refer to "counsel student", which is a typical instructional element of all consequences. The principal/designee determines the degree and type of "counsel". "Counsel" may include activities that successfully restore respectful relationships and/or conflict resolution/management work with the principal, counselor or psychologist. In some cases, it may be appropriate for students to participate in a staff or student-facilitated, face-to-face, restorative practice meeting. Such efforts intend to create better understanding and a positive relationship among the students. However, face-to-face mediation may not always be safe or appropriate in all situations. For example, when a student is persistently harassing others, a face-to-face session can reinforce the bullying behavior. In these types of situations, parent/guardians are consulted to determine whether a restorative meeting should occur.

Suspension and Alternatives to Suspension

The more clarity students have about what constitutes a breach of the community, relationships or rules, sometimes called misbehavior, and the more they understand that any misbehavior will be known and responded to in a timely way, the more likely it is that students will behave appropriately. Consistency in the application of a restorative approach to student development when they have been the cause or recipient of harm, and the taking of responsibility for the harm, is more likely to result in positive behaviors. Restorative practices will be used to help students understand the

impact of their behavior on others and to provide education around the larger issues of acceptance within a diverse community.

Home suspension is a severe response that is only used when a student's behavior endangers themselves or others or the community. It is a legal declaration that the student has lost, for a maximum of five school days, his/her right to remain on a school campus. Committing an offense that could, or has caused, serious harm to others, can lead to expulsion from the district.

California Education Code dictates that alternatives to home suspension will be exhausted before a student is removed from the school environment. Since the purpose of school is to educate, students need to remain in school and in the classroom as much as possible. Any listing of suspension as a possible consequence on the "Guidelines for Responsive Discipline in Elementary/Secondary Schools" means that an alternative to suspension can be used instead of a home suspension.

Student Concerns

Students and/or families are strongly encouraged to communicate with teachers, staff, and administrators when they feel harassed, threatened, intimidated, or bullied by another student, or by staff. Students and/or parents should speak with school personnel, and if the issue cannot be resolved, submit a Complaint Form. The Complaint Form is available at all school offices, the District Office, or online at <http://www.djUSD.net/feedback>. Students and families may also contact the School Climate Office at 530-757-5300 x108. Communication is key to helping students address concerns and find resolutions with assistance from dedicated individuals at their school site.

Guidelines for Responses to Misbehavior in Secondary Schools

Our goal in responding to harms to others or the community, including breaches of relationships, 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. Minor misbehaviors are handled at an immediate, informal level by the teacher, principal, or designee. The following guidelines are the district's formal set of progressive responses to serious or repeated misbehaviors. In cases where the breach of harm is unusually severe, the administrator may move quickly to more serious consequences, always bearing in mind the particular situation of the student and their individual developmental, social and emotional state.

OFFENSE	CONSEQUENCES FOR 1st TIME OR LESS SERIOUS OFFENSES	CONSEQUENCES FOR SERIOUS OR REPEATED OFFENSES
Level 1 <ul style="list-style-type: none"> Failing to follow classroom procedures. Cheating Littering or spitting Failure to follow school rules about the use of items such as bicycles, skateboard, any electronic device Wearing clothes inappropriate for school (see Dress Code and Gang Policy ¹) Showing affection in a way inappropriate for school Gambling Misbehaving at a school sponsored activity Behavior which a reasonable person would relieve insults and/or degrades a person¹ Rough play, fake fighting ² 	<ul style="list-style-type: none"> Parent/guardian notification Counseling by the student's teacher, counselor, or an administrator Reflective writing/discussion written apology to staff, class, student, and /or parent/guardian detention 	<ul style="list-style-type: none"> Counseling by the student's teacher, counselor, or an administrator Conference with the parent/guardian Face-to-face mediation if appropriate Referral to community resources Referral to counseling/training program Loss of school activity/privileges Suspension
Level 2 <ul style="list-style-type: none"> Repeatedly committing a Level 1 offense ³ Being rude and argumentative to school staff Using foul language or obscene hand gestures or symbols Forgery of notes or signatures Throwing food, water balloons, or other objects Participation in unauthorized games, which could lead to personal injury or harm Writing or drawing on school property 	<ul style="list-style-type: none"> Parent/guardian notification Counseling by the student's teacher, counselor, or an administrator Reflective writing/discussion Written apology to staff, class, student, and /or parent/guardian Detention Loss of school activity privileges Assigned to an alternative correctional study program Suspension 	<ul style="list-style-type: none"> Counseling by the student's teacher, counselor, or an administrator Conference with the parent/guardian Face-to-face mediation if appropriate Referral to community resources Referral to counseling/training program Loss of school activity/privileges Suspension
¹ Denotes that parent/guardian notification is required. ² If harm occurs, higher consequences may be imposed. ³ Repeatedly committing an offense at any level may result in a consequence of a more serious nature. These increased consequences may be listed as part of the next level.		

OFFENSE	CONSEQUENCES FOR 1st TIME OR LESS SERIOUS OFFENSES	CONSEQUENCES FOR SERIOUS OR REPEATED OFFENSES
Level 3 <ul style="list-style-type: none"> Repeatedly committing a level 2 offense ¹ Behavior which a reasonable person or group would believe insults or degrades a person because of his/her physical appearance, financial status, or family structure (such as adoption, single parent, etc.) ¹ {E.C. 48900 (r); E.C. 48900.4} Using intimidating or oppressive language or behavior {E.C. 48900.4} Unauthorized use or possession of school/district forms Plagiarism/Cheating Possession or use of tobacco {E.C. 48900 (h)} Habitual profanity or vulgarity {E.C. 48900 (i)} Unauthorized photographing, audio and/or visual recording Bullying, harassment by means of an electronic act directed to student or staff {E.C. 48900 (r)} Lying by omission, commission, or prevarication Pervasive, willful defiance of valid school authority {E.C. 48900 (k)} Violating the District Gang Policy {BP/AR 5136} 	<ul style="list-style-type: none"> Parent/guardian notification Counseling by the student's teacher, counselor, or an administrator Reflective writing/discussion Written apology to staff, class, student, and /or parent/guardian Detention Loss of school activity privileges Assigned to an alternative correctional study program 1-3 days suspension for a first offense 	<ul style="list-style-type: none"> Counseling by the student's teacher, counselor, or an administrator Conference with the parent/guardian Face-to-face mediation if appropriate Referral to community resources Referral to counseling/training program Loss of school activity/privileges 2-5 days suspension
¹ Repeatedly committing an offense at any level may result in a consequence of a more serious nature. These increased consequences may be listed as part of the next level.		

Offenses Against the Civil Rights of a Person

Violations in this level are inherently more serious than Level 3. The school administration generally enacts more serious consequences for violations in this level than a similar word or action might warrant in Level 3 when a person's protected civil rights are not violated.

OFFENSE	CONSEQUENCES FOR 1st TIME OR LESS SERIOUS OFFENSES	CONSEQUENCES FOR SERIOUS OR REPEATED OFFENSES
Level 4A <ul style="list-style-type: none"> Behavior which a reasonable person or group would believe insults or degrades a person because of his/her actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender ¹, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics. {E.C. 48900 (r); E.C. 48900.4} 	<ul style="list-style-type: none"> Parent/guardian notification Counseling by the student's teacher, counselor, or an administrator Reflective writing/discussion Written apology to staff, class, student, and /or parent/guardian Detention Loss of school activity privileges Assigned to an alternative correctional study program 1-3 days suspension for a first offense 	<ul style="list-style-type: none"> Counseling by the student's teacher, counselor, or an administrator Conference with the parent/guardian Face-to-face mediation if appropriate Referral to community resources Referral to counseling/training program Loss of school activity/privileges 2-5 days suspension

Offenses Against the Civil Rights of a Person (Continued)

OFFENSE	MANDATORY CONSEQUENCES
Level 4B <ul style="list-style-type: none"> Repeated violation of category 4A Behavior which a reasonable person or group would believe <u>intimidates, harasses, or threatens physical force of harm</u> to a person because of his/her actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender ¹, gender identity, gender expression, family structure, political beliefs, financial status, or association with a person or group with one or more of these actual or perceived characteristics. Usually, this would include but not be limited to those words and behaviors from a person which demonstrates hostility toward the victim's actual or perceived characteristics. {E.C. 48900 (k); E.C. 48900.4} 	<p>These three consequences shall apply to any violation of Level 4B.</p> <ul style="list-style-type: none"> Conference with parent/guardian, and 2-5 days' suspension or possible recommendation for expulsion if other means of correction have failed in the past due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others; and Pupil is prohibited from attending all co-curricular and extra-curricular activities, practices, and contests beginning on the first day of suspension and continuing for a minimum of one week, but no more than nine weeks. A week is defined as seven consecutive calendar days. <p><i>Law enforcement may be notified.</i></p> <p><i>These are the mandatory consequences for the listed behavior. The site administrator may lessen these consequences only for significant, extenuating circumstances. Justification shall be put in writing and forwarded to the superintendent within two days of the decision.</i></p>

¹ Gender is defined as "a person's actual sex or perceived sex and includes a person's perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at Birth. [5 CCR § 4910 (k)]

OFFENSE	MANDATORY CONSEQUENCES
Level 5 <ul style="list-style-type: none"> Repeatedly committing a level 3 or 4 offense ¹ Engaging in harassment, threats, or intimidation directed against a pupil or group of pupils {E.C. 48900 (r); E.C. 48900.4} Sexual harassment {E.C. 48900.2} Participating in initiation and hazing activities as defined in Board Policy and Penal Code 245.6(b) {E.C. 48900 (q)} Willfully use force or violence upon the person of another, except in self-defense ² {E.C. 48900 (a) (2)} Starting or engaging in a fight {E.C. 48900 (a)} Causing, attempting to cause, or threatening to cause physical injury to another person {E.C. 48900 (a)} Committing an obscene act {E.C. 48900 (i)} Aiding or abetting the infliction or attempted infliction of physical injury to another person {E.C. 48900 (t)} Vandalizing school property or private property {E.C. 48900 (f)} Stealing or knowingly receiving stolen school or private property {E.C. 48900 (g)} Possession of, using, furnishing, or being under the influence of any controlled substance {E.C. 48900 (c)} Tampering with a fire alarm and/or participating in a bomb threat {E.C. 48900.7} Making terrorist threats against school officials, school property, or both {E.C. 48900.7} Possessing, offering, or arranging to sell any drug paraphernalia {E.C. 48900 (j)} 	<p>These three consequences shall apply to any violation of Level 5:</p> <ul style="list-style-type: none"> Conference with parent/guardian; and 1-5 days' suspension or possible recommendation for expulsion if other means of correction have failed in the past or due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others; and Pupil is prohibited from attending all co-curricular and extra-curricular activities, practices, and contests beginning on the first day of suspension and continuing for a minimum of one week, but no more than nine weeks. A week is defined as seven consecutive calendar days. <p><i>Law enforcement may be notified.</i></p> <p>These are the mandatory consequences for the listed behavior. The site administrator may lessen these consequences only for significant, extenuating circumstances. Justification shall be put in writing and forwarded to the superintendent within two days of the decision.</p>

¹Repeatedly committing an offense at any level may result in a consequence of a more serious nature. These increased consequences may be listed as part of the next level.

²Self Defense: The student reasonably believed he/she was in imminent danger of bodily injury and immediate use of force was necessary to defend against that danger. The student used no more than reasonable force to defend against that danger, and there was no obvious opportunity to retreat.

Offenses Against the Civil Rights of a Person (Continued)

OFFENSE	MANDATORY CONSEQUENCES
<p>Level 6</p> <ul style="list-style-type: none"> Repeatedly committing a Level 5 offense ¹ Hate crimes ² committed or attempted against a person or his/her property {Penal Code 422.6 and E.C. 48900.3} Possession of any knife, explosive, or other dangerous object of no reasonable use to the student {E.C. 48915 (a) (2)} Assault or battery, as defined by Section 240 and 242 of the Penal Code upon any school employee {E.C. 48915 (a) (5)} Possession of an imitation firearm {E.C. 48900 (m)} Causing serious physical injury to any person, except in self-defense ³ {E.C. 48915 (a) (1)} Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code {E.C. 48915 (a) (3)} which may include prescription drugs Unlawfully offering, arranging to sell, or selling the prescription drug SOMA {E.C. 48900 (p)} Robbery or extortion {E.C. 48915 (a) (4)} 	<p>All consequences shall apply to any violation of Level 6</p> <ul style="list-style-type: none"> Conference with parent/guardian; and 5 days of suspension and recommendation for expulsion unless the principal or superintendent finds that expulsion is inappropriate due to the particular circumstance. Such circumstance(s) shall be put in writing and forwarded to the Superintendent within 2 days of the decision not to recommend expulsion. Law enforcement will be notified.
<p>IN COMPLIANCE WITH EDUCATION CODE 48915, THE FOLLOWING OFFENSES WILL RESULT IN 5 DAYS OF SUSPENSION, MANDATORY RECOMMENDATION FOR EXPULSION, MANDATORY EXPULSION AND THE NOTIFICATION OF LAW ENFORCEMENT.</p>	
<p>LEVEL 7</p> <ul style="list-style-type: none"> Possession, selling or otherwise furnishing a firearm {E.C. 48915(c)(1)} Brandishing a knife at another person {E.C. 48915(c)(2)} Unlawfully selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code {E.C. 48915(a)(3)} which includes prescription medications Committing or attempting to commit a sexual assault or committing a sexual battery {E.C. 48915(c)(4)} Possessing an explosive as defined in 18 USC 921 {E.C. 48915(c)(5)} 	
<p>¹Repeatedly committing an offense at any level may result in a consequence of a more serious nature. These increased consequences may be listed as part of the next level.</p> <p>²Hate Crimes: A criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: disability, gender, nationality, race, ethnicity, religion, sexual orientation, or association with a person or group with one of more of these actual or perceived characteristics.</p> <p>³Self Defense: The student reasonably believed he/she was in imminent danger of bodily injury and immediate use of force was necessary to defend against that danger. The student used no more than reasonable force to defend against that danger, and there was no obvious opportunity to retreat.</p>	



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