Da Vinci Charter Academy
High School
2020-21 Student Handbook

www.davincicharteracademy.net
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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, through a system characterized by:

- Optimal conditions and environments for all students to learn
- A team of talented, resourceful, and caring staff
- Transforming teaching, learning, and operations in our continuing pursuit of excellence
- Resourceful, transparent, and responsible fiscal planning, and
- A diverse and inclusive culture

DJUSD

DAVIS JOINT UNIFIED SCHOOL DISTRICT
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
Written Communication: The ability to effectively communicate knowledge and thinking through writing. This is demonstrated by organizing and structuring ideas, using discipline appropriate language, and utilizing proper English Language conventions.

Oral Communication: The ability to communicate knowledge and thinking through a range of styles of communication appropriate to different audiences.

Collaboration: The ability to be a productive member of diverse teams through strong interpersonal communication, a commitment to shared success, leadership, and initiative.

Curricular Literacy: The State of California and DVCA have identified key knowledge that students should have when they graduate from high school. This grade reflects the student’s knowledge and understanding of the concepts included in Content standards (Common Core, NGSS, etc.)

Learning Mindset: Students build intelligence and skills through effort, practice, solicitation of feedback, revision, and seeking challenge. Students are given feedback and growth in their capacity to “learn how to learn” and monitor their own progress to be successful in tasks, school, and life.

Professionalism: Students show the ability to submit complete and timely work that meets the expectations of academic and professional settings. Additionally, students demonstrate the ability to meet dress and communication standards required for a professional setting.

Critical Thinking: This grade reflects the student’s ability to perform higher order thinking skills including evaluation, synthesis and problem solving, thinking analytically and creatively, using logical reasoning and interpreting information.
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 2020-2021 Schedule

**Regular Monday, Tuesday, Friday Schedule**

Mon-Fri. schedule until “late start”, collaboration starts 9/9/2020.

<table>
<thead>
<tr>
<th>Period</th>
<th>Start</th>
<th>End</th>
<th><strong>Leave DV early to get to DHS for next period</strong></th>
<th><strong>Late to DV arriving from DHS at:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08:15</td>
<td>09:07</td>
<td>8:56 (11)</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>09:11</td>
<td>10:03</td>
<td>9:55 (8)</td>
<td>9:20 (9)</td>
</tr>
<tr>
<td>Snack Break</td>
<td>10:03</td>
<td>10:09</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>10:09</td>
<td>11:01</td>
<td>10:51 (10)</td>
<td>10:16 (7)</td>
</tr>
<tr>
<td>4</td>
<td>11:05</td>
<td>11:57</td>
<td>X</td>
<td>11:16 (11)</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:57</td>
<td>12:42</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5</td>
<td>12:46</td>
<td>1:38</td>
<td>1:29 (9)</td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>1:42</td>
<td>2:34</td>
<td>2:25 (9)</td>
<td>1:53 (11)</td>
</tr>
<tr>
<td>7</td>
<td>2:38</td>
<td>3:30</td>
<td>X</td>
<td>2:49 (11)</td>
</tr>
</tbody>
</table>

**Wednesday Block Schedule: Beginning 09/9/20**

Note: State testing may impact/change “late start” schedules in the Spring.

<table>
<thead>
<tr>
<th>Period</th>
<th>Start</th>
<th>End</th>
<th><strong>Leave DV early to get to DHS for next period</strong></th>
<th><strong>Late to DV arriving from DHS at:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>7:45</td>
<td>8:50</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>8:55</td>
<td>10:25</td>
<td>10:20 (5)</td>
<td>X</td>
</tr>
<tr>
<td>Snack Break</td>
<td>10:25</td>
<td>10:30</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>10:30</td>
<td>12:05</td>
<td>X</td>
<td>10:40 (10)</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:05</td>
<td>12:55</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>01:00</td>
<td>2:30</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Thursday Block Schedule: Beginning 9/10/20**

<table>
<thead>
<tr>
<th>Period</th>
<th>Start</th>
<th>End</th>
<th><strong>Leave DV early to get to DHS for next period</strong></th>
<th><strong>Late to DV arriving from DHS at:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08:15</td>
<td>09:45</td>
<td>9:42 (2)</td>
<td>X</td>
</tr>
<tr>
<td>Snack Break</td>
<td>09:45</td>
<td>09:50</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>09:55</td>
<td>11:30</td>
<td>X</td>
<td>10:02 (07)</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:30</td>
<td>12:20</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5</td>
<td>12:25</td>
<td>01:55</td>
<td>01:43 (12)</td>
<td>X</td>
</tr>
<tr>
<td>7</td>
<td>02:00</td>
<td>03:30</td>
<td>X</td>
<td>02:07 (07)</td>
</tr>
</tbody>
</table>

**Travel schedule for students attending class at Davis High**
<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>Roles</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norma Ramirez</td>
<td>10</td>
<td>Spanish 1-5</td>
<td><a href="mailto:nramirez@djusd.net">nramirez@djusd.net</a></td>
</tr>
<tr>
<td>Julia Kropinova</td>
<td>11</td>
<td>Art</td>
<td><a href="mailto:jkropinova@djusd.net">jkropinova@djusd.net</a></td>
</tr>
<tr>
<td>Justin McBurney</td>
<td>11A</td>
<td>PE</td>
<td><a href="mailto:jmcburney@djusd.net">jmcburney@djusd.net</a></td>
</tr>
<tr>
<td>Nicole Roper</td>
<td>12B</td>
<td>Counselor A-K</td>
<td><a href="mailto:nchiamparino@djusd.net">nchiamparino@djusd.net</a></td>
</tr>
<tr>
<td>Erika Strand</td>
<td>12A</td>
<td>Counselor J-Z</td>
<td><a href="mailto:estrand@djusd.net">estrand@djusd.net</a></td>
</tr>
<tr>
<td>Susan Kirby</td>
<td>13</td>
<td>Internship Coordinator</td>
<td><a href="mailto:skirby@djusd.net">skirby@djusd.net</a></td>
</tr>
<tr>
<td>John Grima</td>
<td>14</td>
<td>Science</td>
<td><a href="mailto:jgrima@djusd.net">jgrima@djusd.net</a></td>
</tr>
<tr>
<td>Kristen Uliasz</td>
<td>15</td>
<td>SPED/Study Skills</td>
<td><a href="mailto:kuliasz@djusd.net">kuliasz@djusd.net</a></td>
</tr>
<tr>
<td>Lauren Smith</td>
<td>15</td>
<td>SPED/Study Skills</td>
<td><a href="mailto:lsmith@djusd.net">lsmith@djusd.net</a></td>
</tr>
<tr>
<td>Tom Slabaugh</td>
<td></td>
<td>Presentation Room, Music - Mariachi</td>
<td><a href="mailto:tslabaugh@djusd.net">tslabaugh@djusd.net</a></td>
</tr>
<tr>
<td>Scott Bell</td>
<td>18</td>
<td>Social Science/ VP</td>
<td><a href="mailto:sbell@djusd.net">sbell@djusd.net</a></td>
</tr>
<tr>
<td>Caroline Loomis</td>
<td>19</td>
<td>Math</td>
<td><a href="mailto:cloomis@djusd.net">cloomis@djusd.net</a></td>
</tr>
<tr>
<td>Michelle Higuera</td>
<td>20</td>
<td>Math</td>
<td><a href="mailto:mhiguera@djusd.net">mhiguera@djusd.net</a></td>
</tr>
<tr>
<td>Elizabeth Broughton</td>
<td>21</td>
<td>Math</td>
<td><a href="mailto:ebroughton@djusd.net">ebroughton@djusd.net</a></td>
</tr>
<tr>
<td>Gretchen Conners</td>
<td>22</td>
<td>Social Science/Leadership</td>
<td><a href="mailto:gconners@djusd.net">gconners@djusd.net</a></td>
</tr>
<tr>
<td>Brittany Rosenberg</td>
<td>23</td>
<td>Social Science</td>
<td><a href="mailto:brosenberg@djusd.net">brosenberg@djusd.net</a></td>
</tr>
<tr>
<td>Josephine Lanni</td>
<td>24</td>
<td>English</td>
<td><a href="mailto:jlanni@djusd.net">jlanni@djusd.net</a></td>
</tr>
<tr>
<td>Kait Sangster</td>
<td>25</td>
<td>English</td>
<td><a href="mailto:ksangster@djusd.net">ksangster@djusd.net</a></td>
</tr>
<tr>
<td>Nathan Kwan</td>
<td>26</td>
<td>Science</td>
<td><a href="mailto:nkwan@djusd.net">nkwan@djusd.net</a></td>
</tr>
<tr>
<td>Sean Glantz</td>
<td>17</td>
<td>Computer Science</td>
<td><a href="mailto:sglantz@djusd.net">sglantz@djusd.net</a></td>
</tr>
<tr>
<td>Adela Johnson</td>
<td>Office</td>
<td>Site Administrative Secretary</td>
<td><a href="mailto:ajohnson@djusd.net">ajohnson@djusd.net</a></td>
</tr>
<tr>
<td>Debbie Martin</td>
<td>Office</td>
<td>Site Secretary (Registrar/Attendance)</td>
<td><a href="mailto:dmartin@djusd.net">dmartin@djusd.net</a></td>
</tr>
<tr>
<td>Yin Myo-Flores</td>
<td>Office</td>
<td>Registrar</td>
<td><a href="mailto:ymyoflores@djusd.net">ymyoflores@djusd.net</a></td>
</tr>
<tr>
<td>Mike Barron</td>
<td>Office</td>
<td>Campus Supervisor</td>
<td><a href="mailto:mbarron@djusd.net">mbarron@djusd.net</a></td>
</tr>
<tr>
<td>Amy Stacy</td>
<td>Nurse’s Office</td>
<td>Nurse</td>
<td><a href="mailto:astacy@djusd.net">astacy@djusd.net</a></td>
</tr>
<tr>
<td>Tyler Millsap</td>
<td>Office</td>
<td>Principal</td>
<td><a href="mailto:tmillsap@djusd.net">tmillsap@djusd.net</a></td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
<td></td>
<td></td>
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<tr>
<td>--------------------------------------------</td>
<td>-------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Day of School</td>
<td>Wednesday, August 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
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</tr>
<tr>
<td>Picture Day</td>
<td>Friday, August 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td></td>
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<tr>
<td>Back to School Night</td>
<td>Tuesday, September 8&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Late Start Begins</td>
<td>Wednesday, September 9&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Senior Info Night</td>
<td>Tuesday, September 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
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<tr>
<td>Movie Night #1</td>
<td>Wednesday, September 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td></td>
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<tr>
<td>Picture Re-Takes</td>
<td>Monday, September 21&lt;sup&gt;st&lt;/sup&gt;</td>
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<tr>
<td>Trivia Night #1</td>
<td>Tuesday, October 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Summit/Modified Schedule</td>
<td>Thursday, October 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td></td>
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<tr>
<td>PSAT</td>
<td>Saturday, October 17&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>End of Quarter 1</td>
<td>Friday, October 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td></td>
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</tr>
<tr>
<td>Rally/Modified Schedule</td>
<td>Monday, October 5&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Homecoming/Modified Schedule</td>
<td>Friday, October 9&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Chili Cook-Off</td>
<td>Saturday, November 7&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Winter Feast</td>
<td>Friday, December 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
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<tr>
<td>End of Quarter 2 + Fall Semester</td>
<td>Friday, December 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
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<tr>
<td>Beginning of Quarter 3 &amp; Spring Semester</td>
<td>Tuesday, January 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
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<tr>
<td>Movie Night #2</td>
<td>Wednesday, January 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
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<tr>
<td>Post-Secondary Planning for Juniors</td>
<td>Thursday, January 28&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>1929 Night</td>
<td>Friday, February 19&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Catalina Trip</td>
<td>Wed, Feb 24&lt;sup&gt;th&lt;/sup&gt; - Fri, Feb 26&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Spring Summit/Modified Schedule</td>
<td>Thursday, March 11&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Open House + WWI Museum Night</td>
<td>Thursday, March 11&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Close-Up Washington D.C. Trip</td>
<td>Sat, March 13&lt;sup&gt;th&lt;/sup&gt; - Fri, March 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td></td>
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<tr>
<td>End of Quarter 3</td>
<td>Friday, April 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td></td>
<td></td>
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<tr>
<td>Dino Nest</td>
<td>Friday, April 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trivia Night #2</td>
<td>Tuesday, April 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td></td>
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<tr>
<td>Dino Fest</td>
<td>Saturday, April 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
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<tr>
<td>AP Calculus Test</td>
<td>Tuesday, May 4&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>AP Art History</td>
<td>Thursday, May 6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>AP Studio Art Test</td>
<td>Friday, May 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td></td>
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<tr>
<td>Spanish Language &amp; Culture AP Test</td>
<td>Tuesday, May 11&lt;sup&gt;th&lt;/sup&gt;</td>
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<td></td>
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<tr>
<td>AP Stats &amp; AP Computer Science</td>
<td>Thursday, May 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td></td>
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<tr>
<td>DV Day</td>
<td>Friday, May 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Trip</td>
<td>Wed, June 2&lt;sup&gt;nd&lt;/sup&gt; - Friday, June 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td></td>
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<tr>
<td>Senior Awards Night</td>
<td>Tuesday, June 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation &amp; End of Q 4/Spring Semester</td>
<td>Thursday, June 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
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</tr>
</tbody>
</table>
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.
Student Protests & 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).

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.

**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

The District is committed to maintaining a safe school environment that is free from harassment and discrimination. Sexual harassment or sexual violence of students at a school-sponsored or school-related activity is prohibited. In addition, the District prohibits retaliatory behavior or action against any person, who reports, files a complaint or, testifies about, or otherwise supports a complaint or respondent in alleging sexual harassment.

According to California Educational Code, sexual harassment means: unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of these conditions:

- Submitting to the harassment is explicitly or implicitly made a condition of an individual's academic status or progress
- Submitting to, or rejecting, the conduct impacts academic decisions affecting the individual
- The harassment has a negative impact upon the individual’s academic performance, or creates an intimidating, hostile, or offensive educational environment
- Submitting to, or rejecting, the conduct impacts decisions affecting the individual regarding benefits and services, honors, programs, or activities made available by the educational institution

The District strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her 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 or the Director of Student Support Services.
Title IX
No person shall, on the basis of gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance. If you have questions or a complaint related to sex discrimination, contact the Department of Student Services.

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 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 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 or Low-cost Meals
Free or low cost meals are available for eligible students. For more information, see Student Nutrition Services on the DJUSD website.

Pregnant & 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.

DO I HAVE A CONFLICT?

- YES → TALK TO PEOPLE INVOLVED?
- NO → FILL OUT RP FORM?
  - NO → TALK TO TEACHER?
    - NO → E-MAIL STAFF
      - YES → CONFLICT RESOLVED?
        - NO → ASK AFFECTIVE QUESTIONS USING RP GUIDELINES
          - YES → TEACHER WORKS WITH STUDENT(S)
            - YES → GREAT AS YOU WERE
              - NO → REFER TO RP COORDINATOR
                - NO → WAS CONFLICT RESOLVED THROUGH TEACHER INTERVENTION?
                  - NO → CONFERENCE & AGREEMENT
                    - NO → REFER TO COUNSELING OR ADMIN?
                      - NO → DATA COLLECTION & COMMUNITY IMPROVEMENT
                        - YES → GREAT GO YOU!
                          - NO → CONFLICT RESOLVED?
                            - NO → FOLLOW UP
                              - YES → GREAT GO YOU!

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?
Wellness Resources

School staff is here for you. We can encourage and support you to make healthy choices.

Your school counselor can provide personal counseling including:

- Coping strategies
- Stress management
- Guidance for how to help friends involved in risky behaviors
- Support in developing a lifestyle that enhances wellness

24/7 Resources

Sometimes people need help at night, on the weekend, or other times school is not in session. These resources are available to you during those times. Each is staffed by trained volunteers to assist you to get the help you need. All are based locally with the exception of the Crisis Text Line.

**Suicide Prevention**
1-888-233-0228
Trained volunteers provide confidential, anonymous telephone counseling and referral information.

**Crisis Text Line**
741-741
Text the word "Start". A trained specialist will provide secure counseling and referrals to additional resources.

**ASK Teen Line**
753-0797
The Allied Services for Kids (ASK) can answer your questions. They provide support to teens and families in crisis.

**School Safety Tip Line**
758-SAFE (758-7233)
Students can confidentially report concerns about school safety such as possible violence or incidents of harassment.

Other Resources:

- **Al-Anon/Alateen**
  758-6907
  Support and hope for friends and families of substance abusers.
  [www.alanonsite.alateen.org](http://www.alanonsite.alateen.org)

- **Empower Yolo**
  662-1133 or 371-1907
  Crisis support and information about domestic violence and sexual assault.
  [www.empowerylc.org](http://www.empowerylc.org)

- **Science-Based Facts about Drugs**
  [www.teens.drugabuse.gov](http://www.teens.drugabuse.gov)

Additional resources can be found on DJUSD’s Prevention & Crisis webpage.
[www.djusd.k12.ca.us/crisis](http://www.djusd.k12.ca.us/crisis)
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 you 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, and administrator consultation
- **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**


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.doc, 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 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 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. Any missing laptops must be replaced with an equivalent device 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
- Put Chromebooks carefully into the carts and make sure they are charging
- (whatever else is needed)

**High School Students:**

- Can only have one device on the DVCA 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 laptops overnight and bringing them to school.
- Each school laptop comes with a charger.
- Treat laptops carefully, especially during transport. Use a laptop sleeve.
Did you know Da Vinci High School students have the opportunity to check out technology equipment for use outside of school? Projects can be hard and DV Checkout is here to help!

**How do you checkout tech equipment?**

1. Head to Da Vinci’s Echo (https://davinci.echo-ntn.org/) and navigate to the additional resources at the bottom.
2. Click “Tech Checkout”.
3. Fill out the document to request the technology you need.
4. Your items will then be delivered to you within the same day.
   a. Items are checked out for 1 week (renew upon request)
   b. A receipt will be delivered with your items with a due date.

**How do I return tech equipment?**

1. Return your tech to Adela in the office by the end of your due date.
2. Continuously missing due dates may result in no further requests honored.
Attendance & Tardy Policy

Attendance Rules & Philosophy
The success and wellness of all students in DJUSD is important. 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. The State of California funds roughly $42.92 per student, per day 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.

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 (for more information see section on Independent Study).

Da Vinci believes that attendance and punctuality are imperative to the learning process and are important real-world skills required for success in college and career settings. All stakeholders must work together to ensure that students are present and on-time to each class; therefore, Da Vinci has developed attendance and tardy policies that reflect this philosophy.

Attendance Policy
California Education Code requires that school staff account for every student, during every period of every day. Missed class periods can only be excused for the following reasons:

- Personal illness (the school can require verification from a medical provider after 14 period absences due to illness).
- Quarantine under the direction of a health officer.
- Personal medical appointment (school may require verification).
Funeral services for immediate family, household members, in-laws (1 day in state, 3 out of state).

- Court obligations (school may require verification).
- Religious observance or exercise for moral or religious training. A written request must be submitted and approved by school personnel prior to the absence.
- College visits that are requested and approved by school personnel 1 week prior to the absence and do not exceed 3 consecutive days.
- Counseling or administrative excuses.

- Parents or guardians are required to provide a valid excuse for an absence within two days of the absence.
- Students are not allowed to participate in school activities on days that absences are unexcused.
- Teachers are not required to offer credit for work that is missed due to unexcused absences.
- Student attendance is closely tracked. The following thresholds will generate a school-based response to intervene and improve attendance patterns:
  - Level 1 (L1) = 21 periods of unexcused absences/truant tardies
    - Truancy letter #1 & consultation with parent/guardian.
  - Level 2 (L2) = 42 periods of unexcused absences/truant tardies
    - Truancy letter #2, formal conference with parent/guardian, attendance contract created which may include closed campus.
  - Level 3 (L3) = 63 periods of unexcused absences/truant tardies
    - Truancy letter #3, second formal conference with parent/guardian, referral to DSHS Academic Center for 8 hours of remediation, referral to DJUSD DART Program, referral to Yolo County District Attorney’s Office.
  - Excessive Excused Absence 1 (EE1) = 56 periods of excused absences beyond the allotted 14 periods
    - Excessive excused letter #1, consultation with parent/guardian.
  - Excessive Excused Absence 2 (EE2) = 84 periods of excused absences beyond the allotted 14 periods
    - Excessive excused letter 2, parent/guardian required to provide verification for absences, attendance contract.
Important Notes on Tardies:

- For the purpose of enforcing this policy, a tardy is defined as a student that is not inside the classroom at the scheduled start time for a class.
- Students that arrive late to school must report directly to the registrar in the Da Vinci office to receive a tardy slip. The tardy slip must be delivered to the classroom teacher upon arrival.
- Students that arrive to school late with a valid, documented excuse will receive an **Excused Tardy**. Students that arrive to school less than 30 minutes late without a valid, documented excuse will receive an **Unexcused Tardy**. Students that arrive to school more than 30 minutes late without a valid, documented excuse will receive a **Truant Tardy**, which is equivalent to an unexcused absence.
- Tardies are recorded for each individual class period.
- For every three tardies, a student will owe one hour of community service. Community service hours are served through the DVHS Campus Safety Supervisor and notifications are provided to students via hard copy and email.
- When community service hours owed are not served within two weeks of the date of issuance, a student may receive an in-school suspension to remediate the hours owed.
- The cumulative tardy count starts over at the beginning of each semester.
Davis Joint Unified School District Dress Code Policy

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.
How to Request a Copy of Your Transcript

Transcripts may be required for a variety of reasons, including college applications, insurance providers, and scholarships. Unofficial transcripts can be printed by your counselor. Official transcripts must be requested and printed by our school registrar and provided in a sealed envelope. To request an official transcript, complete the following steps:

1. Pick up a blank 4 x 6 transcript request card from the box on the registrar’s desk in the DVHS Office. Seniors, please note that you will already have a pre-labeled request card.

2. Fill out the card with the relevant information for your request.

3. If your official transcript needs to be mailed, please include a pre-addressed, stamped envelope (as pictured below) with your request card.

4. Place the completed request card and stamped envelope in the inbox on the registrar’s desk.

5. Official transcripts are typically available for pick up or mailed out within 3-5 business days.
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:

1. First, a student picks up a blank work permit application from the Da Vinci office or completes the online application at https://www.dir.ca.gov/dlse/dlseformb1-1.pdf.

2. Next, the student and parent/guardian complete the upper portion of the work permit and take the work permit to the future employer to fill out the lower section, including signature.

3. The student then submits the completed work permit application to the DVHS registrar for site administrator review and approval after reviewing academic performance, attendance, and behavior.

4. The Da Vinci office issues the approved work permit to the student or informs the student of the denial and required steps to rectify.

5. The student returns the final work permit to the employer. DVHS will also keep a copy on file.

***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 steps below to schedule a meeting time with your counselor:

1. Go to [https://www.myscuta.com/appointment](https://www.myscuta.com/appointment)

2. Enter your counselor’s email address
   - Nicole Roper (last names A-K): nchiamparino@djusd.net
   - Erika Strand (last names L-Z): estrand@djusd.net

3. Enter the information prompted on the screen and make sure to check the box marked “Please check this box to move forward with scheduling this appointment.”

4. Continue to enter information for the boxes marked with an asterisk (*). Only available dates and times will be shown.

5. Once complete, you will receive a confirmation email for your appointment request. This email confirms that your appointment has been scheduled. Use this email as your pass to attend the meeting and it should be shown to your teacher if the appointment is during class time.
Accessing the School Nurse

The school nurse is available to promote healthy lifestyles and prevent illness among students. Nurse Amy 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:

- Nutrition
- Chronic fatigue
- Sleep problems
- Hygiene and personal care concerns
- Reproductive health referrals and confidential visits during school hours
- Sexual health education
- Relationship issues
- Mindfulness practices
- Eating disorders
- Mental health problems including anxiety, depression, self-harm and post-traumatic stress disorder (PTSD)
- Bullying

Everything you talk to the nurse about is confidential unless you or someone else is being hurt. In that case, we need do everything we can to ensure everyone is safe.

Stop by my office, opposite the MPR. No appointment is necessary. I work Tuesday – Friday 10:30 – 2:30. If I am not available, please email astacy@djusd.net or text me at 530-746-0905 and I will see you as soon as I can.
How to Complete Independent Study

Students may request Independent Study for a minimum of 1 day and up to a maximum of 15 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 DVHS office one week prior to the anticipated absence or download the documents at: https://davincicharteracademyhs.net/resources/independent_study.

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 DSHS courses);
   - an Independent Study Check List 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.
INTRODUCTION 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 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.

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.

<table>
<thead>
<tr>
<th>OFFENSE</th>
<th>CONSEQUENCES FOR 1st TIME OR LESS SERIOUS OFFENSES</th>
<th>CONSEQUENCES FOR SERIOUS OR REPEATED OFFENSES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
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<tr>
<td>● Failing to follow classroom procedures.</td>
<td>● Parent/guardian notification</td>
<td>● Counseling by the student’s teacher, counselor, or an administrator</td>
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<tr>
<td>● Cheating</td>
<td>● Counseling by the student’s teacher, counselor, or an administrator</td>
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<tr>
<td>● Littering or spitting</td>
<td>● Reflective writing/discussion</td>
<td>● Conference with the parent/guardian</td>
</tr>
<tr>
<td>● Failure to follow school rules about the use of items such as bicycles, skateboard, any electronic device</td>
<td>● written apology to staff, class, student, and/or parent/guardian</td>
<td>● Face-to-face mediation if appropriate</td>
</tr>
<tr>
<td>● Wearing clothes inappropriate for school (see Dress Code and Gang Policy 1)</td>
<td>● detention</td>
<td>● Referral to community resources</td>
</tr>
<tr>
<td>● Showing affection in a way inappropriate for school</td>
<td></td>
<td>● Referral to counseling/training program</td>
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<tr>
<td>● Gambling</td>
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<td>● Loss of school activity/privileges</td>
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<tr>
<td>● Misbehaving at a school sponsored activity</td>
<td></td>
<td>● Suspension</td>
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<tr>
<td>● Behavior which a reasonable person would relieve insults and/or degrades a person 2</td>
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<tr>
<td>● Rough play, fake fighting 2</td>
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<tr>
<td><strong>Level 2</strong></td>
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</tr>
<tr>
<td>● Repeatedly committing a Level 1 offense 3</td>
<td>● Parent/guardian notification</td>
<td>● Counseling by the student’s teacher, counselor, or an administrator</td>
</tr>
<tr>
<td>● Being rude and argumentative to school staff</td>
<td>● Counseling by the student’s teacher, counselor, or an administrator</td>
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</tr>
<tr>
<td>● Using foul language or obscene hand gestures or symbols</td>
<td>● Reflective writing/discussion</td>
<td>● Conference with the parent/guardian</td>
</tr>
<tr>
<td>● Forgery of notes or signatures</td>
<td>● Written apology to staff, class, student, and/or parent/guardian</td>
<td>● Face-to-face mediation if appropriate</td>
</tr>
<tr>
<td>● Throwing food, water balloons, or other objects</td>
<td>● Detention</td>
<td>● Referral to community resources</td>
</tr>
<tr>
<td>● Participation in unauthorized games, which could lead to personal injury or harm</td>
<td>● Loss of school activity privileges</td>
<td>● Referral to counseling/training program</td>
</tr>
<tr>
<td>● Writing or drawing on school property</td>
<td>● Assigned to an alternative correctional study program</td>
<td>● Loss of school activity/privileges</td>
</tr>
<tr>
<td></td>
<td>● Suspension</td>
<td>● Suspension</td>
</tr>
</tbody>
</table>

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.
### 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.

<table>
<thead>
<tr>
<th>OFFENSE</th>
<th>CONSEQUENCES FOR 1st TIME OR LESS SERIOUS OFFENSES</th>
<th>CONSEQUENCES FOR SERIOUS OR REPEATED OFFENSES</th>
</tr>
</thead>
</table>
| Level 4A | • 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, 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]) | • 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 |

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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 (Continued)

<table>
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<tr>
<th>Level 4B</th>
<th>MANDATORY CONSEQUENCES</th>
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</table>
| - Repeated violation of category 4A  
- Behavior which a reasonable person or group would believe intimidates, harasses, or threatens physical force of harm 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) | These three consequences shall apply to any violation of Level 4B.  
- 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.  

Law enforcement may be notified.  

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. |

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)]

<table>
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<tr>
<th>Level 5</th>
<th>MANDATORY CONSEQUENCES</th>
</tr>
</thead>
</table>
| - Repeatedly committing a level 3 or 4 offense ²  
- Engaging in harassment, threats, or intimidation directed against a pupil or group of pupils (E.C. 48900 (l); 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 (i))  
- 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)) | These three consequences shall apply to any violation of Level 5:  
- Conference with parent/guardian; and  
- 1-5 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.  

Law enforcement may be notified.  

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. |

² 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.

² Self 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)

<table>
<thead>
<tr>
<th>OFFENSE</th>
<th>MANDATORY CONSEQUENCES</th>
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<tbody>
<tr>
<td><strong>Level 6</strong></td>
<td>All consequences shall apply to any violation of Level 6</td>
</tr>
<tr>
<td>● Repeatedly committing a Level 5 offense ¹</td>
<td>● Conference with parent/guardian; and</td>
</tr>
<tr>
<td>● Hate crimes ² committed or attempted against a person or his/her property (Penal Code 422.6 and E.C. 48900.3)</td>
<td>● 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.</td>
</tr>
<tr>
<td>● Possession of any knife, explosive, or other dangerous object of no reasonable use to the student (E.C. 48915 (a) (2))</td>
<td>● Law enforcement will be notified.</td>
</tr>
<tr>
<td>● Assault or battery, as defined by Section 240 and 242 of the Penal Code upon any school employee (E.C. 48915 (a) (5))</td>
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<tr>
<td>● Possession of an imitation firearm (E.C. 48900 (m))</td>
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<tr>
<td>● Causing serious physical injury to any person, except in self-defense ³ (E.C. 48915 (a) (1))</td>
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<tr>
<td>● 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</td>
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</tr>
<tr>
<td>● Unlawfully offering, arranging to sell, or selling the prescription drug SOMA (E.C. 48900 (p))</td>
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</tr>
<tr>
<td>● Possession of an explosive as defined in 18 USC 921 (E.C. 48915 (c)(1))</td>
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</tr>
<tr>
<td>● 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.</td>
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<tr>
<td>● Hate 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.</td>
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</tr>
<tr>
<td>● Self 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.</td>
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<tr>
<th></th>
<th>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.</th>
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<tbody>
<tr>
<td><strong>LEVEL 7</strong></td>
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<tr>
<td>● Possession, selling or otherwise furnishing a firearm (E.C. 48915(c)(1))</td>
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<tr>
<td>● Brandishing a knife at another person (E.C. 48915(c)(2))</td>
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<tr>
<td>● 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</td>
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</tr>
<tr>
<td>● Committing or attempting to commit a sexual assault or committing a sexual battery (E.C. 48915(c)(4))</td>
<td></td>
</tr>
<tr>
<td>● Possessing an explosive as defined in 18 USC 921 (E.C. 48915(c)(5))</td>
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</table>

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.

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.

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.