

King Continuation High School



Student Handbook

2018-2019

*WE ARE...Present, Positive, and
Productive!*

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2018 – 2019 King School Calendar

| | |
|-----------------------|---|
| August 1 | School Office Open 8-3 |
| August 28 | Welcome Night 6:00 pm--new students and families only |
| August 29 | First Day of School |
| September 3 | Labor Day Holiday |
| September 26 | Back to School Night 6:00-7:00p |
| November 12 | Veterans Day Holiday |
| November 19-23 | Thanksgiving Break |
| December 24-January 4 | Winter Break |
| January 7 | Teacher Work Day – Secondary |
| January 21 | Martin Luther King Holiday |
| February 11 | Local Holiday |
| February 18 | Presidents Day Holiday |
| March 25-29 | Spring Break |
| May 27 | Memorial Day Holiday |
| June 13 | Graduation—Richard Brunelle Theater, 6:00 pm |
| June 14 | Last Day of School |

Present, Positive and Productive!

The History of King High School

King High School was established in 1970 by two teachers, Jim O’Keefe and Sharon Reynolds; a secretary, Barbara Martin, and a principal, Jack Reinwand. The school consisted of two trailers on what is now our current campus. The students chose the name Martin Luther King, Jr. High School to embody their dream of equality for all.

In February 1970, King High moved into a modular building at the site of the Davis Commons shopping area. There were fewer than 25 students in attendance during that first year. The school moved to its current location in 1981 and then underwent a major renovation in 2006, leaving us with the impressive building that now enrolls 70-100 students per year. One thing has not changed: our commitment to meeting kids where they are and celebrating their successes. King is family.

Principal’s Message

Welcome to Martin Luther King (Jr.) High School! King has been nurturing and challenging students for almost 50 years. We are a small learning community focused on fostering confidence in our students as they develop the skills needed to be independent, successful, kind, happy adults.

We offer individualized and small-group instruction, flexible scheduling, and creative opportunities to recover credits. We are WASC-accredited and many of our students go on to community colleges.

King is a family. We take care of each other and inspire one another to be better versions of ourselves. Since beginning as a teacher here in 2016, I’ve realized that King is the best school around, and I’m thrilled to step into the role of Principal for this year. I believe in our program, our staff, and our students with my entire being. King puts you in charge of your own education, and we are here to help you be successful in your journey!

Thank you for sharing your students with us and trusting us. We take that responsibility very seriously.

Respectfully,
Cristina Buss
Principal, King High School

King Staff Members

| | |
|---|--|
| Main Phone Number | (530) 757-5425 |
| Fax Number | (530) 757-5440 |
| Cristina Buss Principal | cbuss@djUSD.net |
| Maricela Ortega Site Administrative Assistant | mortega@djUSD.net |
| Sharlese Jones Counselor | sljones@djUSD.net |
| Theo Buckendorf Teacher | tbuckendorf@djUSD.net |
| Mark Jordan Teacher | mjordan@djUSD.net |
| Blair Howard Teacher | bhoward@djUSD.net |
| Cat Young Teacher | cyoung@djUSD.net |
| Julie Gwaltney Teacher | jgwaltney@djUSD.net |
| Wes Ruff Teacher | wruff@djUSD.net |
| Kendra Norton Resource Teacher | knorton@djUSD.net |
| April Seto Psychologist | aseto@djUSD.net |
| Maria Aguirre-Robledo Paraeducator | maguirre@djUSD.net |

King Vision and Mission

Vision: King High's vision is to ensure that every student in our community thrives.

Mission: At King High:

- We care for the whole child by providing them with a safe and welcoming environment, connecting them to resources, addressing their changing needs, and treating them as capable students.
- We expect students to graduate and we provide supports to allow them to earn and recover credits in a variety of ways.
- We aim to ignite confidence in students to reconnect them with their learning.
- We help students explore post-graduation opportunities.
- We teach students to think and care about something bigger than themselves and to connect to their community.

King Student Learning Outcomes:
We are Present, Positive, and Productive!

King Schedule

One of the benefits of King High is that we offer a flexible program to meet the needs of our students. We offer a morning session (8:30-11:30 a.m.) and an afternoon session (12:30-3:30 p.m.) We also offer a Study Skills and Jumpstart class from 11:30-12:30. Students are therefore taking 3-4 classes at a time. Each class is 60 minutes long and there are no passing periods or in and out privileges. We are a closed campus.

The counselor and student will work together to determine the session that best suits the student's needs. The staff reserves the right to switch sessions if they feel it will better benefit the student.

We all Belong Resolution

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. The Resolution and other resources can be accessed at www.djUSD.net/belong

Enrollment Process

1. Interested 10th-12th grade students who are at least 16 years old and their parent/guardian must contact the counselor at their home school. If they have an IEP (enrolled in special education) they must contact their case manager. 15.5 year old students may be enrolled on a case by case basis, depending on availability and special need.
2. Student and parents will attend a meeting to discuss King's structure and student needs.
3. The team will decide if King is an appropriate placement. (This decision will be made by the IEP team)
4. Student and parent are required to attend a Basic Parent Night prior to beginning the quarter at King.
5. The new student will engage in a multi-day orientation before attending regular classes.

Student Responsibilities

- Come to school on time, every day, and be an active learner.
- Have parent/guardian inform the office if you will be absent or need to leave early. Students are not allowed to leave campus before the end of the day unless the office approves it.
- Be respectful, thoughtful and polite. All language, attire, manners, and possessions should be school appropriate.
- Cell phones are to be turned off and put away for the entire time you are in the building. No ear buds should be seen. (see cell phone policy)
- Do your part to keep the school community clean, orderly, and safe.
- Speak to staff members regarding any bullying or other negative behavior that might impact our learning environment.
- Stay away from other school campuses during the instructional day.
- Be safe, respectful, and courteous around the campus and in the community.

Parent/Guardian Responsibilities

- Ensure that your student is aware of the school's expectations and maintain active involvement with your child's learning to achieve success.
- Ensure that your student has a study area that allows concentration on completing school assignments away from school.
- Maintain good communication with your student's teachers to ensure a solid home-school connection.
- Complete the necessary paperwork and return it to the school by the dates requested (e.g. enrollment forms, master written agreements).
- Notify King staff of any student absences.
- Make sure that you keep your contacts and the student's emergency contacts updated.

Advisor Responsibilities

- Assess and monitor student's academic and social/emotional needs and provide appropriate support for the student.
- Notify parent/guardian of any concerns.
- Maintain communication with principal and other appropriate support staff in cases where special concerns about the student arise.
- Evaluate student work and assign appropriate grades and credits each week.
- Communicate honestly and frequently with students about their work and their future.

Evaluation of Student Progress

Students will be assigned a staff member to be their advisor. They will meet weekly at credit check to review their credit earning the prior week. This advisor can provide additional support and can be an advocate for the student.

A copy of the student's "credit card" can be provided at any time.

Discipline

If students violate school rules, they are expected to accept the consequences of their behavior and learn from the experience. If a student is suspended for any reasons enumerated in Ed Code 48900 or 48915 they will be excluded from participating in school activities, including attendance at practice or participation in games.

POSSIBLE CONSEQUENCES FOR CLASSROOM MISBEHAVIOR

- Teacher reinforces expectation when an infraction first occurs
- Student participates in a restorative conference or circle
- Student signs a contract to end misbehavior; copies to administration and parents
- Student sent directly to administration, discipline assigned, conference with parents
- Student sent directly to administration, probable suspension, and conference with parents

Dress Code

Students should wear clothing that is appropriate for school. Clothing that depicts or implies drugs, alcohol, tobacco, violence, offensive stereotypes, gang affiliation, and/or sexual behavior is prohibited.

California Education Code

California Ed Code prohibits the following:

- Smoking and possession of tobacco or tobacco-related products
- Being under the influence of alcohol or drugs
- Possession of alcohol or drugs

Attendance Problems and Consequences

King High School actively participates in the DJUSD truancy three-tiered truancy program.

Letter 1=after 9 periods of unverified, truant, truant tardy, or unexcused absences

Letter 2=after 15 periods of unverified, truant, truant tardy, or unexcused. This includes a student/parent meeting and 8 hours of truancy time to be served outside of regular school hours.

Letter 3=after 21 periods of unverified, truant, truant tardy, or unexcused. This will include an additional meeting, more truancy time, and possible police involvement.

King Student Support Services

Teacher-Student Relationship

Due to our small class sizes, the student and teacher get to know one another on a personal level. Therefore, initial questions that parents might have about their student's performance at school should be directed to the teacher and/or the student's advisor. The teacher and advisor can provide advice and suggestions for follow-up with other professional staff members, if appropriate.

Counseling and Guidance Services

A school counselor and psychologist are on staff on a part-time basis to help students with career and college planning, checking credits for graduation, testing services and help in working through crisis situations. Phone number and extensions for the counselor and psychologist are listed in the staff directory in this handbook.

Wellness Center

The Wellness Center is available to all DJUSD students and provides

- Basic First Aid
- Care for Minor Illnesses
- Reproductive Health Services:
 - Birth control, pregnancy tests, STD testing and treatment
 - Educational Resources
 - Referrals
- It is open on Wednesdays from 10-2:00.

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

An SST or IEP meeting may be initiated for the purpose of reviewing the status of a student's performance in cases where particular concerns about the student may exist. An SST meeting will include the parent, student, teacher, and at least one of the following staff members: resource teacher, psychologist, and/or counselor. An IEP meeting, for assessing possible student learning disabilities, will include the parent, teacher, resource teacher, psychologist, and either counselor or principal.

Homework and Credit Earning at King

- Students are expected to earn 2 credits per week
- 1 credit in school and 1 outside of school
- **1 credit = 15 hours of work = 15 units**
- **1 unit = 1 hour of productive work at an appropriate level**
- Students attend school 3 hours per day = 3 units per day = 15 units per week = 1 credit
- Students need to earn 1 credit outside of school by doing homework
- **Homework: 15 hours per week = 3 hours per day outside of school (minimum)**

How do I get homework?

YOU NEED TO ASK YOUR TEACHERS FOR HOMEWORK! They will not assign you homework unless you ask. If you don't ask, you won't get any homework and you will be falling behind in your credit earning. You can also come up with an idea for a project or assignment that you would like to study or work on. Ask a teacher *beforehand* if you could get credit for it. For example:

- If you would like to work on a car or a bike at home, talk to Theo about it beforehand and discuss what kind of documentation he will need from you to give you credit.
- OR if you want to research a career you are interested in pursuing after high school, visit colleges, shadow a professional in that field, or do an internship, then ask about how to get credit for all this.
- OR talk to your teacher-advisor to help you put a proposal together for a project that you are interested in doing. You may be able to get credits in a variety of subject areas based on the depth of your project.

Is there a maximum number of credits I can earn per week?

No, there is not. The goal is 2 credits per week, some students earn an average of 2.5, or in rare cases even 3 credits per week. However, it is not a realistic expectation to earn anything above 3 credits per week on average for an extended time period. Even 3 credits per week means an average of 6 hours of homework daily. You can earn a maximum of 2.5 credits per quarter per log subject.

Why do I need to earn 2 credits per week?

By only doing work in school, you will earn 1 credit per week at the most. That means that you are not on track to graduate on time from King High School.

King students have a shortened day and only attend school for 3 hours a day. You need to make up the "missing class time", compared to a traditional high school, by doing independent study work on homework outside of school for another 3 hours.

How do I know if I need to earn 2 credits per week to be on track to graduate?

Talk to your Advisor! Most students come here behind in credits and need to earn at least 2 credits per week to be on track to graduate on time.

How do I know if I earn an average of 2 credits per week?

We have Credit Check the first day of each week. You will meet with your teacher-advisor and log the number of units and credits you earned for the previous week on your credit card.

If you did not "make credit check", (earn 2 or more credits) discuss with your teacher-advisor what you can do to increase your credit earning that week.

If I miss school, can I make up for the time and the units that I missed?

Attendance is extremely important and, just like homework, key to success here at King. Our experience is that students generally do not make up for the hours of school time

that they have missed. Hours of missed school time add up very quickly and missed days are, most times, reflected in lower credit earning for that week.

However, if you do have to miss school, try to make up for missed class time by asking for homework from your teachers. Do homework for a few days or over the weekend after you missed school.

Can I only do homework for the classes that I am enrolled in?

No, you can earn credit in any subject area, even if you are not enrolled in those classes. Just approach those other teachers that you do not have and ask for homework, a log, a sketchbook, or what it takes to earn credit in that other subject area.

If I do an activity such as PE, drawing, cooking etc., for just one hour a week, is it really worth writing that down and handing it in to a teacher to get that one unit?

Absolutely! One hour per week, or one unit per week, adds up to 36 hours per school year because the school year has 36 weeks. If you do the math, 36 hours add up to almost 2.5 credits!

If you log 2 hours per week, you will earn 5 credits at the end of the year – that's equal to what you earned for one semester class at your traditional high school!

What if I spent a lot of hours on a homework assignment and get fewer units than expected?

Talk to your teacher! Explain how much time you spent on the assignment. Also, make sure you logged your hours on the teacher's assignment sheet. Sometimes, students forget to fill out the log on Fridays and are surprised how few units they get at Credit Check. Work presented should show evidence of the time spent.

Whom do I ask for the logs and hand them into?

Here is a list with the most commonly used logs/assignments and the teachers that hand them out and will give you credit for them:

PE Log – Theo Buckendorf

Cooking Log – Blair Howard

Reading/Writing Logs – Cat Young

Work Log – Mark Jordan

Music Log – Blair Howard

Sketchbook Drawings – Wes Ruff

School Site Council

King maintains a School Site Council, which is a committee composed of elected students, parents, teachers, support staff, and the principal. The council meets monthly to review the usage of the School Plan funds provided by the state. The purpose of the funds is to improve student achievement, consistent with the School Plan. We encourage students and parents to consider running for the Site Council when new members are elected at the beginning of each school year. Check the school website for Site Council meeting dates, agendas and minutes.

Transcripts

School transcripts are maintained for each student at the secondary level. The transcripts include records of the student's courses, grades, and credits earned for each course. Parents may request a copy of the student's transcript from the school registrar. The transcript is an important resource for determining the courses that a student needs to complete to meet graduation requirements.

Graduation Requirements

King is a fully accredited high school program through the Western Association of Schools and Colleges. To receive a King Diploma, a student must earn 210 credits in the appropriate subjects.

California Law Special Mandates

In order to graduate from King High with a High School diploma, one must earn 210 credits in the following subjects:

| | |
|-------------------------|----|
| ➤ English | 35 |
| ➤ Math* | 20 |
| ➤ Integrated Science | 20 |
| ➤ US History | 10 |
| ➤ American Government** | 5 |
| ➤ Social Studies | 10 |
| ➤ Economics | 5 |
| ➤ Fine Arts | 5 |
| ➤ Practical Arts | 5 |
| ➤ Careers | 5 |
| ➤ Physical Education | 20 |
| ➤ School Service | 1 |
| ➤ Electives | 69 |

*To complete Math, students must pass an assessment.

**To complete Government, students must pass an assessment.

King's Graduation Ceremony

King holds an intimate and meaningful graduation ceremony the Wednesday evening during the last week of school. It is held at the Richard Brunelle Performing Arts Building on the Davis Sr. High School campus. The ceremony features presentations by each graduate's teacher highlighting that student's accomplishments. The members of the Board of Education are present to congratulate each student and many students are awarded scholarships to apply toward college expenses.

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

Safety

Comprehensive Safety Plan

Maintaining a safe environment is critical to student success and is everyone's responsibility. With this in mind, the California Education Code (sections 32280-

32288) mandates that all school sites develop a comprehensive safety plan specific to their school. The plans are vetted by the District Safety Coordinator, the Director of Student Support Services, and the Davis Police Department. All plans are approved by the school site councils and the Board of Education.

In addition to the yearly adoption of the safety plan, King conducts safety weeks twice a year when evacuation and shelter in place drills are practiced. A yearly emergency communication drill is conducted at each site to ensure that parents can be notified promptly in case of an emergency. Comprehensive Safety Plans are available for review at the King office.

Accidents and Injuries

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

Emergency Contact Information

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

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

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

Complaints

General Complaint

King students and their parents tend to maintain very close communication with their teachers. Such communication is vital to each student's academic success. In some cases, the student or parent may have a concern that they may wish to bring to the attention of the principal. Discussing such issues with the principal will usually result in a satisfactory resolution. Problems not resolved at this level may be submitted in writing to the Student Services Office. District complaint forms are available at the school office.

The Board of Education accepts responsibility for providing a means by which the public can hold employees accountable for their actions. The Board expects that complaints be resolved expeditiously without disrupting the educational process.

Our Board encourages you to notify the district if you have concerns or complaints related to the district. Our Board hopes for early and informal resolution of each complaint starting at the lowest appropriate level. If you have a concern or complaint, your first step (informal complaint) is to discuss your concern with the staff member or site principal. If the matter is not resolved informally, you have the right to file a written complaint with the principal. The principal will investigate and provide you a written response. If you are not happy with the result of the written complaint then you may appeal the findings to the Director of Student Support Services. The Director of Student Support Services or a designee will investigate and resolve the complaint by following our complaint procedures.

Copies of general complaint forms are available at all school sites, at the customer service desk at the district office, or on the Student Support Services webpage found at www.djUSD.net. Board Policy 1312.3 and 1312.1; 5 CCR 4620-4622

Uniform Complaint

We are committed to following state and federal laws and regulations. You may file a complaint under the

Uniform Complaint Procedures if you believe the district has violated a state or federal law or if one of our programs is discriminatory.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs (5 CCR 4610)
2. Any complaint alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying in district programs and activities against any person based on his/her actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)
3. Any complaint alleging bullying in district programs and activities, regardless of whether the bullying is based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics
4. Any complaint alleging district violation of the prohibition against requiring students to pay fees, deposits, or other charges for participation

in educational activities (5 CCR 4610)

5. Any complaint alleging that the district has not complied with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)
6. Any other complaint as specified in a district policy

If you disagree with the resolution of a Uniform Complaint, you may appeal to the Department of Education or seek civil law remedies.

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

Board Policy 1312.3 and 1312.1; 5 CCR 4620-4622

Williams Uniform Complaint

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

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

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

Education Code 35186; 5 CCR 4680

Free and Reduced Cost Meals

Free or low cost meals are available for eligible students. The application that is included in reenrollment packets needs to be completed and returned to the school site. Nutrition services will notify the family of their eligibility once the application is processed. Ed. Code § 49510, et seq.

Health

Health Services

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

Communicable Disease

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

Confidential Medical Services

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

Health Screening

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

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

Ed. Code §§ 49452

Healthy Schools

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

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

Medication

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

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

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

Physical Exams

Your student must receive a physical exam 6 months prior to enrolling in Kindergarten. Students enrolling in 1st grade who do not have a physical exam certificate on file have 90 days after enrollment to provide the certificate. Contact your school nurse if you need resources about where to get low-cost exams.

To make sure your child is ready for school, California law, Education Code Section 49452.8, now requires that your child have an oral health assessment (dental checkup) by December 31st in either kindergarten or first grade, whichever is his or her first year in public school. Assessments that have happened within the 12 months before your child enters school also meet this requirement. The law specifies that the assessment must be done by a licensed dentist or other licensed or registered dental health professional.

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

Psychological Assessments

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

Vaccines

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

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

For further information about your student's vaccines:

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

Exceptions

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

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

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

Alcohol, Drug, Gun and Tobacco-Free School

Bullying

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance. The board desires 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 of any student.

No individual student through physical, written, verbal, or other means, may harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage the person's reputation.

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with the law and the district complaint procedure. Ed. Code §§ 200, 220, 234.1

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.

Talk to your school principal if you believe we are not complying with this policy. If the principal does not agree, you may appeal to the Student Support Services Office or file a formal complaint. Ed. Code 221.5 (f)

Non-discrimination

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

Sexual Harassment

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment or sexual violence of students at a school-sponsored or school-related activity. The Board also 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 a district compliance officer. A copy of our policy against sexual harassment as it relates to students is attached. Ed. Code §§212.5, 231.5, 48980(g); Board Policy 5145.7

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.

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).

John Bowes, Ed. D.....Superintendent
Matt Best.....Deputy Superintendent,
Administrative Services
Rody Boonchouy.....Associate
Superintendent, Instructional Services
Bruce Colby.....Chief Business and
Operations Officer
Troy Allen.....Secondary
Education and School Leadership
Matt Duffy.....Elementary
Education and School Leadership
Marcia Bernard.....Director Instructional
Technology & Learning
Derek Brothers.....Director Personnel Services
Laura Juanitas.....Director Student Services
Karen Harris.....Director Student Nutrition
Services
Bob Kehr.....Director of Technological Support
Ricardo Perez....English Learner, Immersion and
World Language Programs
Patrick McGrew.....Director Special Education
David Burke.....Director Facilities
Omaira Reyna.....Director Fiscal
Services

Tom Adams, President
Bob Poppenga, Vice President
Alan Fernandes, Trustee
Joe DiNuzio, Trustee
Cindy Pickett, Trustee

CREDIT SYSTEM AT KING

1 Hour of Work (productive at an appropriate level) = 1 Unit

15 Units = 1 Credit

GOAL:

2 Credit per Week

1 Credit in School

1 Credit outside of School

School

3 1-Hour Classes per Day

5 Days per Week

= 15 Hours = 1 Credit

Homework

3 Hours per Day

5 Days per Week

= 15 Hours = 1 Credit

I Didn't Know I Could Get Homework Credit for That!

Homework at King:

- is defined as a positive learning experience done outside of school
- is not assigned; students must ask for it
- is tailored to student interest and motivation
- is negotiated individually between each student and teacher

| | |
|---|---|
| <p>Wes Ruff Art, Econ, US History wruff@djUSD.net</p> | <p><u>Art</u> - Museum or gallery visits with a written report, art projects done at home with prior teacher agreement, or choices from the sketchbook. <u>Econ</u> – Packets, book work, topical papers based on class instruction, stock market challenge, artwork for the work wall.</p> |
| <p>Theo Buckendorf Government, PE, Bike Shop tbuckendorf@djUSD.net</p> | <p><u>PE Logs</u> - Walking, running, cycling, working out, snowboarding, skiing, skateboarding, walking the dog, fixing bikes, martial arts, yard work, community service. Credit is issued for hours logged and there is a 2.5 credit max per quarter. (Participation in organized team sports and/or ongoing classes taught by an instructor can earn up to another 2.5 credits and will be granted at the end of the quarter.) <u>Government</u> - Political activity such as attending rallies, participating community awareness campaigns, registering to vote and/or for the selective service system. See me to establish credit and verification expectations. <u>Practical Art/Shop</u> – Any hands on “work” projects such as repairing mechanical things, building projects around the house, and creating functional art. See me to establish credit and verification expectations.</p> |
| <p>Mark Jordan Mathematics mjordan@djUSD.net</p> | <p><u>Math</u> packets to review math.</p> |
| <p>Cat Young English cyoung@djUSD.net</p> | <p><u>Reading Logs</u> - Self-selected books. Credit is issued for hours logged (a reflection on your reading is required) and there is a 2.5 credit max per quarter.</p> <p><u>Writing Logs</u> - Self-selected writing (short stories, poems, essays, book/movie reviews, etc.). No credit limit but you need to log hours spent and identify what part of the writing process you spent the time on.</p> <p><u>Other English options</u> - Vocab, grammar, reading, writing packets or library tasks (can also count for School Service credit).</p> |

| | |
|--|---|
| <p>Blair Howard US History, Careers, Music, Cooking, Humanities bhoward@djusd.net</p> | <p><u>History</u> or geography projects, movies based on actual events, registering to vote, watching and reporting on political events, and debates. <u>Cooking Logs, Music:</u> Music practice, music lessons, making "beats", recording, playing at a gig, working on car audio systems <u>Careers/Life Skills:</u> Career education packet, Career Interview Worksheets, job shadowing, real-world work experience, complete a job application, prepare for post-secondary education (FAFSA, college applications, college tours/visits, speak with admissions counselor, school fact-sheet...). Course will also include mindfulness practices and social/emotional health topics.</p> |
| <p>Sharlese Jones Counselor sljones@djusd.net</p> | <p>Seeing a counselor, therapist or psychiatrist, being in a support group, taking care of health issues, applying for social services such as Medical, Healthy Families, applying for financial aid, visiting colleges or vocational schools, participating in programs such as John H. Jones, AA/NA etc.</p> |
| <p>Julie Gwaltney Science jgwaltney@djusd.net</p> | <p><u>Science:</u> Science packets, science news article summary, real-world health issue summary, written summary of Science/Nature show, animal species feature worksheet, memorize human body anatomy/physiology (in-class mini-quizzes available when you are ready), watch a meteor shower and keep a record, moon/planet log, mini-experiments at home. See me for details.</p> |

PE LOG

Student Name _____

Supervisor _____

Dates from _____ to _____

| Date | Activity | Begin | End | Total Time | Verification |
|------|----------|-------|-----|------------|--------------|
| | | | | | |
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Total hours: _____ Total credit _____

I agree to accept the responsibility of the physical education activity of my child by seeing that s/he has the supervisor in charge (myself under approved circumstances) keep track of participation and sign this form at each session. I understand that this privilege will be withdrawn at once if abused in any way.

Supervisor Signature _____ Student Signature _____

SAMPLE PE LOG

Student Name _____

Supervisor _____

Dates from _____ to _____

| Date | Activity | Begin | End | Total Time | Verification |
|------|------------------|-------|--------|------------|--------------|
| 10/2 | Running | 8am | 9am | 1 Hr | |
| 10/3 | Weight Lifting | 6pm | 7:30pm | 1.5 Hrs | |
| 10/5 | Biked to Winters | 7am | 10am | 3 Hrs | |
| 10/6 | Running | 8am | 9pm | 1 Hr | |
| 10/7 | Walked dog | 4pm | 4:30pm | .5 Hr | |
| 10/8 | Yoga Class | 5pm | 6pm | 1 Hr | |
| | | | | | |

Total hours: 8 Hr. Total credit: 8units

I agree to accept the responsibility of the physical education activity of my child by seeing that s/he has the supervisor in charge (myself under approved circumstances) keep track of participation and sign this form at each session. I understand that this privilege will be withdrawn at once if abused in any way.

Supervisor Signature _____ Student Signature _____

Cat's English
Per.

Name

READING LOG

Directions: *Focusing on the story's theme, choose a quote, a character's actions that stand out, or a representation of a literary device to write your reflection. In other words, if something in your reading for the day stands out, write about how it relates to the story's theme.*

| DATE | Title of Reading: | Pages Read: | Reflection is on Page # | Time Spent: : |
|----------------------------|-------------------|-------------|-------------------------|------------------|
| Reflection: | | | | |
| Parent/Guardian Signature: | | | | |

| DATE | Title of Reading: | Pages Read: | Reflection is on Page # | Time Spent: : |
|-------------|-------------------|-------------|-------------------------|------------------|
| Reflection: | | | | |

| |
|----------------------------|
| |
| Parent/Guardian Signature: |

| DATE | Title of Reading: | Pages Read: | Reflection is on Page # | Time Spent: : |
|----------------------------|-------------------|-------------|-------------------------|------------------|
| Reflection: | | | | |
| Parent/Guardian Signature: | | | | |

Directions: Focusing on the story's theme, choose a quote, a character's actions that stand out, or a representation of a literary device to write your reflection. In other words, if something in your reading for the day stands out, write about how it relates to the story's theme.

Direction:
write your reflection

andout, sent
but reading for the day stands out, write about how i

| | | | |
|---|---|---------------------|-------------------|
| DATE 03/07 | Title of Reading Enthralled Paranormal Diversions | Pages Read: ? | Refl Page 6 |
| <p>ns quo comes a fire home. nightfall just as the moon burns a bright light in the horizon. In that story the world is part apocalyptic and the main try to avoid other people at all costs, but someone found them.</p> | | | |

| | | | | |
|---|---|--------------------------|------------|-----------------------|
| DATE 03/08 | Title of Reading Enthralled Paranormal Diversions | Pages Read: 57-127 | is n 57 | Time Spent: 1hr |
| <p>Reflections (Write) "No one drove on Red Run at night" Red Run is a story about a road called Red Run where there is the ghost of a teenage girl said to kill people. The girl thought he had killed her brother. To find him, but there's a plot twist!</p> | | | | |

| | | | | |
|--|---|--|--|----|
| DATE 03/09 | Title of Reading Auntie's of Oz Bonheur | | | 2h |
| <p>pages because it's not part of every page. The line is "I refuse to make good dreams!" That line is fun. Evil characters are fun.</p> | | | | |

WRITING LOG

Cat's English
Per.

Name

WRITING LOG

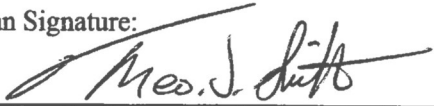
Directions: *Staple this log to your writing papers. (Alternatively, you can email your piece to me and turn this log in separately.)
If writing in longhand, always keep your most recent revision, draft, etc. on top.*

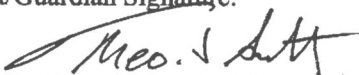
| DATE | Topic of Piece: | Pages Written: | Genre: | Time Spent: : |
|--|-----------------|-------------------|--------|---------------------|
| Briefly describe where you were in the writing process (brainstorming, prewriting, drafting, revising, editing, etc.). | | | | |
| What kind of feedback would you like on the piece (revision, editing, or none)? | | | | |

WRITING LOG

2

Directions: Staple this log to your writing papers. (Alternatively, you can email your piece to me and turn this log in separately.) If writing in longhand, always keep your most recent revision, draft, etc. on top.

| | | | | |
|--|-------------------------------------|----------------------|--------------------------------|-----------------------|
| DATE 1/16 | Topic of Piece: untitled as of now. | Pages Written: 2+ | Genre: Random/ Not sure yet | Time Spent: 30 min |
| Briefly describe where you were in the writing process (brainstorming, prewriting, drafting, revising, editing, etc.) I sort of got a random a random idea and then went with it. I ave no idea where it's going from here or stage this would go in. Maybe brainstorming + prewriting? | | | | |
| Parent/Guardian Signature:  | | | | |

| | | | | |
|--|--|------------------------------------|--------------|---------------------|
| DATE 1/16 | Topic of Piece: January ATC Parent meeting notes | Pages Written: 1 front and back | Genre: notes | Time Spent: 1 hr |
| Briefly describe where you were in the writing process (brainstorming, prewriting, drafting, revising, editing, etc.) I was taking notes on a meeting an have to share the notes with my class so they are aware of what is going on. | | | | |
| Parent/Guardian Signature:  | | | | |

| | | | | |
|---|-----------------|----------------|--------|-------------|
| DATE | Topic of Piece: | Pages Written: | Genre: | Time Spent: |
| Briefly describe where you were in the writing process (brainstorming, prewriting, drafting, revising, editing, etc.) | | | | |
| Parent/Guardian Signature: | | | | |

Music Log

Name _____

Week of _____ to _____

Total time for the week: _____

| Date | Start Time | End Time | Total Time | Instrument(s) | Songs or tunes played | Practice Goal |
|------|------------|----------|------------|---------------|-----------------------|---------------|
| | | | | | | |
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Music Log

Name Sharon "The Genius" McCorkellWeek of 10/11/56 to 10/18/56

| Date | Start Time | End Time | Total Time | Instrument(s) | Songs or tunes played | Practice Goal |
|----------|------------|----------|------------|----------------------|--|--|
| 10/11/56 | 11:00 Pm | 1:00 Am | 3 hrs | Guitar | Fade to Black One Come as You Are | Guitar solo Intro Smoother chord transitions |
| 10/12/56 | 4pm | 5pm | 1 hr | Guitar | One The Trooper | Worked on minor pentatonic scale |
| 10/13/56 | 8pm | 12pm | 4 hrs | Bass | Bourlee Smells Like Teen Spirit Cancion Para Ti (I wrote it) | Band practice—staying together as a group and taking turns soloing |
| 10/15/56 | 4pm | 5:30pm | 1 1/2 hrs | Guitar | Made up my own riffs | Want to write a new song |
| 10/16/56 | 8pm | 10pm | 2 hrs | Guitar, bass, vocals | Whole band set for gig next weekend | Working on singing and playing at the same time |

Total time for the week: 11 1/2 hours

Name _____

WORK LOG

| Date | Work Site | Time IN | Time OUT | Supervisor |
|------|-----------|---------|----------|------------|
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For every 8 hours of work, write a half page reflection on something you learned while working, or something you discovered about yourself in terms of your future working life. Or bring in a copy of your paystub.

SAMPLE WORK LOG

| Date | Work Site | Time IN | Time OUT | Supervisor |
|---------|-------------------------------|---------|----------|------------------------|
| 8-22-12 | Babysat my 6-year-old brother | 3 pm | 6 pm | (mom's signature) |
| 8-23-12 | Worked at Carl's Jr. | 4 pm | 9 pm | (see paystub) |
| 8-24-12 | Mowed my neighbor's lawn | 7 pm | 8 pm | (Neighbor's signature) |
| 8-26-12 | Worked at Carl's Jr. | 4 pm | 9 pm | (see paystub) |
| 8-27-12 | Babysat my brother | 3 pm | 6 pm | (mom's signature) |
| 8-28-12 | Worked at Carl's Jr. | 4 pm | 9 pm | (see paystub) |
| | | | | |
| | | | | |
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For every 8 hours of work, write a half page reflection on something you learned while working, or something you discovered about yourself in terms of your future working life. Or bring in a copy of you paystub.

Name _____

COOKING LOG

| Date | Meal Prepared | Time Spent | PROOF OF COMPLETION | (EITHER COPY OF | RECIPE OR PICTURE) |
|-----------|---------------|------------|---------------------|-----------------|--------------------|
| Monday | | | | | |
| Tuesday | | | | | |
| Wednesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |
| Saturday | | | | | |
| Sunday | | | | | |

SAMPLE COOKING LOG

| Date | Meal Prepared | Time Spent | PROOF OF COMPLETION | (EITHER COPY OF | RECIPE OR PICTURE) |
|-----------|---------------|------------|---|-----------------|--------------------|
| Monday | Fried Chicken | 1.5 hours | <p>Combine flour with salt and pepper in bowl. In another bowl whisk 2 eggs. Cut whole chicken into 8 pieces. Dip chicken in flour, then egg, then back in flour.</p> <p>Melt shortening over medium heat in deep pan.</p> <p>Fry each piece 3 minutes each side.</p> <p>Drain on paper towels.</p> | | |
| Tuesday | | | | | |
| Wednesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |
| Saturday | Tacos | 30 min | <p>- cut and prepare filling, tomatoes, lettuce.</p> <p>- Brown beef in pan. Pour off fat.</p> <p>- Fry corn tortillas in oil.</p> <p>- Assemble with cheese whiz.</p> | | |
| Sunday | | | | | |