

# **Davis School for Independent Study**

**Student/Parent Handbook**  
2011-2012



## **2010-2011 School Calenda**

August 23	First Day of School
September 5	Labor Day Holiday
September 7	Lifetouch Picture Day
September 23	Back to School Night 6:00-7:00
November 4	Elementary Student Holiday (Grades k-6) (Elementary Staff Workday)
November 11	Veteran's Day Holiday (Observed)
November 21-25	Thanksgiving Holiday
Dec 19—Jan 2	Winter Break
January 17	Martin Luther King Holiday (Observed )
January 25	Secondary Student Holiday (Grades 7-12) (Secondary Staff Workday)
February 13	??????Holiday (No school for students and staff)
February 20	President's Holiday (Observed )
March 13	Open House Night 6:00-7:30
April 9—13	Spring Break
May 28	Memorial Day Holiday (Observed)
June 7	Last Day of School

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## DSIS Mission Statement

Davis School for Independent Study provides an academically challenging course of study in an enriching educational environment that considers and supports each student as it fosters academic, personal, and social growth.

## Principal's Message

Welcome to Davis School for Independent Study! I hope that your stay with us will be a meaningful and successful educational experience for you.

This handbook is intended to introduce you to our school. Read its contents carefully and keep in mind that the staff is available to answer any questions you have about DSIS.

Our school is unique in that the majority of the responsibility for learning falls on the shoulders of the students. Developing good work and study habits, as well as planning out your daily schedule from the onset, will contribute to your success. Independent study is not an easy learning strategy, but it is one that allows flexibility and individuality of instruction for each student. It is very important that each student keep up with work assignments. Any time you feel that independent study is not the best learning format for you, you should let your teacher know right away. Since independent study is a voluntary educational option, a student may return to the traditional school site full-time at any time.

Our ultimate goal at DSIS is to provide a rich curriculum that will promote achievement for all our students and, for our secondary students, help you achieve a high school diploma and prepare you for your chosen path: attending an institute of higher learning or entering the work force. The skills you acquire in high school will assist you towards leading a productive, successful adult life.

We are hopeful that your contribution to the school will help maintain a positive and constructive educational environment that contributes to your own success and the success of others at DSIS.

Kim Wallace

Staff Members

School phone number:  
530-757-5333

<u>Name</u>	<u>Position</u>	<u>Phone Ext.</u>
Elizabeth Allen	RSP Teacher	171
Lucy Boland	Teacher	164
Linda Brant	Teacher	159
Cindy Breitmeyer	Registrar	154
Christine Easton	Teacher	167
Michael Howell	Teacher	161
Laura Juanitas	Teacher	160
Trisha Kurata	Teacher	163
Eleanor Low	Teacher	158
Lori Neundorfer	Admin. Secretary	155
Marvie Paulson	Counselor	170
Cathy Scarr	Teacher	183
Barbara Sells	School Psychologist	171
Christine Simms	Teacher	165
Amy Thomson	Teacher	166
Iris Tennenbaum	Computer Technician	156
Jamie Wales	Teacher	168
Kim Wallace	Principal	153
Melinda Zimmerman	Library Technician	157

Staff e-mails are first initial and last name @djUSD.net example:

## DSIS Philosophy

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

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

## DSIS Study Goals

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

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

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## **Davis School for Independent Study** **Student Learning Outcomes**

***Mission Statement:** Davis School for Independent Study provides an academically challenging course of study in a rich educational environment that supports each student's academic, personal, and social growth.*

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

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

### **I am a student who demonstrates mastery of academic content.**

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

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

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

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

- I take personal responsibility for my actions and outcomes.
- I show civic responsibility by engaging in volunteer service.

I work productively with others from diverse backgrounds and experiences.

I am respectful, courteous, and considerate toward other students and school staff.

## Introduction and Overview

The Davis School for Independent Study is a K-12 school under the auspices of the Davis Joint Unified School District. Started in the 1991-92 school year, the DSIS high school program is fully accredited through the Western Association of Schools and Colleges (WASC). In each of the past few school years, DSIS has presented high school diplomas to more than 30 students who meet the school's graduation requirements. Many of these students continue their education at colleges and universities while other students move directly into jobs and careers.

Independent study is an alternative instructional methodology to traditional classroom instruction and is consistent with the Davis Joint Unified School District's course of study. Independent study is not an alternative curriculum. It provides individual students with a choice of ways to acquire the values, skills, and knowledge that all students should gain, and it involves an instructional strategy that responds to an individual's needs and style of learning.

Independent study can be part of, separate from, or in addition to a regular classroom program. A written agreement, valid for up to one semester at a time, is completed by the certificated teacher as the general instructional supervisor. The agreement is reviewed by the student, and if a minor, by his or her parent or guardian and any other person who may be directly involved in the student's learning program. The written agreement sets educational objectives and addresses activities and personnel involved, resources to be used, and a method to evaluate successful completion of the agreement. The agreement must adhere to the school district policy and state legal requirements.

### **Instruction through independent study:**

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

- <sup>10</sup> Enrollment in independent study must be voluntary, a choice made by the student and parent. Attendance records are based on a student's work within the terms and conditions of his or her written agreement and not on traditional "seat time." Therefore, each student must be motivated to study on his or her own as prescribed by the agreement. These are essential components for a student's progress and educational success.

### **Criteria For Success At DSIS**

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

- Those students who have the motivation to achieve educationally as well as or better than in the traditional classroom.
- Those students who have the ability to read quite well, with access to someone who can provide support when needed. This does not mean that an applicant will be excluded based on a reading deficit; however, students and parents should know that the skills of reading and writing are given serious attention in the instructional program.
- Those students who have sufficient self-discipline and self-direction to remain focused on a learning task long enough to reach specific, agreed-upon objectives, such as study assignments. This kind of self-discipline is a fairly complex behavior that reflects both aptitude and acquired skills as well as a positive attitude to succeed in all assigned schoolwork.
- Those students who have certain learning styles that are not particularly well suited for a highly structured classroom but, nonetheless, wish to advance their education through an alternative approach.

### **Who May Benefit From Independent Study**

#### **Specialized Students**

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

#### **Students with Credit Deficits**

Students who lack credits to earn a high school diploma or wish to qualify for an examination leading to an equivalent to a high school diploma (e.g. the General Education Development (GED) or California High School Proficiency Examination (CHSPE)) may ask for help in meeting requirements for these tests. Students may also ask for tutorial assistance in preparing for examinations for a union apprenticeship program. Under the independent study strategy, teachers can help students achieve their goals by focusing on study skills and providing necessary materials, guidance, tutoring, academic counseling, vocational assessment, and coursework.

#### **Students Who Travel**

Students who travel during the school year need a kind of correspondence-based study, which substitutes a variety of communications for face-to-face communications. The traveling student's program is not interrupted when he/she is enrolled in school-based independent study, thereby decreasing the student's risk of falling behind. It is important that all those seeking travel through independent study first check with their school of attendance to determine any site requirements relative to specific class mandates, grades, and course objectives while on independent study. A student must be gone from school for five (5) or more consecutive days to qualify for travel independent study.

The district's independent study program can accommodate a large number of educational needs when a student is unable to attend school, but there are some limitations.

For this reason, it is necessary that parents and students fully consult with the teacher in charge of the independent study travel program to make sure appropriate services can be rendered.

In addition to district-generated curriculum, traveling students may use instructional materials that are consistent with the district course of study and that have been prepared for correspondence study, such as those legally provided by a university, particularly the University of California Extension, for study at the high school level pursuant to Education Code 51740. The materials must be integrated into the school's program for the student and administered under the supervision of the assigned teacher.

For information about high school correspondence courses, contact the Independent Study Department, University of California Extension, 2223 Fulton Street, Berkeley, CA 94720; Telephone (510) 642-8238.

### **Students Who Might Otherwise Drop Out**

Many young people find out that the traditional high school program prevents them from entering "real life" fast enough. They want to combine working and specialized study with their education. Many students drop out because they feel unsupported or disconnected in a regular school setting. Moreover, they may lack the skills or self-discipline needed to succeed. Davis School for Independent Study can, in many cases, offer these students the opportunity of studying independently at home, at their own pace, and at a time which is convenient for them. Students over 18 years of age may also consider contacting the Davis Adult School to inquire about the high school diploma program (757-5380).

## **Some Important Considerations**

In considering whether independent study is the appropriate instructional strategy for a student, the parents and supervising teacher would be wise to consider all of the following factors:

- "Independent study" means an alternative to classroom instruction consistent with the district's course of study. While there is great flexibil-

ity in methodology, pace of learning and hours of learning, the curriculum is that of the district. In completing the written agreement, the responsible school representative will focus on the student and his or her education, which follows the district's curriculum and grade level expectations. Philosophical and religious teachings are of no concern to the school authorities as long as these do not interfere with the student's ability to proceed with learning under the independent study agreement.

- The student's need for social interaction.
- Instant closeness between parent and child. Sometimes it is necessary to create a "breathing space" for both the parent and the child
- Disputes by those students who feel that they know more than their parents who act as teachers
- The parent's role, particularly in home-study where younger students need a great deal of attention and supervision, requiring the commitment of a large amount of time.
- Many DSIS courses have been approved by the University of California to fulfill its "a-g" requirements for admission. Performing arts, foreign language, laboratory science and advanced placement courses for UC admission are taken at Davis Senior High School.

## Special Mandates

### **California Law mandates the following:**

- No student shall be required to participate in independent study (Education Code Section 51747).
- No individual with exceptional needs, as defined in Ed. Code Section 56026, may participate in independent study unless his or her Individualized Education Program (IEP) specifically provides for that participation (Ed. Code Section 51745)
- No temporarily disabled student may receive individual instruction pursuant to Education Code Section 48026.3 through independent study (Ed. Code Section 51745).

## Independent Study Activities

Students enrolled at DSIS may work alone, in a group, or in some combination of groups. Instructional opportunities include:

- High school or college courses
- Work as an intern in some form of an experience-based learning program
- In-depth research in a specific area of interest
- Special assignments extending the content of a regular school subject
- Flexibility of instruction not otherwise available in the regular school curriculum. This option may help to meet graduation requirements, to extend the traditional curriculum or to resolve scheduling problems.

- A homestudy option in which parents and their elementary school-aged children enter into an agreement with the district for independent study.
- One-on-one study through high school courses sponsored by university extensions or other authorized sources.
- Individualized instruction for students having difficulty in meeting district proficiency standards.
- Participatory and life-skill experiences associated with career or employment preparation
- Academic experiences directly associated with community-based situations in which the student applies and demonstrates his or her academic skills and knowledge, relative to the community-based experience.
- Continuing and special study during travel, including travel during vacations, travel for temporary employment, and travel for curricular purposes, family reasons, or sabbaticals.
- Approved volunteer community service programs that support and strengthen the student's achievement.

## Enrollment Procedures

All students and their parents must complete a request for student enrollment for admission to DSIS. With the completed application form, parents and students should also provide the applicant's school history (elementary) or a copy of a recent transcript (secondary).

New students enrolling in our district will be given a scheduled time to meet with DSIS staff to determine the appropriate placement of the student. At this meeting the student will either be enrolled at DSIS or will be directed to a more appropriate school or program.

Students from any elementary school within the Davis Joint Unified School District must have administrative approval from that site in order to request enrollment at DSIS. No student can be accepted into DSIS without such approval. DSIS will then meet with the family to approve enrollment or refer students to a more appropriate program.

Students from any of the secondary schools within the Davis Joint Unified School district must go through a Student Study Team placement meeting at that school to request and consider approval for enrollment at DSIS. A representative from DSIS will attend the meeting. The request for an SST meeting will be considered through the counseling office once the completed "Request for Enrollment" form is submitted. Upon approval by the Student Study Team, the student's enrollment and placement will be finalized.

Students living outside the boundaries of the Davis Joint Unified School District must apply for an interdistrict transfer agreement from the school district in which they currently reside and submit the agreement form to the Davis Joint

Unified School District as part of the application to DSIS. In addition a meeting with the DSIS staff must be scheduled to determine appropriateness of placement in the program.

When students are approved for enrollment at DSIS, they will be assigned a DSIS teacher and a specific weekly meeting time. Prior to the first lesson with the teacher, students and parents must complete their portion of the master agreement outlining the course of study for the students.

### Student Responsibilities

- Meet with your teacher each week as scheduled.
- Be on time for each meeting.
- Be prepared for the meeting with all your work completed.
- Do a minimum of 20 hours of homework each week, or more if required, as the state law mandates.
- There are no excused absences and if you are unable to come to school because of illness or family crisis, call in advance of your scheduled meeting to alert your teacher. Doctor or dentist appointments, babysitting, or preferred activities are not acceptable excuses for absences.
- If you miss your appointment, come to school as soon as possible to leave your homework that is due in your teacher's "Drop-off Box" and pick up your new assignment sheet from their "Pick-up Box."
- Failure to complete assigned homework on a consistent basis will affect your grades and will jeopardize your continued enrollment at DSIS.
- Poor attendance will affect your grades and your continued enrollment at DSIS.

### Parent Responsibilities

- Ensure that your child is aware of the school's expectations and maintain active involvement with your child's learning to achieve success.
- Ensure that your child has a study area that allows him/her to concentrate on completing school assignments away from school.
- Maintain good communication with your child's teacher(s) to ensure a solid home-school connection.
- Complete the necessary paperwork and return it to the school by the dates requested (e.g. enrollment forms, master written agreements).
- Become familiar with the information and expectations listed on the master agreement form prior to signing and submitting the form authorizing independent study.

- Notify your student's teacher of any student absences.

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## Teacher Responsibilities

- Assess and monitor student's learning needs and provide appropriate instructional activities and materials that support academic success for the student.
- Notify parent/guardian of any concerns regarding student's academic progress.
- Prepare master written agreement and, at the secondary level, prepare course contracts for student and parent to review prior to signing and returning.
- 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, for grades 9-12, appropriate credits.

## Evaluation Of The Student's Progress

Evaluation, in its many forms, is an ongoing part of the education process. While the traditional test is viewed as the most common way to determine progress, there are several acceptable ways to monitor student achievement.

They include:

- Completed assignments
- Completed projects
- Demonstration of skills
- Written tests and reports
- Oral or written presentations
- Standardized national tests
- Competency tests
- Student's attitudes toward learning and achievement

Probably the best and most comprehensive assessment is some combination of the above forms of evaluation.

If the student appears to lack progress, despite the best efforts of all concerned with the child's success, other factors that influence learning need to be evaluated.

- Is the student really benefiting from the strategy of independent study?
- Is the learning environment appropriate?
- Is the parent/student relationship enhancing the learning process?
- Are the parent and student prepared for the scheduled appointments?

## Academic/Attendance Problems And Consequences

A student's continued enrollment at DSIS is based on keeping scheduled appointments as well as the hours of work completed. It is expected that full-time students will complete a minimum of 20 hours of work each week. If a student does not complete his/her assignments or meet regularly with the teacher as expected, the following steps will be taken:

1. **Verbal Warning** – The first time that the student is tardy or has not completed an assignment, the teacher will warn the student that this is not acceptable.
2. **First Warning Letter** – If the student misses a meeting, continues to be tardy, or continues to fail to complete work, the teacher will complete a warning letter that will be mailed to the student's home.
3. **Second Letter and Meeting with the Principal** – If the student misses a second meeting with the teacher, is tardy to the meetings, or again fails to complete work, the teacher will complete a meeting referral letter and give it to the school secretary. The secretary will contact the parent(s) to make an appointment for the student and parent(s) to meet with the principal. The letter will be mailed and include the date and time of the meeting.
4. **Meeting with the Principal** – The principal will meet with the parent (s) and student to discuss whether it is possible for the student to remain enrolled at DSIS. If the student continues enrollment, the principal will draw up and sign a probationary contract with the student and provide copies to the teacher and secretary. The details of the contract and the effective time period (from two weeks to one semester) are left to the discretion of the principal.
5. **Failure to Meet with Principal** – If the parent/guardian or student fails to attend the meeting with the principal, or if they fail to contact the principal to reschedule the meeting, a final attempt will be made to contact the student and parent(s) to determine the reason for missing the meeting. The principal will determine whether the student will be disenrolled based on that contact or if another meeting time will be scheduled.
6. **Drop Letter** – If a student is not meeting the probationary contract requirements, the teacher will notify the principal, who will have a disenrollment letter mailed to the student's home. Also, if a student and parent(s) fail to respond to a final contact letter from the principal within three days, a disenrollment letter will be mailed to the student's home. The drop letter will indicate that the student has been dropped from DSIS and should enroll in the comprehensive school which that

student otherwise would have attended, normally the attendance area school in which that student resides. 17

## Student Support Services

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

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

**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.

**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 considering possible student learning disabilities, will include the parent, teacher, resource teacher, psychologist, and either counselor or principal.

## Use Of School Facility

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

- Students will be allowed inside the school under staff supervision during regular school hours.
- For purposes of student safety, students should not remain outside the school for prolonged periods of time waiting for transportation or for other reasons. During school hours, the school secretary will make phone use available to students who need to contact parents for transportation or other necessary calls.
- Phones located throughout the school are for staff use. If a student needs to contact a parent to provide or receive important information, the student

should request permission to use the office phone. If a parent has an important need for making a local call from DSIS, he/she should notify the school secretary.

- Please note that staff meetings are scheduled on Monday from 3:00 p.m. until 5:00 p.m. Our school will be closed at this time to students and parents.

## Computer Lab

The use of technology as a tool for student learning and for staff data management has played an increasingly significant role at DSIS. Each teacher has a computer that connects to the Internet, and the school computer lab has up-to-date computer equipment and software for student use, including access to the Internet for all lab computers.

To be eligible to use the Computer Lab, the student must submit a completed Computer User On-Line Services Contract signed by the student and a parent. This contract ensures that students will make proper use of the equipment for educational purposes. The contract must be on file at school.

The lab is available to students during normal hours of school operation. Students should check in with his/her supervising teacher or the front desk prior to entering the lab except for scheduled workshops.

To ensure that the computer lab will be a valuable learning station, each student using the lab must follow these rules:

- Sign in upon arrival.
- Put away any disks used and clean up work area before leaving.
- Log off the computer and sign out upon leaving.
- Keep the noise level down to not disturb others in the lab or outside the lab.
- Limit computer use to 20 minutes if someone else is waiting to use a computer.
- Teacher-assigned work has first priority.
- No food or drink is allowed in the lab.

## Library Privileges And Procedures

The DSIS Library is a lending library for DSIS teachers and students. Student borrowing rules and procedures are as follows:

- **Students Enrolling at DSIS** – All students must have a clear library record in the district before the enrollment procedure will be completed.
- **Patron Record Form** – When students first register for DSIS classes, they complete a patron record form (printed on a purple half-sheet of paper) included in the enrollment packet. The library tech uses this form to establish the student’s computer records in the library.
- **Checking Out Books** – To check out books, it is best to see the library tech during her work hours of 10:00 a.m.-2:00 p.m. daily. In order to check out library materials when the library tech is not at the desk, please follow these procedures:
  - Library books, videos and textbooks are checked out by students, parents and teachers using the salmon colored form (this is available on top of the book return and should be left in the basket in the checkout/book return area).
- **Length of Checkout** – Materials may be borrowed for the following time periods:
  - Textbooks - one semester (return earlier if finished)
  - Novels/literature - one month (return earlier if finished)
  - Resource materials - one month
  - Math & science kits - one month
  - Games - one month
  - Videos - one week
- **Book Limit** – Secondary students may have up to 10 items checked out at a time, and elementary students may have 20 items checked out at a time. In order to maximize resources for everyone, students should check out only as many items as they will actually use, and then return them as soon as possible.
- **Book Return** – Books are returned to the book return slot next to the library desk.
- **Students Leaving DSIS** – Students leaving DSIS must return all library materials or pay appropriate replacement or repair costs. All records, including report cards, will be held until the student has a clear library record.

- **Graduating Seniors** – Diplomas will not be awarded until library records are clear.
- **Damaged or Lost Materials** – The cost of replacement or repair to materials is the responsibility of the student and his/her parent or guardian. The library tech will issue a bill for lost or damaged library materials. Additional books may not be checked out until the school has been reimbursed. A refund will be issued if the student finds and returns the book in good condition.

### District Testing Program

DSIS participates in the district's testing program, which includes state and local assessments of student achievement. Examples of tests which are administered at DSIS are: STAR Test and California High School Exit Exam. Information about each of these student tests is provided for parents in the school's newsletters and on the school's website. These state tests are given in addition to each teacher's quizzes, tests and other methods of evaluating students' performance levels.

### School Site Council

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

## **Davis School for Independent Study**

### **Homeschool - Philosophy**

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

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

### **DSIS Teacher Responsibilities**

Meet with the parent and/or student to create an appropriate learning plan for the student and establish a written Master Agreement for each semester.

Make available to the family appropriate curriculum materials and related resources.

Meet with the student and/or parent weekly to review and assess student work and educational activities.

Assess the student's progress, either demonstratively or in written form. Listen and provide feedback during discussion of student's work.

Provide information about activities for posting and for the school newsletter.

Provide a variety of workshops, field trips, and other educational activities, including orientation for new homestudy families.

Maintain portfolios of student work for accurate student evaluation at the close of each semester.

### **Homeschool Parent-Teacher Responsibilities**

Meet with the DSIS teacher to create a learning plan for the student and

establish a written Master Agreement for the semester.

Provide home instruction for the student using appropriate resources as agreed upon through the written Master Agreement.

Provide student with regular supervised instruction and a variety of learning experiences which may include work assignments, field trips, projects, discussions and active observations.

Provide support and encouragement.

Record activities and assignments completed on the weekly assignment sheet.

Parents will bring representative samples of student work to share with DSIS teacher and for the students portfolio.

Attend regularly scheduled appointments with the DSIS teacher.

Provide feedback to the supervising teacher at the conclusion of each semester for the purpose of evaluating the student's semester activities and assessing progress.

### **Homeschool Student Responsibilities**

Meet with the DSIS teacher and parent to help create an individual learning plan.

Actively participate in work assignments, field trips, projects, discussions, observations and/or workshops.

With parent or guardian, meet with the DSIS teacher during scheduled appointments to share learning experiences and submit representative samples of completed schoolwork.

Complete the assigned work by the due date.

Be responsible for other tasks that may be required to fulfill the written agreement.

### **Workshops and Classes**

Workshops are offered by DSIS teachers and, in some cases, by parents and other non-staff specialists. Examples of recent workshops include art, science, language arts, social studies, and computers. Most of the workshops are geared toward students in grades K-6; however, some workshops and classes (for credit) are available for students in grades 7-9.

**Newsletters and Announcements**

School newsletters are distributed to homeschool families bi-monthly in writing and through e-mail. Periodic announcements are provided in the mailboxes, through e-mail or posted in the office.

**School Events**

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

**District Opportunities**

Students enrolled in 4<sup>th</sup> through 6<sup>th</sup> grade may participate in the music program offered at the neighborhood school. Students enrolled in grades 7<sup>th</sup> through 9<sup>th</sup> grade may be concurrently enrolled with the neighborhood school for approved academic course work. All students with special needs must have an IEP meeting prior to attending DSIS to determine if independent study is an appropriate educational placement.

## Secondary Program – Grades 7-12

### Enrollment Options

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

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

**Priority for Enrollment** – When the demand for enrollment exceeds the staffing capacity, priority will be given on the following basis:

1. DSIS enrollment on a full-time basis is requested.
2. Concurrent enrollment is requested in which DSIS provides the majority of the student's instructional program.
3. Concurrent enrollment is requested in which comprehensive secondary school provides the majority of the student's instructional program.

**Small Group Classes:** – DSIS offers small group classes on site in some secondary academic areas. Students are expected to complete most of their work independently. Classes meet one to four days a week and have limited enrollment. Students enrolled at DSIS have priority placement in the classes. Students from other sites will not be admitted to DSIS small group classes in cases where the student may not get along with his or her site teacher or because a class in a desired area may be “full”. In those cases, the counseling and administrative staff at the comprehensive secondary school will work with the parent and student to resolve the problem.

## DSIS Graduation Ceremony

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

\*In order to participate in the graduation ceremony, all credits must be completed.

## Student Behavior Expectations – Grades K-12

Student behavior at DSIS is generally excellent, with students attending to their teacher meetings and other schoolwork on site in a courteous, responsible manner. However, it is important that DSIS maintains these high standards of conduct for students; therefore, DSIS follows the Davis Joint Unified School District Behavior Standards. See district handbook—Standards of Student Behavior.

## Academic Ethics

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

## District Level Complaints

DSIS 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 district Student Services Office. District Complaint forms are available in the school office.

## **DJUSD Administration**

Winfred Roberson	Superintendent
Bruce Colby	Associate Superintendent, Business Services
Matt Best	Assistant Superintendent, Human Resources and Secondary Programs
Clark Bryant	Associate Superintendent, Instructional Services
Pam Mari	Executive Director of Secondary Programs Student Services
????????????????	Director, Special Education

## **DJUSD Board of Education**

Richard Harris, President	
Susan Lovenburg , Vice President	Sheila Allen, Member
Gina Daleiden , Member	Tim Taylor, Member

## **DJUSD Goals for Students**

### **ACADEMIC EXCELLENCE:**

This district will advance appropriately challenging academic standards for every student which will promote the highest possible academic achievement for each student

### **SAFE ENVIRONMENT**

The district will provide a safe and secure environment on every campus where standards of behavior will be clearly defined, communicated, and enforced.

### **STAFF DEVELOPEMENT:**

The district will provide a comprehensive staff development program for the purpose of continual improvement of staff effectiveness leading to high academic success for all students.

### **FACILITIES IMPROVEMENT:**

## Course Catalog

Courses offered to students in grades 7-12 are listed and described in the Course Catalog. Students and parents should consult with the supervising teacher about the most appropriate courses for the student, considering the student's personal goals and the credits that the student will earn from the courses toward meeting the graduation requirements.

## Course Contracts

In addition to the written master agreement that each student and parent signs at the beginning of each semester, a course contract must be signed for each course in which the secondary student is enrolled. The course contract identifies information about the course, including course name, duration of course, grade level(s), credits toward graduation, textbook, description of course, objectives of course, and method of evaluating the student's work.

## Work Experience

The Davis Joint Unified School District is an equal opportunity employer and does not discriminate on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.

Students age 16 and over (including 10<sup>th</sup> graders) who have a job working at least 10 hours per week are eligible to participate in Work Experience classes at DSIS. The course is worth 5 elective credits per semester. Seniors, or Juniors who plan an early graduation, who work 15 hours or more per week can earn 10 credits per semester. Credits are based on attendance and performance in the work experience class.

### Student Transcripts

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

### Graduation Requirements

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

#### Courses

#### redits

English	40
Mathematics	20
Physical/Life Science	20
Modern World History	10
United States History	10
U.S. Government	5
Economics	5
Geography	5
Health	5
Fine Arts	5
Practical Arts	5
P.E.	20
Community Service	
Electives	
<u>54</u>	

#### **Total**

**210**

