

Oak Park Independent School

Preparing Students For Success In A Changing World

Student/Parent Handbook Grades 6-12

2013-2014

Oak Park Unified School District
5701 East Conifer Street
Oak Park, California 91377
Administration – (818) 735 3217
Red Oak Campus - (818) 597 4256

www.oakparkusd.org

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Student/Parent Handbook
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Welcome to Oak Park Independent School! We are committed and prepared to meet the educational needs of your student. We work with our parents and the community to provide the very best experience for each of our students. We believe parents have an essential role in a student's educational success. We value our partnership with each family and we will communicate on a regular basis with you.

We are excited that you are a motivated student who enjoys the challenge of working on your own at your own pace. We want to do everything we can to make your journey through middle and/or high school successful.

Contained in this handbook is information to help and guide you with the help of your teachers and parent/guardians at home. Your success is our goal. Your choices will shape your future.

In order to be successful in an independent study program, it is helpful to understand your responsibilities as a student, and your parent/guardian's and teacher's responsibilities. Again, welcome to Independent School. You are on the journey to an exceptional educational experience.

2013-2014 Staff:

Principal:	Mr. Stewart McGugan	(818) 735-3217
Student Services:	Ms. Yoko Mimori	(818) 597-4256
Student Services:	Ms. Cristina Sanchez	(818) 597-4256
Office Manager:	Ms. Linda Roberts	(818) 725 3217
Counselor	Mr. Jeremy Rogers	(818) 735 -3246
Teachers:	Ms. Kate Edwards	(818) 597-4253
	Ms. Daniel OBrien	(818) 597-4253
	Ms. Gillian Gamboa	(818) 597-4245
	Ms. Barbara Harrison	(818) 597-4255
	Mr. Ty DeLong	(818) 597-4254
	Ms. Kate Thompson	(818) 597-4246

Our Mission Statement

Oak Park Independent School, in alliance with the home, offers an alternative educational pathway to meet the Content Standards. Our program is prepared for a successful transition to implement the Common Core Standards. Students are encouraged to reach their full potentials in a personalized and caring instructional environment. The program provides the necessary differentiated support where students at all ability levels may develop appropriate skills and knowledge necessary to make the successful transition from school to productive careers, continued higher education, and rewarding lives.

Oak Park Independent School's Global Learning Goals

To prepare students to learn the Common Core Standards and to be College and Career Ready

Effective Communicators who:

- Read, understand, and interpret a variety of works, including fiction, nonfiction, textbooks, and manuals, as measured by the Oak Park Unified School District and California State Standards;
- Express ideas clearly, practice active listening skills which demonstrate engagement and interest through questioning during assigned lessons;
- Produce organized and high quality presentations;
- Write effectively for self-expression, persuasion, information, and research.

Self-directed Workers who:

- Effectively plan and allocate time and resources to complete a project with a long-term deadline;
- Access a variety of information resources, evaluate the appropriateness and validity of the information, and synthesize the information into original authorship;
- Select appropriate technology and effectively integrate it into a variety of curricular area;
- Exhibit growth, reflection, and self-evaluation.

Creative, Critical Thinkers who:

- Generate new ideas;
- Choose the best way to reach a goal by identifying constraints, considering risks, and generating alternatives;
- Organize and process symbols, pictures, graphs, and other information in a variety of ways;
- Reach solutions by selecting and using appropriate problem-solving techniques;
- Use a variety of learning techniques to acquire and apply new knowledge and skills while optimizing their unique learning styles.

Healthy, Productive Citizens who:

- Evaluate their lifestyle and participate in activities that improve personal wellness and physical fitness;
- Effectively budget their time and resources;
- Explore and develop a personal academic and career plan in preparation for the future.

Student Responsibilities and Rights

All students are expected to comply with school regulations, to pursue the required course of study, and to accept the reasonable authority of the Principal and the school staff. A primary goal is for the student to grow and develop self-direction and self-control. Students en route to or from school or in attendance at school functions are subject to the authority of the school.

The student agrees to:

1. Read and understand the conditions listed on the Oak Park Independent School Study Agreement.
2. Voluntarily sign the Independent Study Agreement.
3. Abide by all the terms of the Independent Study Agreement.
4. Complete the Home Independent Study application, intake and selection process.
5. Take district and state mandated tests of proficiency and achievement.
6. Notify certificated teacher in advance for all planned missed school appointments.
7. Complete and submit work assignments by the due date.
8. Deal with incomplete assignments, as the teacher requires.
9. Contact the teacher or school when assistance is needed.
10. Ask for a classroom option whenever a student feels that Independent Study is not appropriate.
11. Arrange for local transportation to assigned school site through parent, Dial-a-Ride, bike or walking.
12. **Student understands that the accepted practice is one meeting with your teacher per week. Meetings may be one meeting every two weeks, with teacher and administrator approval. Other exceptions can be made for specific circumstances that may occur during the school year.**
13. All student meetings are scheduled at our Red Oak classrooms.

There are no excused absences in Oak Park Independent School. Students are in violation of the Oak Park Independent School agreement and are subject to dismissal if they are late or absent from scheduled appointments or do not submit assigned work by the due dates.

Parent Responsibilities and Rights:

The parent/guardian agrees to:

1. Read and understand the conditions listed on the Oak Park Independent School Study Agreement.
2. Abide by the terms of the Oak Park Independent School Education Agreement including a commitment to, and the support and guidance of, the student in Oak Park Independent School.
3. Ensure student takes mandated district and state tests of proficiency and achievement.
4. Voluntarily sign the Oak Park Independent School Education Agreement.
5. Notify the certificated teacher in advance when the student will be away from school.
6. Ensure student completes all assignments by the due date.
7. Ensure student keeps all appointments. All student meetings are scheduled at our Red Oak classrooms.
8. Furnish transportation to a school site, if necessary.
9. Act as a support system for the student in the discipline of completing work independently.

10. Understand that they have the right to review the program of instruction and revoke the Oak Park Independent School Education Agreement at any time.
11. **Student understands that the accepted practice is one meeting with your teacher per week. Meetings may be one meeting every two weeks, with teacher and administrator approval. Other exceptions can be made for specific circumstances that may occur during the school year.**

Certificated Teacher:

Certificated Teacher shall:

1. Assign courses in areas identified in EC Section 44865 (a-g classes).
2. Design and evaluate the work and provide general supervision of the student's Oak Park Independent School Education Agreement.
3. Complete designated portions of the Oak Park Independent School Education Agreement, accompanying documents, and required recordkeeping for student assignments and attendance credits.
4. Design a learning plan for appropriate student work.
5. Provide 6-12 curriculum based on the Oak Park Unified School District's curricula.
6. Supervise student's study and evaluate coursework completed by the student.
7. Assess all student work for attendance credit.
8. Select and save representative samples of student's completed and evaluated assignments.
9. Maintain and keep current any required records and files.
10. Determine and assign grades or other approved measures of the student's achievement when appropriate.
11. Keep parents informed of the student's progress when appropriate.
12. Counsel and coach for the student's success.
13. Participate in OPUSD educational and curriculum committees.
14. Continue to grow professionally through a staff development plan and maintain CCIS membership.
15. Implement the accepted practice of one meeting with your teacher per week. Meetings may be one meeting every two weeks, with teacher and administrator approval. Other exceptions can be made for specific circumstances that may occur during the school year.
16. Schedule all student meetings at our Red Oak classrooms.

The staff also has a responsibility, whenever possible, to notify parents of potential academic or social problems before they occur. This may include both school and after school activities which interfere with the student's ability to be successful. Teachers shall be responsible for the instruction of pupils in rules and regulations of proper conduct, as well as be responsible for proper and adequate control of pupils. The responsibility and the authority of any teacher extends to all pupils of the school district.

Teacher/Student Meeting

Meetings are expected to be at Red Oak Elementary School campus. Exceptions for off-campus meetings require administrative approval.

Our Partnership and Roles

The purpose of the work assigned to each student at Oak Park Independent School is to assign an appropriate quantity of work for each student at each grade level. Working at home is meant to be a positive learning experience for each student. As students work at their own pace, they learn to be independent and responsible for completing tasks. The Oak Park Independent School experience will be the most successful when the teacher, student, and parent work together as a team as described below:

The teacher will:

- Provide the parents with an estimated amount of time that the student should spend doing schoolwork. The total time specification will include the amount of time that should be spent on studying (whether for weekly exams or for a specific exam) and on assigned long-term projects in addition to the daily assignments.
- Assign work that is appropriate in quantity and content for each student at each grade level.
- Communicate the due date of each assignment to the student.
- Contact the student's parent(s) immediately if there is any concern with the homework that is being produced.
- Review and provide timely and appropriate feedback to the student.

The student will:

- Independently complete the assigned schoolwork. The state requires 240 minutes per day.
- Ask questions of either the student's teacher and/or parent(s) if he or she is having trouble with a given assignment(s) or part of a given assignment.
- Communicate assignments to their parent(s).
- Turn work in when it is due.
- Give parents all correspondence on the day it is distributed.

The parent will:

- Provide the proper supplies and environment for the child to complete his or her schoolwork. The environment should be without distractions and conducive to doing schoolwork.
- Be available to answer questions his or her child may have.
- Contact the teacher immediately if there are any concerns with the quantity or content of any of the schoolwork being assigned.

CIVILITY POLICY

Members of the Oak Park Unified School District staff will treat parents and other members of the public with respect and expect the same in return. The district is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds. This policy promotes mutual respect, civility and orderly conduct among district employees, parents and the public. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff. In the interest of presenting district employees as positive role models to the children of this district, as well as the community, the Oak Park Unified School District encourages positive communication and discourages volatile, hostile or aggressive actions. The district seeks public cooperation with this endeavor.

Disruptions

Any individual who disrupts or threatens to disrupt school/office operations; threatens the health or safety of students or staff; willfully causes property damage; uses loud and/or offensive language which could provoke a violent reaction; harasses staff with frequent and abusive emails; or who has otherwise established a continued pattern of unauthorized entry on school district property, will be directed to leave school or school district property promptly by the Superintendent, principal or designee.

If any member of the public uses obscenities or speaks in a demanding, loud, insulting and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely admonish the speaker to communicate civilly. If corrective action is not taken by the abusing party, the district employee will verbally notify the abusing party that his/her participation in the meeting, conference or telephone conversation is terminated and, if the meeting or conference is on district premises, the offending person will be directed to leave promptly.

When an individual is directed to leave under the above circumstances, the Superintendent, principal or designee shall inform the person that he/she will be guilty of a misdemeanor in accordance with Californian Education Code 44811 and Penal Codes 415.5 and 626.7 if he/she reenters any district facility within 30 days after being directed to leave, or within seven days if the person is a parent/guardian of a student attending that school. If an individual refuses to leave upon request or returns before the applicable period of time, the Superintendent, principal or designee may notify law enforcement officials.

Safety And Security

When violence is directed against an employee, or theft against property, employees shall promptly report the occurrence to their principal or supervisor and complete an Incident Report. An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian.

Documentation

When it is determined by staff that a member of the public is in the process of violating the provisions of this policy, an effort should be made by staff to provide a written copy of this policy, including applicable code provisions, at the time of occurrence.

Following any violation of the provisions of this policy, the employee will immediately notify his/her supervisor and provide a report of the incident on the attached form.

Attendance/Academic Progress

In order to be successful and remain in Oak Park Independent School, students must meet the minimum requirements:

- Be responsible for attending regularly scheduled meetings.
- Be responsible for working 4-6 hours every school day on the class assignments for grades 6-12.
- Be responsible for completing a minimum of one unit each week (grades 9-12).
- Be responsible for taking state and district mandated proficiency and achievement tests.

Teachers verify attendance based on student attendance sheets and completed assigned activities. It is necessary to verify students' progress. If students fail to turn in the required assignments by the appropriate due date, the students will be counted as absent for that period. Students do not receive credit, and the school does not receive its funding.

Illness and family emergencies are considered excused absences as in a traditional school. Students are required to call their teacher prior to the absence. Lack of transportation is not an excused absence. It is the student's responsibility to work out transportation. It is the policy of OPIS to define truancy as failure to report to regular appointments and/or failure to complete the minimum assignments. **Students failing to complete their assignments and attend their appointments will be considered less than satisfactory and subject to dismissal from the Oak Park Independent School program.**

The State of California mandates that all children attend school. It is the parents' responsibility to see that their child attends school. OPIS teachers and principal welcome the opportunity to speak with parents at any time regarding attendance and academic progress.

Report Cards and Progress Reports

Following is the schedule for progress reports and report cards.

5-Week D/F Notice	Mailed Only
Semester 1 Progress (Quarter 1)	Student Connect
15 -week D/F Notice	Mailed Only
Semester 1*	Student Connect
5-Week D/F Notice	Mailed Only
Semester 2 Progress (Quarter 3)	Student Connect
15-week D/F Notice	Mailed Only
Semester 2*	Student Connect

Student report cards and progress report are viewable on-line. Printed report cards are available upon request. *Grades are posted to the transcripts at the end of each semester.

Viewing Student Grades On-Line

Student report cards, as well as transcript and demographic information, can be viewed on-line at the school web site, www.oakparkusd.org. Click on Student Connect, along the top bar, and enter your student's ID number and password. If you need your student's information, contact the Main Office.

Student Achievement and Assessment

In order to obtain accurate and valid measures of educational progress, Oak Park Independent School offers students multiple opportunities to demonstrate what they know and are able to do in the various disciplines of the school curriculum. Multiple measures of student achievement and progress towards the Content Standards are analyzed to inform teaching and learning. These assessments include teacher tests, projects, demonstrations, portfolios, school-wide assessments, and results of standardized tests. Typically, a combination of these and other assessment tools are used. Student progress is shared with parents/guardians through written progress reports and in- person contacts.

Final exams and “closed text” assessments are only one way to assess progress or to determine course grades. In cases when this assessment strategy is implemented in grades 6-12 core subjects (English/language arts, math, science and social science), any final exams are school-wide assessments across all classrooms. Such finals are taken in the classroom.

Benchmark assessments provide data about student progress towards the California State Content Standards. These benchmarks do not determine course grades. Grades 6-12 students in OPUSD may participate in a district-wide benchmark, and/or students may participate in assessments designed for OPIS students only. All benchmark assessments are also taken in the classroom. The smarter balanced assessment system will be implemented along with the shift to the Common Core Standards, including assessment of performance tasks and collaboration

State Testing

The Oak Park Unified School District and Oak Park Independent School are required by law to administer several series of achievement tests as part of the state assessment and school accountability program.

The California High School Exit Exam (CAHSEE) is a requirement for a diploma.

Math, Language Arts, Science, and Social Studies exams are also administered as part of the Statewide STAR (Standardized Testing and Reporting) program to assess progress toward California Standards in those curriculum areas. 4th and 7th graders participate in the STAR writing assessment. 11th graders participate in the early assessment program (EAP). The EAP informs us about writing skills and readiness for college level work. We are shifting to the implementation of the smarter balanced assessment program as we begin to implement the Common Core Standards.

Answer Keys and Test Security:

- All answer keys and Tests are kept in secure locations in the classrooms
- No access by students

Academic Honesty

Oak Park Independent School believes that effective learning cannot take place without a positive program that promotes personal integrity. It is important for parents/guardians to actively assist their students as much as possible, short of doing the work for their students. Additionally, the internet is a powerful learning tool, but students must understand what constitutes plagiarism. A student’s long-term success in school, college, and career is based on what (s) he has learned, not on grades. Such success is also based on students taking research and creating something original with it.

A student is considered in violation of school policy on **Academic Honesty** by participation in any of the activities included in, but not limited to, the list below:

- Copying another student's answers on a test, quiz, or homework, or supplying them to another student.
- Securing a copy of a course test or quiz beforehand or taking one to pass it on.
- Getting answers or questions from students who took the test or quiz earlier.
- Giving answers or questions to students who will take the test or quiz later.
- Copying homework or any class assignment from any source (including the internet), or allowing another student to copy one's own work.
- Willfully falsifying data and presenting it as one's own research or work.
- Having unauthorized test aids and not following test or assignment protocol.

First Offense:

Teacher Actions

- Student receives no credit on the particular assignment, quiz or test.
- Conference held with the student to discuss the incident.
- Contact the parent/guardian by phone to explain the incident and the school's Academic policy;
- Submit a referral detailing the incident to the principal.

Second Offense in the same school year:

Teachers Actions

- The student will receive a drop/fail in the course.
- Conference held with student
- Submit a referral detailing the incident to the principal

Administration Actions

- The student will be rendered ineligible to participate in extra-curricular activities for a length of time not to exceed a semester.
- The parent/guardian will be informed of this disciplinary action by a certified return-receipt letter mailed home within five school days of the incident.
- Hold a meeting with parent and student to determine if student is able to meet the requirements of the program and if student needs are best met through independent study

Honor Roll

To qualify for the Principal's Gold Honor Roll, college preparation (CP) students must achieve a grade point average (GPA) of 3.50 to 4.00.

Support Services

The Special Education Advisory Committee (SEAC) provides a forum in which staff, administration, and parents of Oak Park Unified School District (OPUSD) can discuss issues and recommend action regarding special education programs and services in OPUSD in order to:

- advise the OPUSD Board of Education regarding the present status and areas of needed improvement in special education
- Investigate, address and propose recommendations for urgent issues that have arisen
- Educate and inform the public, the administration, the staff, and the Board of Education regarding the laws and best practices pertaining to special education.

The Oak Park Unified School District provides the additional support services of a psychologist, speech and language specialist, nurse, SST (Student Study Team), and an ESL coordinator to OPIS students. Teachers are encouraged to notify the principal of any serious change in behavior so that proper referrals may be made.

Study Team (SST)

The SST meets to assess the needs and make recommendations to promote progress for students who are not being successful at meeting academic or social standards. Teachers may call an SST meeting through discussion with the administrator. This should be the first step in referring a student for help beyond that of interventions that teachers should have already implemented with parent and student input.

Grading System

The grade given in any course represents the credentialed teacher's considered judgment of the degree to which the student has achieved the goals and objectives of a course. It represents the teacher's professional judgment of the quality of the student's work and student's degree of mastery. An administrator may change no grade unless a clerical or mechanical mistake, fraud, or bad faith can be identified.

Grades 6 through 12

- A Superior achievement: The student has excelled, has done work of exceptional quality, and stands apart.
- B Above average achievement: The student has done more than is expected of a student who satisfactorily completes the class objectives.
- C Average achievement: The student has satisfactorily accomplished the objectives of the course.
- D Below average achievement: The student has poorly met the minimum requirements.

Students earn credits toward graduation by completing the course work based on the material covered and learned in relation to the Carnegie Standard. Credit is earned for grades "A" to "D" in all courses in grades 6–12. The standard credit is 5 units for each semester course passed.

Work Experience:

During the course of the student's enrollment in work experience, the student receives as a minimum the equivalent of one instructional assignment per week by a certificated employee. The instruction or counseling shall be offered in addition to the regular classroom assignments.

Work experience has a maximum of 40 credits over their 4-year high school experience.

Students need to complete a minimum of 100 hours within a semester to earn 5 credits (no partial credit) and 200 hours per semester for 10 credits. Students need to submit a copy of their pay stubs to their teacher for documenting hours. During the course of the student's enrollment in work experience, the student receives as a minimum the equivalent of one instructional period per week of classroom instruction or counseling by a certificated employee. The instruction or counseling shall be offered in sessions scheduled outside of the regular classroom schedule. Students must turn in their paycheck stubs for credit.

Guidelines for Participation at Oak Park High School

(Your signature on the Handbook Receipt Form indicates your agreement and compliance with these policies)

- OPIS students are welcome as spectators at all extra-curricular OPHS sporting and special events open to the general public.
- OPIS students are welcome to attend the College Fair and College Knowledge Nights sponsored by Calabasas, Agoura and Oak Park high schools.
- OPIS students are welcome to purchase tickets and attend OPHS school dances and ASB sponsored school-wide events if tickets are available.
- OPIS students may attend the OPHS Senior Retreats if space is available.
- OPIS Seniors may attend the Senior College Advisement information session held in the Pavilion by OPHS counselors in the fall.
- OPIS students have access to the College and Career Center
- OPIS graduates may attend the OPHS graduation ceremony receiving the OPIS graduation diploma.
- OPIS students may attend the parent-sponsored OPHS Grad Nite event following graduation.
- OPIS students may **not** participate in the OPHS planned senior activities during “Senior Week” (Career Info Session, Beach Day, Senior Picnic etc).

The following extra or co-curricular participation requires that *OPIS students be concurrently enrolled in an OPHS course on the OPHS campus during the semester and quarter of participation.*

- Participation on an athletic or sports team, cheerleading, ASB, club membership, performing arts productions including dance team, drama, and choral or instrumental music.
- Inclusion in OPHS Yearbook, newspaper, literary arts magazine, fines arts shows and competitions.

Concurrent College Class Enrollment

College preparatory courses (or others) not offered by OPIS can be taken at a local community college for high school credit. These courses may include foreign language, visual or performing arts, and laboratory science. Students **MUST** complete a “Concurrent Enrollment Form” which can be obtained at the school office and at the community college before registering for these classes. The school counselor and/or administrator grant permission. College courses to be used in lieu of a high school core class; it must be essentially equivalent to the OPUSD curriculum and address the essential standards of the high school course. An official transcript, showing the completed coursework must be provided to the OPIS office manager for credit to be applied to a student’s OPIS transcript.

College-to-high school credit will be granted as follows:

- A semester 3 or more unit college course will be granted 10 high school credits.
- A 1 to 2.5 semester unit college course will be granted 5 high school credits

On-line College Courses

The policy of OPIS regarding taking of these classes is specific. On line courses intended to meet the A-G requirements are restricted to offerings from on-line California UC/CSU and on-line junior college programs. Permission to take any on-line class for OPIS credit must be authorized by the student’s school counselor or school principal. On line courses (i.e.BYU) can only be applied towards health, life skills and/or computer literacy. BYU **cannot** be used towards general electives without permission of administrator/counselor. BYU coursework entered on outside transcripts and **completed prior to** enrollment in OPIS will be accepted – as per conditions set forth herein.

Foreign Language

Foreign languages can be taken as an OPIS course using Rosetta Stone or outside of OPIS as follows:

- Public high school – prior to enrolling in OPIS
- Non- public high school - accredited
- Junior College
- On-Line course

The OPIS administrator and counselor will review all transcripts for approval of courses taken outside OPIS. When applying to colleges, it is the decision of the college to accept any foreign language or other course taken outside of OPIS.

We recommend students complete the foreign language subject tests as part of the college application process.

Graduation Requirements

Each student must complete 240 credits from the following content areas:

English	40 credits
Mathematics	30 credits
Life Science	10 credits
Physical Science	20 credits
Health	5 credits
Geography	5 credits
World History	10 credits
U.S. History	10 credits
U.S. Government	5 credits
Economics	5 credits
Visual & Performing Arts	10 credits
Practical Skills	5 credits
Physical Education	20 credits
Computer Literacy	5 credits
Life Skills	5
General Electives	55 credits

All students at OPIS have access to course work, which allows them to complete the above course requirements for a high school diploma in the Oak Park Unified School District. Students may elect to complete non A-G courses and requirements. This schedule does not meet requirements for state college or universities. Please consult with your school counselor.

Students take **core courses** directly with OPIS/OPUSD-or with junior colleges: mathematics, English, social studies, science, and visual/performing arts. Other graduation requirements may be fulfilled at outside private, accredited high school, on a case-by-case approval from the school counselor/administrator.

Students must submit official transcripts for outside coursework to an OPIS administrator or counselor.

40 credits is the maximum assigned on the Agreement, with direct teaching from OPIS. Maximum Work Experience education elective credit toward a diploma is 20 in a school career and 10 per semester. The focus is 11th and 12th graders.

All courses grades 9-12 are designated as college prep (CP) or non-college prep (NCP). The Agreement clearly identifies these designations in courses assigned. Courses meeting a-g requirements for UC admission have the designation CP.

All courses are a semester in length. Accelerated completion of requirements needs administrative approval.

Math Course Placement Guidelines

1. All 7th graders take the Math Skills Proficiency Test. Results are shared with parent.
2. At the conclusion of 7th grade, all students are assessed for the 8th grade math course placement, using:
 - Post test score on Skills Proficiency Test
 - Algebra Placement Test given at conclusion of 7th grade

NOTE: Criteria for placement in **Algebra 1**:

- 85% on Math Skills Proficiency
- 80% on Algebra Placement Test
- A- in 7th grade math course
- Proficient in 7th grade STAR

3. All 8-9th graders new to the district take the assessments

Schedule Changes

All schedule changes must be made within the first 10 weeks of the semester. No courses can be added after the 10-week progress date. Courses maintained after the 10-week date **MUST** be given a letter grade, Fail or Incomplete (for illness). Incomplete coursework must be completed by the ending date of the following semester.

Physical Education Requirement

All 5th, 7th and 9th grade students are required to participate in the annual Physical Fitness Test (PFT). The PFT for students in California public schools is the FITNESSGRAM.

Students must successfully complete two years of physical education as a requirement for a high school diploma: one year in ninth grade and one additional year in grades 10-12. Beyond this requirement, students qualify for a two-year exemption if the Physical Fitness Test (PFT) administered in 9th grade is passed. All students in grades 7-12 are required to complete not less than 400 minutes of physical education activities each 10 school days. Students may complete both coursework and physical activities

Maximum physical education credits on the transcript per year are 10 credits. PE grading is Pass/Not pass. Organized physical education activities can be accepted for PE Credit, with a signed documentation letter approved by the counselor prior to participation in the activity. These activities cannot be used as general elective credit. OPIS-directed PE is applied only to PE credit requirement. Selected Oak Park High classes such as weight training can be used for general electives.

Community Service Opportunities

Vision:

All students, families and school staff acknowledge the benefits of community service to both students and to our community. Community service teaches tolerance, reinforces values of justice and compassion and fosters a connection to the community.

Service learning is consistent with our commitment to differentiated instruction and constructivist education. Students acquire knowledge and skills, and develop character and citizenship through community service experiences.

Service that Qualifies:

- Volunteer work with local community organizations
- On campus service opportunities approved on a case-by-case basis.
- Regional and global service projects

Faculty and staff will encourage all students and provide suggestions for community service, including but not limited to:

- The annual Turkey Walk for Needy Families
- The annual W. Valley Sp. Needs Gift Giving Project
- Agoura Hills Library
- Park Oaks Elementary School tutor
- Earth Day and Beach Clean UP
- Local retirement home and hospital volunteers
- The Calabasas Run to support families with catastrophic illness
- YMCA and Simi Park and Recreation
- The Friendship Circle to mentor special needs kids
- My Stuff Bags to supply homeless shelters
- Serving at local shelters and missions
- The Manna Project
- Big Sunday
- International Gala

The principal and counselor approve service-learning activities. We provide resources and contact information for service opportunities. Service hours are documented on the Service Learning Activity Log.

All Oak Park Independent School students are encouraged to participate in community service activities, with an option for up to five elective credits.

Fifteen hours of service equals one school credit and/or earns a certificate of recognition. Seventy-five hours of service learning project activity will earn five credits. A project includes: cited research, a portfolio that chronicles learning, and the service activities associated with the project.

Advertising:

Students may disseminate information about service learning projects through our school newsletter.

Planning a Course of Study

Our school counselor is available to advise and assist students with course selections. The program of studies is planned taking into consideration a student's interests, needs, aptitudes, and career goals. All of the general course objectives must be consistent with the school's Content Standards and State Guidelines. Levels of student achievement will differ due to differences in student motivation and capabilities.

Graduation Competencies Requirements

To be eligible for a diploma, students must demonstrate required skills in reading, writing, and mathematics. The California High School Exit Exam will be administered prior to graduation.

College Preparatory Plan

A college preparatory plan leads to enrollment in a four-year college or university, or enrollment in a community college and transfer to a four-year institution.

Students following this plan should enroll in:

1. Minimum graduation requirements in grades 9-12
2. Three or four years of mathematics (Algebra I or higher)
3. Three or four years of college preparatory science
4. Two to four years of one college preparatory foreign language.

Note: a grade point average of 3.0 or higher is recommended.

With guidance from our school counselor, students have the option of college prep courses or non-college prep. The college prep courses qualify students for the UC System. The non-CP courses qualify students for admission to junior colleges. Students will complete a form that clearly explains their choice and the conditions in taking a non-college prep course. These options are intended to meet the needs of our diverse student population.

Grade Level Classification (Grades 9-12)

All students are expected to attend high school for eight semesters. However, as mentioned above, if students work at an accelerated pace and complete the necessary course credit requirements, they may graduate early. Students are classified as follows:

Grade 10 Sophomore	60 credits earned
Grade 11 Junior	120credits earned
Grade 12 Senior	180 credits earned

Classification may be reviewed each semester.

Student Services

The staff will keep students aware of various services that are available to them during the school year. Information on testing programs including the SAT I, SAT II, ACT, CAT, CAHSEE, GED, and the CHSPE are available through the office. College and career counseling, including access to the Naviance college and career on line resource, is available through the school counselor. Students have access to the college and career center at Oak Park High. Information on specific programs such as Work Experience and ROP classes will be made available during the course of the year. Students may earn up to 10 credits per semester for both Work Experience and the Regional Occupation Program (ROP). ROP classes are available through the Ventura County Schools program, The West Valley Occupational Center, and the Las Virgenes Unified School District program. Teachers can assist students with enrollment in these classes. Work experience students will meet once a week with their teacher to complete related

instruction. The county ROP program is available to students who are interested in a “hands on” experience that provides training in a variety of occupations.

Training facilities are located at Agoura High School, the Camarillo Airport and satellite locations in the county. If interested, students should inform the principal or teacher the semester **before** they wish to begin. Space is limited in most of the classes that run 2-3 days a week for 3 hours each day.

Access to Campus

Students meet in our classrooms located on the Red Oak Elementary School campus. Some independent study high school students participate in elective classes and activities at other Oak Park Unified schools. Students are reminded that California State law prohibits them from being on school campuses without securing permission from the school administrator. Failure to abide by this policy may result in disciplinary action.

Appearance and Dress

Dress should be appropriate for the school site the student attends.

Peer Relationships

The school depends on the good judgment of our students when it comes to peer relationships. Friendliness to all students is important. Since OPIS students meet on other school campuses, showing mutual respect is expected. Students need to be aware that harassment, threats or intimidation of any kind will not be tolerated. The California education code is very clear on consequences for these types of offenses and quick action will be taken to prosecute infractions to the full extent of the law. The Education Code calls for either suspension or expulsion of any student who creates an intimidating, hostile, or offensive environment at school.

Racial /Ethnic Sensitivity

Children will not make remarks, slurs, innuendoes, jokes, etc. related to a person’s race, gender, ethnicity, religion, color, national origin, sexual orientation, or background. These remarks made in general or directed toward another child, adult, or family will not be tolerated. Students who make such remarks are subject to suspension or other consequences and will be counseled on the issue. Participating in, or conspiring to engage in acts of hate or violence is prohibited. Intentionally engaging in threats or intimidation that creates disorder, invades the rights of others, or creates a hostile educational environment is prohibited.

Bullying/Sexual Harassment

Conduct that disrupts the orderly classroom or school environment includes Harassment of students or staff, *such as* bullying, *including* “cyberbullying,” *intimidation*, hazing or initiation activity, ridicule, extortion, or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering. **“Cyberbullying” includes the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds or images on the internet, social networking sites, or other digital 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 that person’s reputation or friendships.

- Any student who engages in bullying or the sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any student who feels that he/she is being harassed should immediately contact the principal. Each complaint of bullying or sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Sexual harassment shall be defined as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by any employee, volunteer, or student in the school district.

Types of conduct which are prohibited throughout the district and which may constitute sexual harassment include: (1) unwelcome sexual flirtations or propositions (2) verbal abuse of a sexual nature (3) graphic verbal comments about an individual's body (4) sexually degrading words used to describe an individual (5) display of sexually suggestive objects or pictures in the educational environment (6) sexual jokes, stories, drawings, pictures, or gestures (7) touching an individual's body or clothes in a sexual way (8) any act of retaliation against an individual who reports a violation of the district's sexual harassment policy.

Work Permits

Students who are working and are under the age of 18 must apply for a work permit through the school in which they attend. The employer, a parent, the student, and a school official must sign a work permit. A work permit will be approved for students who have good attendance and a 2.0 grade point average. *Please note: work permits can be revoked by the district for failure to meet the minimum attendance and GPA requirements.*

18-Year-Old Students:

Since compulsory education is only required until the age of 18, students who have reached this age and have excessive absences and or missed assignments may forfeit their right to attend high school.

Student Conduct Expectations

Students are expected to conform to the customary rules of conduct and the normal modes of operation of the facilities in which they meet with their teachers. The following are behavior expectations:

1. Follow all written and verbal agreements
2. Be courteous and respectful to others
3. Respect the property of others
4. Be prepared to learn at all times

The teachers and principal are present at all times to monitor student behavior. If a problem arises, the teacher will contact the student's family and may request a parent-teacher conference to discuss the matter.

Student with Disabilities

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension, which apply to regular education students.

Medications and Medical Conditions

Students and parents should be aware that it is illegal to bring prescriptive or over-the-counter medications (including aspirin, Advil, or other pain relieving medication) onto a school campus. Students requiring medication any time during the school day must have a properly signed medical Release Form on file and have medicine stored and dispensed in the office.

School Discipline

Students are expected to conduct themselves in an appropriate manner at all times. The staff and principal expect behavior that is respectful. The Oak Park Unified School District follows a progressive approach to student discipline; see Board of Education Disciplinary Policies 5131 (a), 5131(b).

Pursuant to all State laws and Oak Park Unified School District Policies and Procedures, the following steps may be taken to enforce necessary school and related district regulations. The following list of minimum and maximum actions does not require that the school staff, in dealing with a violation, use a “step-by-step” progression of increasing severity. Disciplinary action is dependent upon the nature of the incident, the situation, the previous behavior record of the student, and other background or related circumstances.

The schedule of actions possible when an infraction of regulations occur is:

1. Conference with student regarding violation and a warning
2. Parent contact and warning
3. Signed behavior contract
4. Parent/teacher administrator conference
5. In-school suspension from specific class or activity
6. Suspension
7. Transfer to another specialized program
8. Contact with police or other appropriate agency
9. Expulsion from the District

Specific District Disciplinary Guidelines can be found in the Appendix of this handbook.

Administrative Suspension

The principal of the school, or the principal’s designee, or the superintendent of schools may suspend a pupil from school for any reasons enumerated in Education Code Section 48900. for no more than five consecutive days. Suspension shall be imposed only when other means of correction fail to bring about proper conduct.

Controlled Substances

The Oak Park Unified School District follows a progressive approach to student discipline. Any student who is in possession of or under the influence of any controlled substance or look alike, including tobacco, alcohol, illegal drugs or misusing legal drugs will be suspended.

- Oak Park Independent School and the entire Oak Park Unified School District is a “**Smoke –Free Zone**”. Board Policy states that the use of any tobacco product by anyone on the grounds or buildings is strictly prohibited at all times. This also includes field trips with children off campus.

Weapons

The Oak Park Unified School District prohibits possession of any type of weapons on campus. Any student who is found to be in possession of a weapon, including but not limited to, any knife or any type of gun including pellet, bb, or any explosive device including a firecracker or fireworks, will result in suspension and possible expulsion. This includes any replica or look-alike of the aforementioned.

OAK PARK UNIFIED SCHOOL DISTRICT DISCIPLINARY GUIDELINES

GROUNDS FOR SUSPENSION (ED CODE 48900):

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or furnished any firearm, knife, dangerous object, or explosive.
- c) Possessed, used, sold, furnished, or been under the influence of any controlled substance, alcohol or intoxicant of any kind.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcohol, intoxicant, or representation of items thereof.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school or private property.
- g) Stole or attempted to steal school or private property.
- h) Possessed or used tobacco, or tobacco products.
- i) Committed an obscene act or engaged in profanity or vulgarity.
- j) Offered, possessed, arranged, or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or willfully defied valid authority.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit a sexual assault, or committed a sexual battery, as defined in the Penal Code.

- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Section 245.6 of the Penal Code.
- r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed toward a pupil or school personnel.
- t) Aided or abetted the infliction or attempted infliction of physical injury.
- u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(E.C. 48900.5) Pupil's presence causes a danger to persons or property, or threatens to disrupt the instructional process.

(E.C. 48900.7) Pupil has made terrorist threats against school officials or school property, or both.

The following three (3) violations apply to pupils in grades 4 through 12:

(E.C. 48900.2) Committed sexual harassment as defined in section 212.5 of the California Education Code.

(E.C. 48900.3) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

(E.C. 48900.4) Engaged in harassment, threats, or intimidation against school district personnel or pupils.

Expulsion Recommendation – Education Code Section 48915 :

- (a)(1) Causing serious physical injury to another person, except in self defense.
- (a)(2) Possession of any knife, or other dangerous object of no reasonable use to the pupil.
- (a)(3) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).
- (a)(4) Robbery or extortion.
- (a)(5) Assault or battery upon any school employee.
- (c)(1) Possessing, selling, or otherwise furnishing a firearm.
- (c)(2) Brandishing a knife at another person.
- (c)(3) Unlawfully selling a controlled substance.
- (c)(4) Committing or attempting to commit a sexual assault.
- (c)(5) Possession of an explosive.

The following guidelines will be used in determining consequences for student violations. Please note that the minimum and maximum reference numbers correspond to the above schedule of actions.

	Minimum Action	Maximum Action
I. Violations Against School Standards		
A. DISRUPTIVE BEHAVIOR Actions which are detrimental to the effective operations of the school.	3	12
B. DEFIANCE OF AUTHORITY Willful refusal to follow a legal, reasonable direction/order given by a staff member.	3	12
C. CONTINUED WILLFUL DISOBEDIENCE Repeated refusal to follow school rules and regulations.	8	12
D.FORGERY Falsify signature or data on official records, letters, notes.	2	12
E. LEAVING CAMPUS Leaving campus during school hours without proper clearance from the office.	3	12
F. MISBEHAVIOR ON BUS OR VANS Vehicle drivers and staff members are responsible for the orderly behavior of pupils. Misbehavior may result in the parent having to come to pick up the student.	1	8
G. STUDENT ATTIRE Appropriate school dress is required. See student handbook for additional guidelines.	1	8
H. VIOLATION OF SUSPENSION Physically present on a school campus or at a school activity while on suspension.	8	11
I. PLAGIARISM/CHEATING Unauthorized copying of any assignment for the purpose of cheating.	1	10
J. TECHNOLOGY MISUSE Inappropriate use of any technology on the school campus, or involving another student or staff member	2	12
II. Violations Against Persons		
A. ASSAULT Unlawful attempt, coupled with a present ability, to commit a violent injury on the person of another (PC 240).	7	12
B. BATTERY Any willful and unlawful use of force or violence upon the person of another (PC 242).	7	12
C. ASSAULT OR BATTERY ON A STAFF MEMBER (See A and B above)	10 thru 12	
D. WEAPON POSSESSION The unauthorized possession of any instrument capable of producing death or great bodily harm, including imitation firearms (PC 12020).	10 thru 12	
E. ASSAULT WITH A DEADLY WEAPON Every person who commits an assault upon the person of another with a deadly weapon or instrument or by means of force likely to produce great bodily injury is punishable by law.	10 thru 12	
F. FIGHTING Mutual combat in which both parties have contributed to the situation by verbal and/or physical action.	7	12

	Action	Action
G. HATE VIOLENCE/HOSTILE ENVIRONMENT Participating in, or conspiring to engage in, acts of hate or violence. Intentionally engaging in threats or intimidation that creates disorder, invades the rights of others, or creates a hostile educational environment.	8	12
H. INTERFERENCE/OBSTRUCTION Any action taken to attempt to prevent a staff member from exercising lawful assigned duties.	6	12
I. VERBAL ABUSE Threatening language to a staff member.	8	12
J. SEXUAL HARASSMENT Unwelcome sexual advances, requests for sexual favors, or any other verbal, nonverbal, physical, or visual conduct of a sexual nature are prohibited.	2	12
K. TERRORISTIC THREATS Any statement, written or oral, made against a school official which threatens to commit a crime which will result in death, great bodily harm, or property damage.	8	12

III. Violations Against Property

A. EXTORTION The obtaining of property from another with consent induced by wrongful use of force or threat, or under guise of official right (PC 518).	7	12
B. THEFT An unlawful taking of property (PC 518).	7	12
C. UNAUTHORIZED USE OF SCHOOL PROPERTY	7	12
D. WILLFUL DAMAGE OF SCHOOL PROPERTY Any student who willfully cuts, defaces, or otherwise injures in any way property, real or personal, belonging to the school is liable.	7	12
E. DAMAGE TO PERSONAL PROPERTY	7	12

IV. Violations Against Public Decency and Good Morals

A. GAMBLING The playing of a game of chance for stakes (PC 330).	2	12
B. VULGARITY/PROFANITY Language that is disgusting to the senses; repulsive.	3	10
C. OFFENSIVE SOCIAL BEHAVIOR Activities that are an infraction of acceptable social actions	1	12

V. Violations Against Public Health and Safety

A. POSSESSION OR USE OF ANY OF THE FOLLOWING:		
Dangerous Drugs	8 thru	12
Unauthorized Controlled Substance(s)	11 thru	12
Alcohol	8	12
Tobacco	8	12
B. SELLING DANGEROUS DRUGS OR UNAUTHORIZED CONTROLLED SUBSTANCES (including look-alike drugs)	11 thru	12

WEAPONS: The Education Code Section 49330 defines an injurious object as any device capable of inflicting substantial bodily damage. All students need to be aware that **any object which may be used to inflict harm on another person will be considered a weapon.** This includes any firearm (including BB and pellet guns), knives (including pocketknives, dirks, daggers, and razors), explosives, or any other dangerous object.

Success Tips for Independent Study Students

Develop a study schedule

Just like you had a daily routine of classes in traditional classes, make your own work schedule for each day. Set up a study area with good lighting, comfortable seating, and a place for your books and materials. Include post-its in your materials so that you can put them in books with notes to which you can return, and index cards to make flash cards for some courses. Design your schedule around the 4 to 6 hours you need to study each day as well as your job, family responsibilities, community college classes, or any other activities you want to do. Successful people are organized! By making a schedule and sticking to it, you will find it is easy to complete one if not more credits each week. Do not leave study time to chance.

Take Breaks

Remember to take breaks while you are working in order to maintain a high level of concentration and maximize your learning. Start with the course that is most difficult for you. A good guide is to break for 10-15 minutes after at least 45 minutes of working. You might want to use a timer. Walk around, get a snack, do a chore, or make a short phone call. It will be easy to get back into your studies after a 10-15 minute break.

Set Daily/Weekly/Monthly Goals

Decide each day how many pages or activities you plan to complete. Each Monday, make a plan for the number of units or chapters you will complete that week. At the beginning of each school month (your attendance sheet will help you track the school months) plan how many credits you will earn that month. Talk to your teacher for guidance, but make your own goals. Write them down. It will help you stay on track to achieve your goals.

Develop Effective Study Strategies

To learn the information and concepts presented in each course and to earn good grades, the successful student does more than just read chapters and answer questions. To maximize your learning and improve your grades, follow these steps:

1. **Preview the unit or chapter:** Read the Student Objectives and questions. They tell you what you are expected to learn. Look through the section. Look at the pictures, charts, and maps. Read the captions. You will learn and remember more from what you read when you are familiar with the material.
2. **Read the unit or chapter:** Read carefully. Stop after each section to ask yourself what you learned. Make notes or write a summary. You will remember more when you break the unit into smaller sections and review while you are working.
3. **Use the question to answer the question:** Turn the question into a statement when answering short answer questions. For example, if the question reads, "In what year did world War II begin in Europe?" your answer can be, "World War II in Europe began in the year 1939."
4. **Ask for help:** If you find you cannot understand something while you are working at home, call your teacher at school. He/she can help you over the phone. Schedule an additional appointment time so you can get more one-on-one assistance. Or, come into your appointment with your questions ready to go over with your teacher. If you do not understand something in your work, you will not be able to answer questions on a test, or write about it completely which will lower your grade.
5. **When you finished working for a study session, review:** Review everything you covered that session. It will be helpful to write another summary. To learn new information, you need to go over it more than once.
6. **When you start your next study session, review:** Look over the pages you read previously. Read your notes and answers to the previous questions. You will learn much more.

My Daily Study Schedule Day _____ Date _____

Subject	Times	Finished	Left to do	Questions	Things I Don't Understand
	Set alarm 7:30 To wake up & Dress				
	Breakfast: 8- 8:30				
1	Study Time 8:30-9:30 Most Difficult Class				
	Break 9:30-9:45				
2	Study Time: 9:45-10:30				
	Break 10:30- 10:45				
3	Study Time: 10:45-11:30				
	Break-Lunch 11:30-12:15				
4	Study Time: 12:15-1:00				
	Break 1:00-1:15				
5	Study Time 1:15-2:30				
	Break 2:30-2:45				
6	Study Time 2:45-3:30				
	Break 3:30-4:00				
Return to unfinished work.	Study Time: 4:00-5:00				
	Free time 5:00- 6:00				
	Dinner: 6:00- 7:00				
	Evening Activities:				

What I got done today that I am proud of: _____
