

Parent/Student Handbook Kindergarten to Grade 5

WASC Accredited School



Preparing Students For Success In A Changing World

2014-2015

Oak Park Independent School
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Welcome to Oak Park Independent School!

Oak Park Independent School offers home schooling and independent study to students in grades K-12 throughout the Oak Park Unified School District and students in contiguous communities. Our school provides a viable alternative to students with unique needs. Many of our students require our flexible schedule in order to pursue interests in athletics or performing arts, and many parents enroll their children with us because they are committed to home schooling. It is a program for families who have the time, energy and desire to teach their children at home. We value our parents and we believe parents have such an essential role in a student's education.

We are preparing for the implementation of the Common Core Standards. Meanwhile, the program for children in grades kindergarten through grade 5 is aligned with the California Content Standards and the Oak Park Unified School District course of study and syllabi. Whatever the reasons you have for choosing independent home study for your child(ren), you may be assured that they will receive a personalized learning program. Since this is a joint educational effort between the parent/guardian and teacher, a great amount of communication concerning academic success and/or areas for improvement and enrichment will occur. In this way, the student's needs will be addressed continually. You will meet with the teacher each time your student brings his/her work to the weekly appointment. We look forward to this meaningful partnership.

It is important to establish a permanent study area or station for your student. It is also important to have a daily schedule that is followed as this teaches the student how to budget time. As the child gets older, his/her attention span will increase and together you can modify the schedule. A sample daily schedule can be found in this handbook. Designing a schedule with your child will be a meaningful activity and something of one's own design is more likely to be followed.

Celebrate your student's successes and be careful to balance his/her life with visits to places of interest, shared reading with your student, and time for your child to pursue his/her own interests and talents.

The staff is committed to this learning experience and is available to answer your questions whenever they may arise.

Again, welcome to Oak Park Independent School!

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, the California State Standards and the Common Core
- 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.

Policies and Procedures

Board Policies

The Oak Park Unified School District Board of Education authorized the superintendent to establish a Home Independent Study Program as an optional alternative instructional strategy by which students in grades K-12 may reach curriculum objectives and fulfill graduation requirements in a setting other than the regular classroom. Home Independent Study shall offer a means of individualizing the educational plan for students whose needs may be met best through study outside of the regular classroom setting.

General Conditions

1. Home Independent Study is a continuously voluntary, educational alternative in which no students may be required to participate.
2. Instruction may be provided only if the student is offered a classroom option that is always available.
3. No course required for graduation shall be offered exclusively through Home Independent Study.
4. No individual with exceptional needs as defined in Education code, Section 56026 may participate in Home Independent Study unless his/her individualized education program (IEP) specifically provides for that participation.
5. The district shall provide and ensure Home Independent Study students the same access to existing services and resources as are available to all other students in the school in which the Home Independent Study students are enrolled.
6. In grades K-5, the parent(s) or guardians of the student should recognize that Home Independent Study emphasizes a commitment on the part of the parent(s) or guardian in supervision and instruction.

Non-discrimination Policy: Oak Park Independent School maintains a consistent policy of non-discrimination relative to culture, race, ethnicity, language, gender, age, sexual orientation, socio-economic background, religion, and learning abilities.

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. 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.

Intake Process:

1. Meet with the school counselor (teacher, principal, school personnel) to determine if the student meets the criteria for participation of Independent Study.
2. Obtain an inter-district permit if student does not reside in the Oak Park Unified School District.
3. Complete an Application for Intake at the school office.
4. Complete all elements of the Independent Study Agreement with the supervising teacher.
5. Finishing the above process completes the student's intake process. Depending on the availability of a certificated teacher, student should be able to start the Independent Study option immediately.

A student who has met the criteria for participation may:

1. Complete a full program of courses.
2. Enroll for a limited period of time if the student is to be out of school for five (5) or more consecutive days.

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 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.**

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.

Student Right

1. **The right to be safe at school**—This means that no one should intimidate or make students afraid to be at school. OPIS shall be a safe and comfortable place for everyone.
2. **The right to be respected and treated with kindness at school**- This means that no one should make fun of students or hurt students' feelings intentionally. No one may embarrass anyone else.
3. **The right to be heard**- This means that all students will have the opportunity to tell their side of the story before receiving consequences for breaking a rule. If a student feels that one or more of their rights have been violated, they should tell their teacher, a campus supervisor, or the principal.

Student Responsibilities

1. **Come to school unless you are ill**-parents are required by law to send their children to school from ages 6-18. The only valid reason for an absence is illness. The school must report parents who fail to bring their children to school to the Ventura County School Attendance Review Board according to the Education code. When this occurs, the parent will be required to appear in front of the Board. The Board will usually make recommendations to assist in amending the problem. If no result is achieved, the case will be turned over to Superior Court for prosecution.
2. **Be on time for your appointment with your teacher.**
3. **School officials must be obeyed at all times**—School officials include the principal, teachers, yard supervisors, custodians, instructional aides, secretaries, librarians, safety patrol officers, and any specialists. Students need to follow all legal and reasonable instructions from a staff member. If a student disagrees with a decision, they may discuss it with the individual at the appropriate time.
4. **School property is to be respected**-all students will respect all school property as it belongs to all of us. Any destruction of school property will result in the parents of the guilty students paying for the damages.
5. **Students will act appropriately at assemblies and when on field trips.** This includes evening activities.

OPIS - Response to Intervention – Late Work/Meeting Policy		
Student Action	Teacher Action	Response To Intervention
Student misses weekly appointment and/or does not complete required assignments, or general lack of progress in courses.	As necessary, teacher counsels student, calls parent, emails parent or sends a letter home. Teacher retains a copy for student file.	Conference: Teacher reviews attendance policies, assignments and supports student with tools and advice.
Student misses 2nd weekly appointment within the semester, does not complete required assignments or general lack of progress in courses.	Teacher reports to counselor to send <u>OPIS Lack of Progress Letter number 1</u> to parents.	Student Study Team (SST) Meeting: Student and Parent attend SST meeting with counselor and teacher.
Student misses 3rd weekly appointment within the semester, does not complete required assignments or general lack of progress in courses.	Teacher reports to counselor to send <u>OPIS Lack of Progress Letter number 2</u> to parents.	Administrator Meeting: Parent/Student/Principal meeting to discuss options and proper placement for student either in OPIS or out.
Student misses 4th weekly appointment within the semester, does not complete required assignments or general lack of progress in courses.	Teacher reports to counselor to send <u>OPIS Lack of Progress Letter number 3</u> to parents.	Change of Placement: Principal and SST team determine appropriate alternative placement immediately for student.

Parent Responsibilities and Rights:

The parent or guardian agrees to:

- Read and understand the conditions listed on the Oak Park Independent School Study Agreement.
- 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.
- Ensure student takes mandated district and state tests of proficiency and achievement.
- Voluntarily sign the Oak Park Independent School Education Agreement.
- Notify the certificated teacher in advance when the student will be away from school.
- Ensure student completes all assignments by the due date.
- Ensure student keeps all appointments.
- Furnish transportation to a school site, if necessary.
- Act as a support system for the student in the discipline of completing work independently.
- Understand they have the right to review the program of instruction and revoke the Oak Park Independent School Education Agreement at any time.
- **Understand 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:

The certificated teacher shall:

- Assign courses in areas identified in EC Section 44865 (a-g classes).

- Design and evaluate the work and provide general supervision of the student's Oak Park Independent School Education Agreement.
- Complete designated portions of the Oak Park Independent School Education Agreement, accompanying documents, and required record keeping for student assignments and attendance credits.
- Design a learning plan for appropriate student work.
- Provide K-5 curriculum based on the Oak Park Unified School District's curricula.
- Supervise student's study and evaluate coursework completed by the student.
- Assess all student work for attendance credit.
- Select and save representative samples of student's completed and evaluated assignments.
- Maintain and keep current any required records and files.
- Determine and assign grades or other measures of the student's achievement when appropriate.
- Keep parents informed of the student's progress when appropriate.
- Counsel and coach for the student's success.
- Participate in OPUSD educational and curriculum committees.
- Continue to grow professionally through a staff development plan and maintain CCIS membership.

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.

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 180 minutes or 3 hours of study per day for kindergarten students and 240 minutes or 4 hours of study per day for students in grades 1-5.
- 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.

Adequate Progress

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

- Be responsible for attending regularly scheduled meetings with teacher.
- Be responsible for working 3 hours per day for kindergarten students and 4 hours per day for students in grades K-5.
- Be responsible for taking state and district mandated proficiency and achievement tests.

Teachers verify attendance based on completed assigned work.

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.

Board Policy 5113

If a student's absence is excused under Ed Code 48205, he/she shall be allowed to complete any missed assignment or test that can be reasonably given, as determined by the teacher of that class. The student shall be given full credit for the assignment or test if he/she satisfactorily completes the assignment or test within a reasonable period of time.

A student's grade may be affected by excessive unexcused absences in accordance with Board policy.

Report Cards and Progress Reports

Students in grades K-5 receive report cards 3 times per year. The Progress Toward Standards report cards are grade and trimester standards specific. Parents, teachers, and students confer regularly about goal setting, portfolio assessment, and standards based report cards. Regular meetings with their students and their teachers keep parents informed about student progress. Student progress reports or grades are available upon request.

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 are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, projects, demonstrations, report card grades, and results of standardized tests. Typically, a combination of these and other assessment tools are used. The smarter balanced assessment system will be implemented along with the shift to the Common Core Standards, including assessment of performance tasks and collaboration.

Home Hospital

California Education Code §48206.3 requires that Home/Hospital instruction be available to students with **temporary** disabilities that make attendance in regular day classes or alternative education programs impossible or inadvisable. A temporary disability is defined as “a physical, mental, or emotional disability incurred while a student is enrolled in regular day classes or an alternative education program, after which the student can reasonably be expected to return to regular day classes or an alternative education program without special intervention.” Home/Hospital students can normally be expected to return to their regular classes after their disability has been addressed through medical intervention. If a student is determined to require Home/Hospital instruction, he/she will receive one clock hour of individualized instruction for each day that instruction is offered by the district in the regular education program. The maximum number of hours that can be offered to a student in one week is dependent upon the number of school days in that week.

Home/Hospital Instruction *is typically not necessary for students who may be absent for between one and two weeks*. Instruction for these students can be handled at the site level through either short-term independent study or regular classroom teacher support with assignments and flexible timelines.

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 of 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.

Donations

Any request for supplies or donations toward the purchase of supplies, materials, equipment, field trips, programs, etc. is completely voluntary under the law in California public schools. Students may not be charged for participation in educational activities and may not be discriminated against or denied participation for not providing voluntary donations to the school. Should any student or parent believe they were impermissibly charged a fee or required to provide materials or supplies that they would not have otherwise voluntarily paid or provided, an application for reimbursement may be filed with the District by calling (818) 735-3206.

More information and detailed guidelines are on the website under Funding/Budgets or at this link:

<http://www.oakparkusd.org/donationguidelines>

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.

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.

All students in grades 1-6 are required to complete not less than 200 minutes of physical education activities each 10 school days. Students may complete both coursework and physical activities

Student 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

Academic Honesty: Cheating and Plagiarism

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. Thus, any assignment, project, test, or quiz that a student turns in is expected to reflect what (s)he/he has done. Many students have come to believe that their grade, not their learning is the key to success. As a result, cheating, copying, and other forms of academic dishonesty have become widespread. To reduce the likelihood of such behaviors, we have instituted the following policy.

A student is considered in violation of school policy on **Academic Honesty** when (s)he participates in any of the activities included in, but not limited to, the list below:

- copying homework or any class assignment from whatever source (plagiarizing), or allowing another student to copy one's own work
- copying homework or assignments from other students
- willfully falsifying data and presenting it as one's own research or work
- looking at notes during a test, looking on another student's test
- talking to others during a test
- falsifying school work in any way

Students who engage in any form of cheating will receive no credit for the assignment, project or test, and the student will be marked down on the report card in the area that addresses these basic standards.

GRADING FOR ELEMENTARY STUDENTS

Students in grades Kindergarten through grade 5 are graded according to their progress toward standards of their grade level. The following are descriptors of the grading system:

4*= Exceeds Trimester Standards

- Is working beyond grade level standards
- Is highly independent learner
- Does more than is required through initiative and interest
- Produces consistently higher quality work

4 = Meets Trimester Standards

- Has mastered standard
- Performs independently
- Puts forth good effort
- Performance is consistent and reflects mastery

3 = Making Significant Progress Meeting Trimester Standards

- Is working hard to master standard
- Is becoming more independent
- Puts forth good effort
- Performance is generally consistent and acceptable

2 = Making Limited Progress Toward Meeting Trimester Standards

- Is trying to master standard
- May depend on others for assistance
- Puts forth fair effort
- Performance is generally consistent

1 = Does Not Meet Trimester Standards

- Finds subject difficult and/or is unable to complete work assignments
- Is highly dependent on others for assistance
- Effort and performance are inconsistent

Parking and Access to Campus

Parents and students are advised that it is their responsibility to drive in a slow, safe and courteous manner in the area around the school. Noise coming and going to school must be kept to a minimum. Students and parents must park in the designated parking lot. Parents and students are asked not to park on local streets (Medea Creek Lane and Conifer St.). In addition, there is no pick up or drop off on these streets.

Appearance and Dress

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

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. Beside the more obvious forms of sexual harassment that are more common among adults and adolescents, children at the elementary level are capable of other forms as noted below:

- Sexual slurs, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
- Graphic verbal comments about an individual's body, overly personal conversation, and/or inappropriate touching
- Sexual jokes, stories, drawings, pictures or gestures
- Spreading rumors (sexual or otherwise)
- Displaying sexually suggestive objects in the educational environment.

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..

Field Trips

There are opportunities for field trips during the school year that are voluntary. Elementary students often attend Thousand Oaks Civic Arts Center productions. Some field trips are arranged with other home schooling programs. Parent permission must be given and often parent attendance requested.

Please note the following guidelines about field trips:

- When parent drivers are used on field trips, they are required to fill out the proper forms in advance and show evidence of minimum limits of liability insurance, not less than \$100,000 per person/\$300,000 per occurrence. The parent's insurance will provide primary coverage and the district insurance will provide secondary coverage.
- If driving, the parent's car must be in excellent mechanical condition and a seat belt must be available for all children. Students are not permitted to sit in the front seat. Children are safest in the back seat. Each child is required to be properly restrained in the back seat unless child is 8 years or older or weighs 60 pounds or more. The car must have enough gasoline to complete the trip without making a stop for gas. Parent drivers are responsible to ensure that children are safety belted and behaving appropriately in the car at all times.
- Parents who attend field trips should plan to supervise children the entire time.
- Parents are to help keep students safe and orderly. We need everyone 100% of the time.
- Parents who chaperone on field trips may not bring siblings with them.
- When driving on a field trip, all cars must go directly to the destination and return directly to school on the way back. **IT IS NOT PERMITTED TO STOP FOR FOOD, DRINKS, ETC.** or vary from the prescribed route.
- Parents are to refrain from constantly using cell phones on field trips because their primary responsibility is to supervise the students and help them to participate in the various activities. This also provides a major distraction to the student's learning.
- Often a donation is requested to pay for a field trip or a deposit is requested to hold a space. There are no refunds once these payments have been made.
- It important to understand that participation in a school-sponsored field trip is voluntary and students are not required to attend. Under the law, fees for school field trips may be charged, however, a fee will be waived for any student whose parent requests that it be waived.

Emergency Procedures

An emergency plan including evacuation routes is posted in each classroom. Teachers will review emergency procedures with students in each class on a regular basis. Please familiarize yourself with the plan so that you will know what to do in an emergency. In addition, a fire drill will be held once each semester to help staff and students know how to react should an emergency arise.

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. Positive reinforcement and modeling are the most important tools regarding student behavior. There may be times when students will need to understand that there are consequences for their actions. The goal of discipline at OPIS is to assist parents in their role of providing guidance to their children and in helping students make positive choices regarding their behavior and actions. The following procedures will be implemented regarding violation of school rules:

- Students will be warned regarding the violation of a rule on the first offense. Warnings will not be given regarding fighting, theft, destruction of property, and defiance. On these offenses a consequence will normally be issued on the first offense and will progress on succeeding offenses.
- ***Fighting will not be tolerated at Independent School. Problem solving and conflict resolution should be the goal.***

The Oak Park Unified School District follows a progressive approach to student discipline; see Board of Education Disciplinary Policies 5131 (a), 5131(b).

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 of the 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. See appendix for descriptions of State Education Code offenses.

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.

Get Organized to be Successful

In order to be successful with independent study, it is critical that you be very organized each day. Design a schedule for yourself. The one following is an example of such a schedule. If you like to work for longer periods than are on the sample schedule, design one that is right for you.

Get a timer and set it for your study sessions during the week. It is not expected that you study on the weekends, but if you have tests coming up, or work that you want to do in order to get ahead, then go for it.

It is important that you take breaks. Try to be active during your breaks. Some suggestions are getting a snack or drink, stretching, walking, shooting baskets, practicing an instrument, listening to music, playing with a pet, or playing a game.

If you follow your daily schedule, you will have your evenings free to do things that you like to do.

Supplies that your study area should have are things like post-its for note taking as you read. Index cards can be used for making flashcards for vocabulary words, foreign language vocabulary, questions and answers for science and history courses. With these cards it is easy for a parent/guardian or friend to help you study for tests. Different colored index cards can be for different subjects...yellow for history, blue for math formulas etc.

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:
