

# Parent/Student Handbook Kindergarten to Grade 5

*WASC Accredited School*



***Preparing Students For Success In A Changing World***

**2024-2025**

Oak Park Independent School  
5801 Conifer Street  
Oak Park, California 91377  
(818) 597-4256

**Important Note:** The Student Handbook is designed to align with Board policy and Administrative Regulations, which are Board-adopted documents intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to completely state all policies, procedures, or rules in any given circumstance. In case of conflict between Board policy, Administrative Regulation, and any Student Handbook provisions, the school and district will follow Board policy and Administrative Regulation. The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending Board meetings and reviewing board summaries shared via district communications explaining changes in policy or other rules that affect Student Handbook provisions.

## **OPIS Staff:**

Principal:	Mr. Kent Cromwell	<a href="mailto:kcromwell@opusd.org">kcromwell@opusd.org</a>
Office Manager:	Ms. Jennifer Burstein	<a href="mailto:jburstein@opusd.org">jburstein@opusd.org</a>
Counselor:	Mr. Jeremy Rogers	<a href="mailto:jrogerss@opusd.org">jrogerss@opusd.org</a>
Psychologist	Ms. Gayle Tribe	<a href="mailto:gtribe@opusd.org">gtribe@opusd.org</a>
Teachers:	Mr. Daniel O'Brien	<a href="mailto:dobrien@opusd.org">dobrien@opusd.org</a>
	Mr. Ty DeLong	<a href="mailto:tdelong@opusd.org">tdelong@opusd.org</a>
	Ms. Kate Thompson	<a href="mailto:kthompson@opusd.org">kthompson@opusd.org</a>
	Ms. Samantha Lyons	<a href="mailto:slyons@opusd.org">slyons@opusd.org</a>
	Mr. James Barnett	<a href="mailto:jbarnett@opusd.org">jbarnett@opusd.org</a>
	Ms. Amy Kobayashi	<a href="mailto:akobayashi@opusd.org">akobayashi@opusd.org</a>
	Ms. Ilana Sweet	<a href="mailto:isweet@opusd.org">isweet@opusd.org</a>
	Ms. Katie Lague	<a href="mailto:klague@opusd.org">klague@opusd.org</a>

**[www.opusd.org](http://www.opusd.org)**

## **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 homeschooling. 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 implementing the New California State Standards. 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 their 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, their 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 their life with visits to places of interest, shared reading with your student, and time for your child to pursue their 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 the implementation of 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 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 (CAASPP)
- 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 areas;
- 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 unique learning styles.

**Healthy, Productive Citizens who:**

- Evaluate lifestyle and participate in activities that improve personal wellness and physical fitness;
- Effectively budget 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 student 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 their 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 including, but not limited, to culture, race, ethnicity, language, gender, age, immigration status, 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 their 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.

### **Uniform Complaint Procedures**

Uniform Complaint Procedures (UCP) The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation. [OPUSD BP 1312.3 Uniform Complaint Procedures](#)

### **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 their 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 they will be guilty of a misdemeanor in accordance with Californian Education Code 44811 and Penal Codes 415.5 and 626.7 if they reenter 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.

### **Bicycles**

All students and parents who ride bicycles to school are encouraged to obey the California laws as followed:

- Wear a properly fitted and fastened bicycle helmet that meets national standards.
- Keep hands on the handlebars.
- One person per bicycle, unless it is a tandem bicycle.
- Ride in the same direction as traffic.
- Always walk your bicycle when crossing crosswalks.

### **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 their supervisor and provide a report of the incident on the appropriate form.

#### **Intake Process:**

1. Meet with the school counselor (teacher, principal, school personnel) to determine if the student meets the criteria for participation in 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.

#### **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 in 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, Kanan Shuttle, 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 at Oak Park Independent School (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.) 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 Rights

- 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.	<u>Conference:</u> Teacher reviews attendance policies, assignments and supports student with tools and advice.
Student misses <u>2<sup>nd</sup> weekly</u> 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.	<u>Student Study Team (SST) Meeting:</u> Student and Parent attend SST meeting with counselor and teacher.
Student misses <u>3<sup>rd</sup> weekly</u> appointment within the semester, does not complete required	Teacher reports to counselor to send <u>OPIS Lack of Progress Letter number 2</u> to parents.	<u>Administrator Meeting:</u>



assignments, or general lack of progress in courses.		Parent/Student/Principal meeting to discuss options and proper placement for student either in OPIS or out.
Student misses <u>4<sup>th</sup> weekly</u> 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.	<u>Change of Placement:</u> 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 student's 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:

- 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 to 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 their schoolwork. The environment should be without distractions and conducive to doing schoolwork.
- Be available to answer questions their 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.

### **Report Cards and Progress Reports**

Students in grades K-5 receive report cards 3 times per year (Trimester). 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.

### **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 Assessment of Student Performance and Progress (CAASPP) is given annually to students in grades 3,4,5,6,7,8,11, and 12 (Science).

### **Answer Keys and Test Security:**

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

### **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 W. Valley Special 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 Rancho 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

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.

***Fees and Other Charges***

A student's right to a free public education means that we cannot require you or your student to purchase materials, supplies, equipment, or uniforms for any school activity, nor can we require you or your student

to pay security deposits for access, participation, materials, or equipment. Your school may require students to attend a fundraising event; however, if they are unable to raise funds for the event, we cannot prevent students from participating in an educational activity. Should any student or parent believe, they were impermissibly charged a fee or required to provide materials or supplies that they would have not otherwise voluntarily paid or provided, an application for reimbursement may be filed with the District by calling (818) 735-3206.

### **Physical Education Requirement**

All 5<sup>th</sup>, 7<sup>th</sup>, and 9<sup>th</sup>-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 they have 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 they have 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 they participate 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:

### **5 = 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.). If parents or students must park on Medea Creek Lane or Conifer St., please park on the opposite side to where there are houses. In addition, there is no pick up or drop off on these streets.

## **Dress**

Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school district personnel. The responsibility for the dress and grooming of a student rests primarily with the student and their parents or guardians. Parents or guardians are responsible for ensuring student compliance with the school dress code. Students are responsible for

complying with the dress code during school hours and school activities. It is important that the student come to school dressed appropriately for all outdoor physical activities.

- Students must wear clothing that includes both a shirt with pants or skirt, or the equivalent (for example dresses, shorts, or leggings) and shoes appropriate for physical movement and physical education classes.
- No flip flops, open toe, open heel, or heeled shoes over once inch. Comfortable and flexible street shoes or tennis shoes are suggested.
- Clothing must cover the chest, back, buttocks, and torso.
- Clothing must opaquely cover private parts and any undergarments at all times (see-through clothing, mesh, or transparent materials do not meet this requirement).
- Tops or shirts must have the minimum of a strap over each shoulder that keep the top in place to meet the above requirements.
- Clothing may not depict, advertise or advocate the use of firearms, alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected classification.
- Students may not wear clothing and accessories that feature offensive images or language including profanity, pornography, vulgarities, or defamatory language as determined by the school principal or their administrative designee.
- Students are encouraged to wear hats and visors outdoors to provide sun protection. Hats or visors may not be worn indoors, with the exception of religious, ethnic, or culturally specific head coverings.
- Dangling earrings or elaborate jewelry are not permitted due to safety concerns during physical activity and play.

If a student requires support from school staff in abiding by dress code requirements, this support shall be provided in the least restrictive and disruptive manner possible. Administration and enforcement of the dress code will be gender neutral. In the case that a student is unable to abide by the dress code policy, school provided garments may be loaned to the student until the parent or guardian is able to provide appropriate clothing.

### **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.

**Education Code section 48900(r) defines bullying as:**

Any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act... directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on their physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with their academic performance.
- (D) Causing a reasonable pupil to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school.

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 they are 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.

### **Diversity Sensitivity**

Children will not make remarks, slurs, innuendoes, jokes, etc. including but not limited to, a person's race, gender, ethnicity, religion, color, national origin, immigration status, 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.

### **Gender Identity**

Per Education Code section 221.5(f), pupils shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with their gender identity, irrespective of the gender listed on the pupil's records.



Oak Park Unified School District's [Administrative Regulation AR 5145.3\(g\)\(4\)](#) states: A student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips.

We respect a student's right to be identified by their preferred name and gender as required under California Education Code 49070 and OPUSD [Administrative Regulation 5145.3\(f\)](#). Requests to change name and gender designations and records may be made by the student and/or parent to either the student's principal or counselor. Gender identity support plans are available upon request to school staff.

### **Religious Observances**

Please inform your principal or teacher if your student requires or would benefit from accommodation in relation to cultural events, religious celebrations, or other situations which could be impacted by or may impact the school day.

### **Technology and Internet**

Oak Park Unified School District offers its educational community a wide range of technologies to support teaching and learning. Use of these technology resources shall comply with federal and state laws and in accordance with the policies and procedures of Oak Park Unified School District. Please see [BP 6163.4 Student Use of Technology](#), and carefully read the [OPUSD Student Technology Acceptable Use Policy](#). A copy of the Student and Parent Signatures page must be signed and returned to school annually.

OPUSD supports and encourages a student's US Constitution First Amendment right to free speech, but recognizes that communication that adversely impacts a school's instructional environment (such as making other students feel unsafe while on campus) is not protected by the First Amendment. This even applies to speech that occurs off campus. Students are reminded to communicate responsibly at all times to ensure the school environment remains safe and welcoming to all.

Appropriate technology use is based on trust and responsible judgment. Failure to adhere to this acceptable use policy may result in having access to District technology suspended or revoked. Additionally, failure to adhere to this policy may result in discipline up to and including expulsion in accordance with the student behavior and discipline policies outlined in this handbook. Students are expected to practice ethical behavior in all areas, including refraining from harassment, academic dishonesty, and plagiarism, whether or not they are using District technology. Students may be disciplined for engaging in other conduct deemed in the sole discretion of the school site, District personnel, and in accordance with law, as detrimental to the school, its mission, and/or harmful to other students. All aspects of this acceptable use policy apply equally whether District technology is accessed on or off site or through District-owned or personally-owned equipment or devices.

### **Emergency Procedures**

An emergency plan including evacuation routes is posted in each classroom. Teachers will review emergency procedures with students during one on one meetings throughout the year. Please familiarize yourself with the plan so that you will know what to do in an emergency. In addition, fire drills, earthquake drills, active shooter drills and lockdown drills will be held throughout the year 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. A manifest determination may be conducted based on the numbers of days suspended or a change of placement being reviewed due to the grounds of suspension.

### **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. 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.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

*Introductory Language regarding Discipline from [Board Policy 5144](#):*

The Oak Park Unified School District supports a "Progressive Discipline Policy" and associated practice because this approach provides a logical, escalating sequence to consequences while informing students and parents at the earliest level where rehabilitation might be employed. An exception for implementing progressive discipline will be for more serious offenses, which require immediate suspension and mandatory expulsion by law.

### **HARASSMENT, HATE SPEECH, HATE VIOLENCE, HOSTILE ENVIRONMENT**

*Introductory Language regarding Harassment from [Board Policy 5145.9](#):*

*OPIS* is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic.

*OPIS* does not tolerate any type of harassment, speech, violence, or acts that cause a hostile environment. As such, consequences and/or disciplinary means are instituted for any such behavior. Importantly, school staff prioritizes the protection and healing of the targets of such acts.

### **RACIAL HARASSMENT & HOSTILITY**

Racial harassment is an incident or a series of incidents intended or likely to intimidate, offend or harm an individual or group because of their ethnic origin, color, race, religion or nationality, and a racist incident is any incident that is perceived to be racist by the victim or any other person (MacPherson Report 1999). Such behavior may include:

- Intimidation and implied or overt threats of physical violence motivated by race, color, or national origin
- Physical acts of aggression or assault upon another, or damage to another's property that is motivated by the individual's race, color, or national origin
- Demeaning racial jokes, taunting, racial slurs and derogatory racial "nicknames," innuendos, name-calling, or other negative or derogatory remarks of a racial nature or relating to national origin
- Slurs or symbols (verbal, nonverbal, or written)
- Display of racially offensive material.
- Graffiti, drawings and/or slogans or visual displays such as cartoons or posters depicting racial/ethnic slurs or racially/ethnically derogatory sentiments
- Criminal offenses directed at persons because of their race or national origin
- Encouraging others to commit any such acts
- Exclusion from normal conversation or activities

### **HARASSMENT & HOSTILITY BASED ON GENDER, GENDER IDENTITY, SEXUAL ORIENTATION, DISABILITY, AND RELIGION**

Harassment based on gender, sexual orientation, disability, or religion is an incident or a series of incidents intended or likely to intimidate, offend or harm an individual or group because of their actual or perceived identity.

Such behavior may include:

- Intimidation and implied or overt threats of physical violence motivated by gender, sexual orientation, disability, or religion.
- Physical acts of aggression or assault upon another, or damage to another's property that is motivated by the individual's actual or perceived identity.
- Demeaning racial jokes, taunting, racial slurs and derogatory racial "nicknames," innuendos, name-calling, or other negative or derogatory remarks
- Slurs or symbols (verbal, nonverbal, or written)
- Display of racially offensive material.

- Graffiti, drawings and/or slogans or visual displays such as cartoons or posters depicting derogatory sentiments
- Criminal offenses directed at persons because of their actual or perceived identity
- Encouraging others to commit any such acts
- Exclusion from normal conversation or activities

## **RACIAL HEALING, JUSTICE, AND PROTECTION**

OPIS prioritizes the protection and healing of the targets of any act of harassment, hate, bullying, hostility or violence. Administrators, teachers, and school counselors, among others, are responsible for providing a safe place to learn for each and every student and provide a system of support to those who are targets of any act of harassment, bullying, violence, or hostility.

### **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. This also includes vaping and/or use of ecigarettes.

### **Weapons**

The California firearms law prohibits any person from possessing or discharging a firearm in a school zone. A “school zone” is any area within 1,000 feet of our school or any school within the district. Penal Code 626.9 “California’s Gun-Free School Zone Act.” 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. In addition, the Ventura County Sheriff’s Department will be immediately notified. This includes any replica or look-alike of the aforementioned.

## **OAK PARK UNIFIED SCHOOL DISTRICT DISCIPLINARY GUIDELINES**

### ***GROUND 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.

### 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:**