



BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

PARENT HANDBOOK

2021-2022 SCHOOL YEAR

This handbook is an overview of Blue Oak School's procedures, policies, and guidelines. It is meant to inform families and address the most frequently asked questions. The handbook is a living document and may be updated and changed as necessary.

Welcome to Blue Oak School!

Congratulations on finding this unique educational option for North Valley students in transitional-kindergarten through eighth grade.

Blue Oaks Waldorf-inspired methods are intended to bring out the creativity, awareness, and social responsibility necessary for children to learn to engage successfully and positively with their world.

This handbook is intended as an overview of the information, rules, and responsibilities that help us work together to achieve our goals. Please take a moment to read it through carefully and keep it handy for reference. This handbook may change on occasion as circumstances change so check the website edition if any concerns come up.

We thank you for joining us in this venture.

Warmly,

*Susan Domenighini
Executive Director*

***The need for imagination, a sense of truth, and a feeling of responsibility—these three forces are the very nerve of education.”
-Rudolf Steiner***

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School Vision & Mission

To be a model for successful education of the whole child; to nurture and deepen each child's academic and creative capacities using methods inspired by Waldorf education in a public school setting.

School Verse

*“This is our school.
May peace dwell here.
May the rooms be full of contentment.
May love abide here,
love of one another, love of our school, and love of life itself.
Let us remember,
that as many hands build a house,
so many hearts build a school.”*

Values/Virtues

<i>Virtues</i>				
Hold REVERENCE <i>Monday</i>	Have COURAGE <i>Tuesday</i>	Build FRIENDSHIPS <i>Wednesday</i>	Seek WISDOM <i>Thursday</i>	Show COMPASSION <i>Friday</i>

Goals

- To inspire children to grow and learn by using a developmentally based curriculum, active learning, integration of the arts, and rigorous academic instruction that aligns with state standards
- To prepare children for active and ethical citizenship by using instruction that measures and guides critical thinking, self-awareness, intellectual curiosity, creative imagination, and social responsibility.
- To enable each student to demonstrate proficiency in English-Language Arts, mathematics, science and social sciences.
- To ensure a comprehensive and complete education for students in each year of enrollment, such that students who leave Blue Oak will be well prepared to attend any school they choose

and students who join Blue Oak at any grade level will be welcomed and supported in their transition into our program.

- To prepare students to transition into High School, as creative and engaged adolescents.
- To develop a lifelong love of learning by honoring daily and seasonal rhythms and by teaching subject matter when children are at the appropriate developmental stage for learning.
- To enable pupils to become or remain self-motivated, competent and lifelong learners.
- To attract, develop, and retain highly-effective, adaptable faculty, staff, and administrators
- To foster a strong community of parents, teachers, and staff, who collaborate to create a supportive and healthy Blue Oak School learning environment.

Diversity, Equity, and Inclusion

During the summer of 2020, our country experienced a turning point in how we view race, racism and the dangerous ideology of white supremacy. Since the death of George Floyd, people and institutions all over the world have begun to face the huge and daunting task of dismantling harmful policies and practices related not only to racial/ethnic backgrounds, culture and language, but also to gender and its expressions, sexual orientation, family structure, cognitive or physical ability, economic class, and religion. In order to change harmful biases around identity, we first have to recognize that there is a problem.

As a Waldorf inspired public school, Blue Oak is taking this task of reevaluating our policies and practices around equity very seriously. We recognize the importance, value, and strength of a diverse and inclusive school culture, community, and staff. As an institution, we are actively challenging ourselves to root out discriminatory practices and policies so that we may meet the needs of all in our care. The educational teachings of Rudolf Steiner help inform our unique curriculum delivery; at the same time we use critical thought to examine what is brought to the students and how we bring Waldorf methods to the public school environment.

In order to meet these needs for change, Blue Oak has created a team of faculty and staff members who are looking critically at how we can diversify our curriculum, ensure subject matter and teaching materials align with our values and create opportunities for staff and faculty to learn how to uncover and change their biases around race and the ideology of white supremacy.

As our school grows and changes, we strive to adhere to the following quote:

"Receive the children in reverence; educate them in love; let them go forth in freedom."

- R. Steiner

Hours of Operation and Map

School Hours of Operation

(traditional hours)

Kindergarten

Half-day schedule 8:30 am - 12:30 pm

* Thursdays, 8:30 am - 12:30 pm

Full-day schedule 8:30 am - 3:00 pm

* Thursdays, 8:30 am - 12:30 pm

Grades 1 to 3

Full-day schedule 8:15 am - 3:00 pm

* Thursdays, 8:15 am - 12:45 pm

Grades 4 to 8

Full-day schedule 8:15 am - 3:05 pm

* Thursdays, 8:15 am - 12:45 pm

2021-2022 Bell Schedule

Grade 1-3	2021-2022
8:15 - 10:20*	Main Lesson
10:20 - 10:40*	Snack & Recess
10:45 - 11:25	Period 1
11:30 - 12:10	Period 2
12:15 - 1:15	Lunch & Recess
1:20 - 2:00	Period 3
2:05 - 2:45	Period 4
2:50 - 3:00	Closing

*see Food Service schedule

Grade 4-5	2021-2022
8:15 - 10:20	Main Lesson
10:20 - 10:40*	Snack & Recess
10:45 - 11:25	Period 1
11:30 - 12:10	Period 2
12:15 - 1:15	Lunch & Recess
1:20 - 2:00	Period 3
2:05 - 2:45	Period 4
2:50 - 3:05	Closing

Grades 6-8	2021-2022
8:15 - 8:25	Opening
8:30 - 9:10	Period 1
9:15 - 9:55	Period 2
10:00 - 10:40	Period 3
10:40 - 11:05	Snack & Recess
11:05 - 1:10	Main Lesson
1:10 - 1:55	Lunch & Recess
2:00 - 2:45	Period 4
2:50 - 3:05	Closing

Minimum Day	
Grades 1-5	2021-2022
8:15 - 10:20	Main Lesson
10:20 - 10:40	Snack & Recess
10:45 - 11:25	Period 1
11:30 - 12:10	Period 2
12:15 - 12:45	Extra
12:45	Dismissal



Minimum Day	
Grades 6-8	2021-2022
8:15 - 8:25	Opening
8:30 - 9:10	Period 1
9:15 - 9:55	Period 2
10:00 - 10:40	Period 3
10:40 - 11:05	Snack & Recess
11:05 - 12:45	Main Lesson
12:45	Dismissal

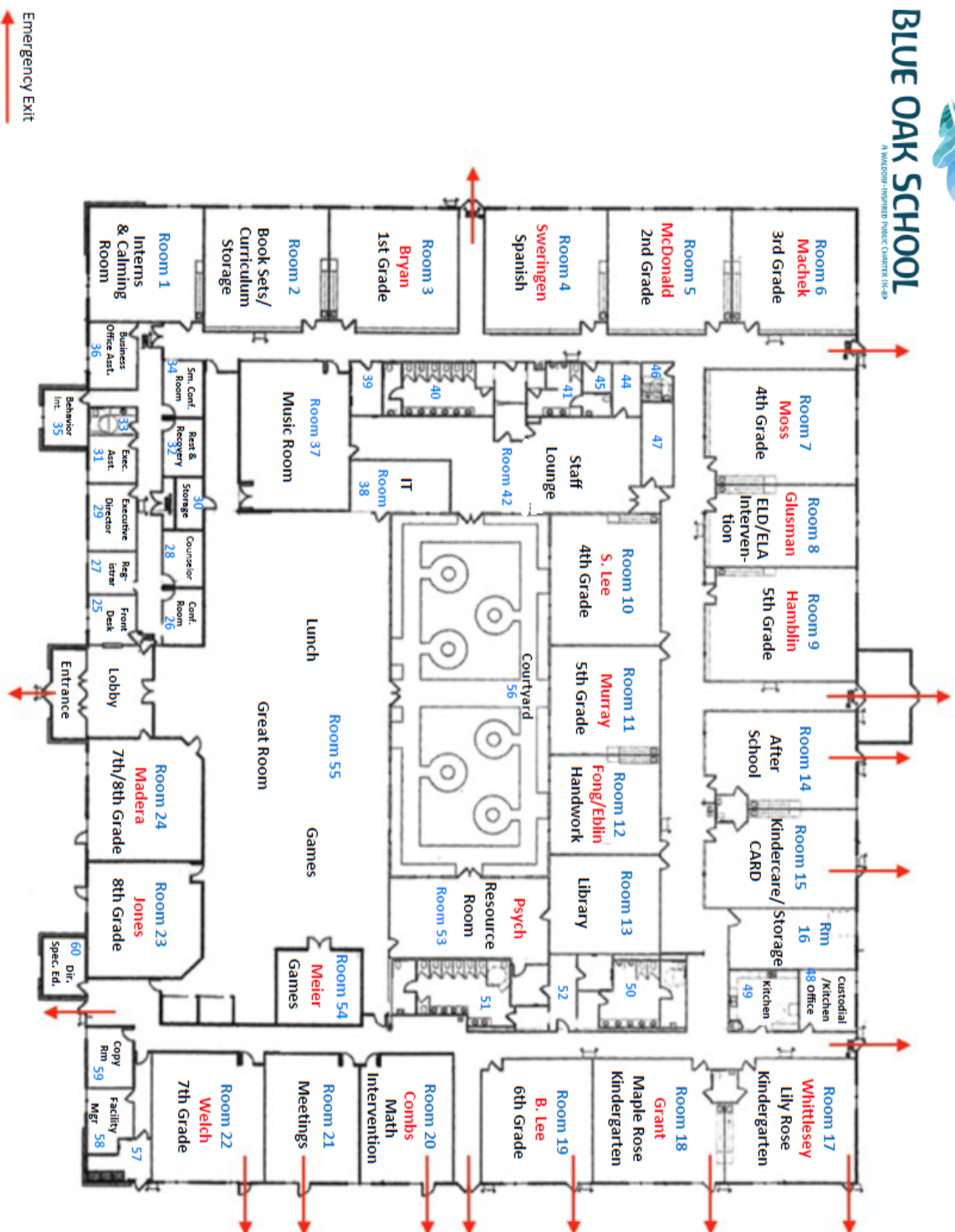
Playground and Teacher Breaks		
7:40 - 8:15	Morning Recess	35min
8:15 - 10:15	---	2hrs 5min
10:15 - 10:40	1-5 Snack Recess*	20min
10:40 - 12:15	---	1hr 35min
12:15 - 12:45	4-5 Lunch Recess	30min
12:45 - 1:15	1-3 Lunch Recess	30min
1:25 - 1:55	6-8 Lunch Recess	30min

Food Service		
7:40 - 8:10	Breakfast	
10:05 - 10:15	1-2 Snack	10min
10:15 - 10:30	3-5 Snack	15min
10:40 - 10:55	6-8 Snack	10min break then 15min
10:55 - 12:15	Prep	1hr 20min break
12:15 - 12:35	1-3 Lunch	20min
12:35 - 12:55	4-5 Lunch	20min
1:10 - 1:25	6-8 Lunch	15min break then 20min



BLUE OAK SCHOOL
A WALDOBOROUGH-HOSPITAL PUBLIC CHARTER SCHOOL

2021-2022 School Year



Updated 05/20/21

Board Members

Woods	Kristen	Parent Member	kristenwoods@blueoakcharterschool.org
Atehortua	Trisha	Parent Member	trisha@blueoakcharterschool.org
Brown	Amber	Parent Member	amberbrown@blueoakcharterschool.org
Wonacott	Vicki	Community Member	vicki@blueoakcharterschool.org
Hill-Ward	Laurel	Community Member	laurel@blueoakcharterschool.org
Glander	Leanna	Community Member	leannaglander@blueoakcharterschool.org
Parker	Chelsea	Community Member	chelsea@blueoakcharterschool.org

Staff Listing

Classroom Teachers

Whittlesey	Susan	K (Lily Rose)	susanwhittlesey@blueoakcharterschool.org
Grant	Cheryl	K (Maple Rose)	cherylgrant@blueoakcharterschool.org
Bryan	Jennifer	1st Grade	jenniferbryan@blueoakcharterschool.org
McDonald	Kate	2nd Grade	katherinemcdonald@blueoakcharterschool.org
Machek	Katie	3rd Grade	katiemachek@blueoakcharterschool.org
Lee	Sarah	4th Grade	sarahlee@blueoakcharterschool.org
Moss	Sheila	4th Grade	sheilamoss@blueoakcharterschool.org
Murray	Riley	5th Grade	rileymurray@blueoakcharterschool.org
Hamblin	Hunter	5th Grade	hunterhamblin@blueoakcharterschool.org
Lee	Brianna	6th Grade	briannalee@blueoakcharterschool.org
Madera	Kari	7th Grade	karimadera@blueoakcharterschool.org

Welch	Ally	7th Grade	allywelch@blueoakcharterschool.org
Jones	Brittany	8th Grade	brittanyjones@blueoakcharterschool.org

Specialty Teachers

Eblin	Sarah	Handwork	saraheblin@blueoakcharterschool.org
Fong	Claire	Handwork	clairefong@blueoakcharterschool.org
Sweringen	Eneida	Spanish	eneidasweringen@blueoakcharterschool.org
Meier	Nick	Games	nickmeier@blueoakcharterschool.org
Anderson	Kevin	Strings & Music	kevinanderson@blueoakcharterschool.org
Bourell-Montoya	Nadine	Independent Study	nadine@blueoakcharterschool.org

Intervention Staff

Combs	Chairun	Math Specialist	chairuncombs@blueoakcharterschool.org
Glusman	Ellie	ELA/ELD Specialist	ellie@blueoakcharterschool.org

Instructional Aides and Paraprofessionals

Barkley-Brinson	Julian	Paraprofessional	julian@blueoakcharterschool.org
Bernhardy	Sarah	Instructional Aide	sarahbernhardy@blueoakcharterschool.org
Johnson	Matthew	Paraprofessional	matthewjohnson@blueoakcharterschool.org
Miller	Darlasia	Paraprofessional	darlasiamiller@blueoakcharterschool.org
Nail	Elizabeth	Paraprofessional	elizabethnail@blueoakcharterschool.org
Orejel	Diana	Instructional Aide	dianaorejel@blueoakcharterschool.org
Parker	Cheryl	Paraprofessional	cherylparker@blueoakcharterschool.org
Pisani	Lauren	Paraprofessional	laurenpisani@blueoakcharterschool.org

Rodriguez	Stefanie	Instructional Aide	stefanierodriguez@blueoakcharterschool.org
Saetern	Amber	Paraprofessional	ambersaetern@blueoakcharterschool.org
Senoglu	Grace	Paraprofessional	gracesenoglu@blueoakcharterschool.org
Von Rotz	Shawn	Instructional Aide	shawn@blueoakcharterschool.org

Special Education Staff

Ceja	Rachel	Special Education Director	rachelceja@blueoakcharterschool.org
German	Tammy	School Psychologist	tammygerman@blueoakcharterschool.org
Oman	Kathleen	Resource Teacher	kathleenoman@blueoakcharterschool.org

Support Staff

Archer	Alex	Executive Assistant	alexarcher@blueoakcharterschool.org
Bass	Amber	Behavior Support Assistant	amber@blueoakcharterschool.org
Buckley	Maggie	Business Office Assistant and HR Coordinator	maggie@blueoakcharterschool.org
Chandler	Kelley	Attendance Clerk and Festival Support	kelley@blueoakcharterschool.org
Cook	Rosalyn	Lunch Lady	rcook@blueoakcharterschool.org
Machi	Kellie	Registrar	kellie@blueoakcharterschool.org
Mahanay	Kayla	Health Aide	kaylamahanay@blueoakcharterschool.org
Wren	Natalie	Nurse	nataliewren@blueoakcharterschool.org

Custodial

Couch	Melanie	Custodian	melaniecouch@blueoakcharterschool.org
Maddox	Kathy	Custodian	kathymaddox@blueoakcharterschool.org

Grissom Damion Custodian damiongrissom@blueoakcharterschool.org

Administration

Domenighini Susan Executive Director sdomenighini@blueoakcharterschool.org

Ceja Rachel Assistant Director and
Special Education Director rachelceja@blueoakcharterschool.org

Ernest Buck Facilities Manager and
Safety Coordinator buck@blueoakcharterschool.org

Safe Return to In-Person Instruction and Continuity of Services Plan

On Monday, July 12, 2021, the California Department of Public Health (“CDPH”) issued updated K-12 school guidance for the 2021-22 school year, which establishes both required and recommended health and safety protocols for the coming school year. In addition, the California Department of Education (“CDE”) reminded schools that a condition of receiving their American Rescue Plan ESSER III funds is for each school to prepare and post an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services (“SRIPICS”). With this new guidance, schools now have different rules that will need to be incorporated into reopening plans for the 2021-22 school year.

Young, Minney, & Corr

On Tuesday August 11, 2021 Governor Newsom issued additional requirements concerning COVID 19 testing for the opening of schools.

The following Blue Oak Safety Procedures are based on that guidance. For a link to the guidance document please go to our [website](#).

1. Masks

- a. Masks will be expected indoors by students and for all staff in the presence of students

Mask Requirement Matrix			
Low Transmission 0-9 cases/100,000 in the last 7 days	Moderate Transmission 10-49 cases/100,000 in the last 7 days	Substantial Transmission 50-99 cases/100,000 in the last 7 days	High Transmission 100+ cases/100,000 in the last 7 days
Students will be reminded to wear a face covering in	Students will be reminded to wear a face covering in any	Students must enter the indoor setting with a face covering on and	Students must enter the indoor setting with a face covering

any setting	indoor	indoor setting. If a student refuses to wear face covering, a school official will call home and report to the parent. If a student is reminded a second time, a parent conference will be scheduled. Results of the conference may include disciplinary action or placement into the Independent Study Program.	keep it on. If a student refuses to wear a face covering, the student will be removed from the setting. A parent conference will be scheduled. Results of the conference may include disciplinary action or placement into the Independent Study Program.	on and keep it on. If a student refuses to wear a face covering, the student will be removed from the setting. A parent conference will be scheduled. Results of the conference may include disciplinary action or placement into the Independent Study Program.
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- b. Persons exempted from wearing a face covering due to a medical condition, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.
- c. Face coverings are optional in all outdoor settings.
- d. Face coverings will be provided if a student does not have one.
- e. In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom.
- f. It is recognized that wearing a mask for a full school day is an increase from The 2020-21 experience.

2. Hand Hygiene

- a. Blue Oak will Continue teaching and reinforcement of hand washing, avoiding contact with eyes, nose and mouth, covering coughs and sneezes throughout the day.

3. Staff Vaccination Requirements

Staff who have been or intend to be vaccinated must show verifiable proof of vaccination. If they are not able to share verifiable proof they will be required to be tested for COVID 19 on a weekly schedule.

4. Physical Distancing / Small Group Requirements

- a. No minimum physical distancing or isolation of groups will be required, though eating physical distance will be maximized with outdoor seating when possible

5. Ventilation & Cleaning

- a. Facilities staff will continue to monitor ventilation and will properly maintain and replace filters.
- b. Facility will be cleaned and disinfected once a day.
- c. If a person has been reported as sick with COVID 19 within the last 24 hours, any area used by them will be cleaned specifically.

6. When Sickness Occurs

- a. Families and students will be expected to stay at home when sick and get tested.
- b. Staff and students with symptoms of COVID-19 infection will be directed not to return for in-person instruction until they have met CDPH criteria to return to school for those with symptoms:
 - i. At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and
 - ii. Other symptoms have improved; and
 - iii. They have a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus), OR at least 10 days have passed since symptom onset.
- c. COVID-19 will be reported to the local public health department per AB 86.
 - i. The school nurse will act as Blue Oak's COVID-19 liaison.

7. Quarantine

- a. Blue Oak supports and follows CDPH under the advice of the school nurse.

8. Visitors and Volunteers

Any adults on campus including visitors and volunteers must show proof of vaccination or proof of a negative test that is less than a week old. Volunteers working on campus will be tested weekly. If they are not able to share verifiable proof they will be required to be tested for COVID 19 on a weekly schedule.

Visitor and Volunteer Matrix			
Low Transmission 0-9 cases/100,000 in the last 7 days	Moderate Transmission 10-49 cases/100,000 in the last 7 days	Substantial Transmission 50-99 cases/100,000 in the last 7 days	High Transmission 100+ cases/100,000 in the last 7 days
Visitors will be reminded to wear a face covering in any	Visitors will be reminded to wear a face covering in any	Limit nonessential visitors, volunteers, and external groups	Only allow access to direct service providers. They will

indoor setting. Volunteers will be required to wear a face covering in the indoor setting.	indoor setting. Volunteers will be required to wear a face covering in the indoor setting.	with people who are not vaccinated. All will be required to wear a face covering in any indoor setting.	be required to wear a face covering in any indoor setting.
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CDPH anticipates revisiting the masking requirement no later than November 1, 2021. We propose revisiting this policy at that time.

Blue Oak Charter Council will review and update this policy no later than the next regularly scheduled board meeting after any CDPH update.

Governance

The school is collaboratively governed by 3 main groups, the Faculty, the Parents, and the Charter Council; with Administration serving as the facilitating body. CUSD is our charter granting agency, but they are not involved in our day-to-day school governance.

Charter Council (BOCC)

Our school is governed by a 7 member Charter Council with 3 parent representatives and 4 community members. The BOCC is the entity which is held accountable for the operations of the school. It is the responsibility of the Charter Council to develop policies and put them in writing, so they serve as guidelines and goals for the successful and efficient functioning of the school. The BOCC meets regularly on the school campus. These meetings are currently scheduled for the 3rd Tuesday of each month at 6 pm unless otherwise notified. These are public meetings. If you are interested in learning more about the inner workings of our school, these meetings will give you some insight. Agendas for regular meetings are posted at the front of the school three days prior to the meeting date, with the exception of special meetings, which require 24 hours notice.

Advisory Committees

The Blue Oak Charter Council and Administration are supported by a variety of committees acting as advisory bodies. Parents, Faculty, Classified Staff, Charter Council and Administration are represented or engaged in these committees.

The following are the current committees or councils:

Finance - The Finance Committee reviews all issues related to the budget and financial planning. The committee meets monthly approximately a week before the BOCC meetings.

Safety Committee - The Safety Committee meets at least annually and as necessary to review and update the School Safety Plan.

Parent Council (BOPC)

The BOPC (or PC) is made up of parent representatives from each classroom, and 3 to 4 additional officers. The PC acts as the facilitating group for the whole parent body, helping to organize events, fundraising efforts and parent enrichment evenings. If you would like to be involved in the school's leadership, the PC is one avenue for that. The PC meets monthly on the first Tuesday at 6 pm, unless otherwise notified. Anyone is welcome to attend these public meetings. Meetings are a forum for discussion regarding matters which concern our community life and our school. In addition to parents, there is also a Faculty Rep., Administrative Rep., and a Charter Council Rep. present at the meetings.

Ad Hoc Committees/Teams/Advisories

Other Committees, teams, or other collaborative groups, are developed on an as needed basis.

Currently the following Advisories & Teams are in place

- Equity Task Force
 - Designed to look critically at how we can diversify our curriculum, ensure subject matter and teaching materials align with our values and create opportunities for staff and faculty to learn how to uncover and change their biases around race and the ideology of white supremacy.
- Pedagogical Team
 - Reviews questions, changes, or confusion that arise around Waldorf pedagogy.
- Leadership Team
 - Review student data and teacher recommendations for potential interventions for academics and behavior.

Attendance & Absences

Attendance Makes the Difference!

We encourage families to support students to attend each and every day of the school year that they can. If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers. It's not only unexcused absence, but any absence. Though some absences are unavoidable, and we want to encourage students to stay home if they are not well, it is important to be aware that missing too much school can have serious consequences.

Attendance Awards

Excellent attendance, considered at 98% or above recognized and awarded throughout the school year.

Excused Absences

- An illness that involves fever, vomiting, injuries, serious allergies, or situations when a physician recommends the students are absent from school
- Medical or dental appointments which cannot be scheduled outside the school day
- Religious Holidays
- Court ordered absences

Other unusual circumstances when approved by the administrator and requested in advance

Procedure for Chronic (Excessive) Absenteeism

Chronic Absence is defined as missing 10% (18 days) or more of school and includes both excused and unexcused absences. Absenteeism and its ill effects start early. Poor attendance can influence whether children read proficiently by the end of third grade. By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.

If your child misses more than one day of school during any 4 week period you will be contacted by the Health Aide to help review what medical issues may be occurring that are keeping your child from school, and to support you in addressing them. If this pattern continues more formal communication, offers of support and meetings will be scheduled.

Unexcused Absences

- Minor colds and congestion where no fever is present
- Minor allergies
- Long weekends and vacations
- Moving days (change of residence)
- Transportation problems
- Appointments for non-essential activities such as haircuts

Procedure for Unexcused Absences

- After 3 unexcused absences, a letter of truancy will be sent home
- After 4 unexcused absences, a second truancy notice will be sent home and parents will be invited to attend a conference to discuss resolution of the truancy problem.
- After 5 unexcused absences, the student will be declared a habitual truant and another parent conference will be scheduled. If suggested alternatives to reach a resolution of the truancy problem are not followed through responsibly and successfully, the problem will be reviewed and consideration will be given to pursue a course of legal action.

Planned Absences/Independent Study

If you know your child has a “planned absence” for two days or more, please arrange for them to go on short-term Independent Study for the duration of their absence. This will ensure that your child is not considered absent and they can keep up with their school work. It also allows the school to continue to receive state funding.

Independent Study

Blue Oak Charter Council authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent Study shall be for students whose health or other personal circumstances make classroom attendance difficult. The independent study option is to be substantially equivalent in quality and quantity to classroom instruction. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

A student's participation in independent study shall be voluntary.

Independent study for each student shall be under the general supervision of a Blue Oak employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law.

The minimum period of time for any independent study option shall be two consecutive school days.

General Independent Study Requirements

For the 2021-22 school year, the district shall offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless the district has obtained a waiver. (Education Code 51745)

For the 2022-23 school year and thereafter, the Executive Director or designee may continue to offer and approve independent study for an individual student upon determining that the student is prepared to meet the Blue Oak's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Executive Director or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as

indicated by the student's performance on applicable student-level measures of student achievement and engagement.

2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study as determined by the supervising teacher

The Executive Director or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

The Executive Director or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year.

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction
2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction

The Executive Director or designee shall ensure that procedures for tiered reengagement strategies are used for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement. This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following:

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The Executive Director or designee shall develop a plan to transition students whose families wish to return to in person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more.

The Executive Director or designee shall ensure that a written master agreement exists for each participating student as prescribed by law.

The district shall provide written notice to the parents/guardians of all enrolled students of the

option to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall be posted on the district's web site, and shall include, at a minimum, information about the right to request a student-parent educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and re enrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747) CSBA

Upon the request of the parent/guardian of a student, before making a decision about enrolling or disenrolling in independent study and entering into a written agreement to do so, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study.

Master Agreements

For the 2021–22 school year only, Blue Oak shall obtain a signed written agreement for independent study no later than 30 days after the first day of instruction. A written agreement shall be developed and implemented for each student participating in independent study for two or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement. The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other

areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.

8. A statement that independent study is an optional educational alternative in which no student may be required to participate
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction
10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.

However, for the 2021-22 school year, the district shall obtain a signed written agreement for independent study from the student's parent/ guardian the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil, no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE).

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Student-Parent-Educator Conferences

A parent-educator conference shall be held as appropriate including, but not limited to, as a re-engagement strategy and/or if requested by a parent/guardian prior to enrollment or disenrollment from independent study.

An evaluation of continued enrollment shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student misses three school days of instruction/assignments, unless the student's written agreement specifies a lower or higher number of missed assignments based on the nature of the assignments, the total number of assignments, and/or other unique circumstances.

Records for Audit Purposes

The Executive Director or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to:

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study

2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8.
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
5. Appropriate documentation of compliance with the teacher-student ratios required
6. Appropriate documentation of compliance with the requirements to ensure the coordination, evaluation, and supervision of the independent study of each student by a school employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300.

The school shall document each student's participation in live interaction and synchronous instruction on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day shall be documented as non-participatory for that school day.

The Executive Director or designee also shall maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments.

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically.

Tardies

There is an important rhythm to each school day, with an opening and a closing activity. It is extremely important that your child arrives at school on time to benefit from the entire class day. If your child is late, the child must get a tardy slip in the front office before going to class. If they arrive at the classroom and the door is closed, you (or your child) must knock and wait for the teacher to invite you in. This is done so that the class activity at hand is not unduly disrupted for the other students.

Unexcused Tardies

If a student arrives more than 30 minutes late without a valid excuse, it is considered an unexcused tardy. A staff or faculty member will call home as soon as a pattern emerges. Upon the 4th unexcused tardy, or early departure, a letter may be sent home, and a conference scheduled to establish a plan to support the students on time arrival.

Truancy

A student who is absent or tardy from school without a valid excuse in excess of thirty (30) minutes or more per day, for four different days or more, during the school year, will be declared

truant, and the parents will be notified of their obligation to resolve the truancy problem. * See *Procedures for Unexcused Absences above*.

For more information on attendance and how it affects students visit:

<https://www.attendanceworks.org/>

Behavior Expectations

Waldorf includes the importance of virtues in building the strength of the community. Our faculty have chosen five virtues (Reverence, Courage, Friendships, Wisdom, and Compassion) and built a Behavior Matrix.

Virtues	Classrooms	Hallway	Bathroom	Cafeteria	Outside
Hold REVERENCE	Follow dress code Enter rooms quietly Come prepared with materials needed Raise your hand to speak Listen and follow directions Treat materials and furniture with tidiness and care	Walk slowly, face forward, and stay in an orderly line Join your class in song or remain quiet Keep hands and body off the walls If it's not yours, don't touch it	Keep the stalls, floors, and counters clean and dry Avoid lingering, return to class quickly	Keep salad bar, walkways, and counters clean Be Mindful of kindergarteners listening to story	Help protect our Peaceful Thoughtful Garden and other parts of nature Pick up litter and garbage Keep cell phones off, tucked safely away
Have COURAGE	Ask questions and seek help from others Try new experiences with a positive attitude Practice, practice. Don't give up! Participate in activities and class discussions	Feel comfortable walking by yourself or request a buddy Remind others of our school's virtues Go directly to your destination	Set a good example Speak up when you don't feel comfortable Report problems to an adult	Try new foods on the menu and in your lunch basket	No Rough Play Challenge yourself to reach new goals physically Line up as soon as the bell rings

Build FRIENDSHIPS	Use a kind, calm voice, and wholesome language at all times Keep hands, feet, and objects to yourself	Allow space for others	Use manners Wait your turn	Get to know the yard duties and lunch server Get to know children from other classes	Help coach others how to play games and use playground equipment
Seek WISDOM	Be on time Complete your classwork and homework on time Respond to direction in a respectful manner	Observe what others are learning in hallway galleries Read posters and take-home fliers to stay informed and involved	Take care of your body Go, flush, wash, dry Use only the water and paper towels you need	Learn the seasonal am/pm menu Memorize your lunch ID number	Learn the rules to recess games and follow them honestly Use playground equipment appropriately
Show COMPASSION	Listen closely to others' questions Give thinking and speaking time to others without interrupting Be patient when others need more time	Help tie shoes Be polite at the drinking fountain	Respect privacy No peeking, locking doors, or turning off the lights	Stop and help someone if their food or drink spills	Invite new friends to join you Be encouraging to others Remember to STOP, WALK, and TALK when you are upset

Discipline

We strive for clarity in our behavior expectations. We look to the Nurtured Heart Approach® for inspiration and strategies as we respond to student behavior. We encourage parents to learn more about the Nurtured Heart Approach®. You can find information online at www.ChildrensSuccessFoundation.com

Referral Process

Students sometimes need correction. We have identified 3 Levels of referrals and the behavior offenses which align with them. If a referral notice is sent home, please sign it and return.

Level 1: Referral is addressed verbally by the staff member who has witnessed one of the below offenses:

- Name Calling
- Running in the Halls
- Being Disrespectful

- Being Dishonest
- Rough Play
- Not Staying in Seat
- Shouting Out
- Not Raising Hand
- Being Off Task
- Excluding Others
- Rumors
- Being Disruptive (infringing on others learning)
- Arguing
- Refusing to follow requests
- Wandering Classroom

If any of these offenses are repeated 3 consecutive times in one time period, it will then be considered a Level 2 offense and a Level 2 referral will be written.

Level 2: Is addressed with a written referral notice completed by the staff member who has witnessed one of the below:

- Telling untruths to avoid responsibilities or consequence
- Deliberate attempt to deceive
- Profane/Obscene language
- Verbal Aggression
- Cheating
- Stealing from others
- Throwing or shoving materials or furniture to the floor (isolated incident, 1 time)

If any of the above-listed behaviors are repeated 3 consecutive times in a day, it will then be considered a Level 3 offense

Level 3 is addressed by the Administration. A written referral notice is completed a staff member for any of the below offenses:

- Behavior intended to bring harm to themselves or others
- Fighting/Kicking/Hitting/Biting/Spitting
- Throwing or shoving furniture or school property repetitively to the ground or at someone
- Stealing from school property or teacher or anything of monetary value
- Vandalism – Altering, defacing, or destroying other's/school property
- Verbal or written threats of physical or emotional harm
- Malicious teasing/taunting/spreading rumors with the intent to embarrass others or cause fear
- An illegal act that break California Law (drugs, alcohol, weapons, physical assault, sexual harassment)

A level three referral does not mean an automatic suspension. Staff and administration collaborate to determine the most appropriate consequence

Sexual Harassment

Blue Oak is committed to maintaining an educational environment that is free from harassment. Sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities is prohibited. Students found guilty of sexual harassment will be suspended and possibly expelled. Definition of sexual harassment: Any

unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical contact of a sexual nature made by someone at school.

Cell Phones

Blue Oak School campus is a cell phone free zone. Students are not permitted to have cell phones out while on campus, inside or outside of the building. Students may use the front desk phone if they need to reach their parents. If a child is found using a cell phone, it will be taken and held at the front office. It will be returned when an adult comes in to pick it up. We also ask that all adults follow this rule while inside school hallways, classrooms and playgrounds.

Suspension & Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off campus; d) during, going to, or coming from a school-sponsored activity. Blue Oak follows the education code as outlined in our Charter.

Clothing

Please remember to use good judgment when choosing appropriate clothes for your child to wear to school. It is most desirable for children's clothing to be free of media images and catchy slogans. Children are inundated with advertisements in their daily lives, and we strive for school to be a space free of that. Students' clothing should be safe for themselves and for the children around them. Therefore, the following guidelines should be considered:

- Casual, loose clothing that allows children to move and play comfortably is recommended.
- Shoes should be safe and appropriate for recess and PE. Closed-toed shoes are best for school and are required for "PE days." Flip-flops, shoes without a heel strap, boots, "wheelies," dress shoes or shoes with high heels are not safe.
- Beach attire, such as halter tops, bare midriffs, strapless shirts or dresses, spaghetti strap shirts or dresses, see-through clothing, off-the-shoulder blouses and short skirts/shorts are not appropriate for school.
- In hot weather, students may wear shorts that have at least three inch inseam. Remember, however, that long pants protect knees better than shorts do! Pants and shorts must be worn at the waistline and must not expose undergarments.
- Clothing which displays vulgar language, gang symbols, promotes drugs, alcohol, or other inappropriate or illegal messages are not permitted. This includes hate speech and comments that may be considered derogatory or disparaging of any group.
- Bracelets and other dangling jewelry can tangle in play equipment and cause injury.
- Light-up shoes and roller shoes are not permitted
- Hats are permitted if they meet all the dress code requirements - Faculty may require them to be removed during the class time

Before your child walks out the door, please make sure he/she is wearing appropriate clothing

for an elementary school. Students may be sent home to change clothing if their attire is inappropriate.

Homework Policy

The Blue Oak Charter Council supports the use of homework in the educational life of the child.

Homework should be used as a tool to:

- Build healthy habits, life skills, and time management skills;
- Support classroom lessons;
- Enable students to complete unfinished work;
- Review and apply academic content for better understanding.

Homework is intended to be relevant to the content being covered in the curriculum and meeting the child's developmental needs, not to be brought as new information.

Kindergarten ~ Suggest to families to encourage their child to spend time in nature, in movement, in imaginative play, visiting the library, and helping with household chores. Parents should be reading to their children every day.

Grades ~ The level of homework increases through the grades to match the developmental stage of the child. If your student is averaging more than 10 minutes a day per grade level (10 minutes for first, 20 for second, and so on) please contact your child's teacher to review the assignments and workload.

At the beginning of the school year teachers will inform students, and parents/guardians of homework expectations.

Although the homework assignment is the responsibility of the student, parents/guardians are expected to ensure homework is completed. If a student repeatedly fails to turn in homework the teacher will contact the parents as soon as possible so that corrective action can be taken prior to final grades being submitted.

Teachers shall review completed homework to assess the student's understanding and to give timely feedback.

Emotional Support Counseling Services

There are times when we all need some extra support. Blue Oak is committed to helping students and families learn to be aware of their emotional needs and find help when they need it.

Counseling Referrals

A parent or teacher may feel a student would benefit from a discussion with a counselor. A referral process has been established for this purpose, which will always include contacting the parent or guardian. Please discuss this with your child's teacher or stop by the front office for more information.

Greatness Groups

Greatness Groups have been developed, based on the Nurtured Heart Approach, to address bullying prevention and other social issues. Small social skills groups are formed to help students break down communication barriers that can lead to misunderstandings and social difficulties. Students are placed in groups based on teacher and staff referral. Parent permission is required.

Communications

Communication between parents and school is vital. The school number is (530)879-7483, your call can be forwarded to the voicemail of an appropriate staff member. **Please note, calls for teachers during school hours will not be transferred to their extensions. A written message will be taken and delivered to the teacher at an appropriate time.*

We value direct communication lines. Anytime that you have concerns or questions about your child, please speak to your student's teacher. If you find that your concerns are not being met after first approaching issues directly, you may bring your concern to the appropriate Administrator. The front office can also help you identify whom you should speak to next. Fostering understanding and to resolve conflicts as they arise is important for all of us.

Communication tools

Blue Oak utilizes "Parent Square" as our main communication tool. This is a safe and secure platform for school-to-home communication. The two-way group messaging, private conversations, school-wide alerts and notices, and simple user interface keeps everyone connected, creating a vibrant school community. To sign up for this service and make sure your contact information is current and correct please check in with the front desk.

Other methods used to communicate with Blue Oak families include:

- Home visits
- the Acorn - Weekly e-news regarding school activities
- Report cards and Parent Conferences
- Classroom newsletters
- Student work samples
- Class Meetings
- Monthly Parent Council, Blue Oak Charter Council, Finance Committee, Facilities Committee, Charter Review Committee meetings
- Automated phone calls
- Automated Texts

Home Visits

Classroom teachers will schedule Home Visits with each new student's family. These visits help create a special teacher-child bond and strengthen the connections between teacher and parents. They also give the children an opportunity to share their home life with their teacher.

Class Meetings

Most important to your student is the connection to their class and teacher. Throughout the school year, your classroom teacher will schedule class parent meetings. Class meetings are in addition to parent-teacher conferences. Specifics on what is going on in the class, field-trip information and other events are discussed. Childcare providers such as nannies and grandparents are welcome to attend.

Report Cards/Parent Teacher Conferences

Report cards are completed at the end of each semester. In addition to a scaled (number or letter grades) report, teachers will include comments about your child's progress. A parent is always welcome to schedule a meeting with their child's teacher to discuss a report card. Progress reports will be sent home twice a year; midway between each semester. The first progress reporting period is aligned with parent conferences in November. This is an opportunity for you to meet with your child's teacher to discuss your child's academic and social-emotional development. It is essential that you participate in your child's educational experience in this way. Your teacher may schedule additional conferences and you are always welcome to schedule a conference with your child's teacher.

Emergency Procedures

In the case of an emergency at the school, such as a fire or lock down, parents and guardians will be informed through Parent Square and the One Call system. Please make sure your contact information is correct. For further information please see the Safety Plan posted on our [website](#).

Standardized Testing

Blue Oak annually participates in California's Assessment of Student Performance and Progress (CAASPP). While we do not believe these tests are accurate in measuring the whole child, they are required, and provide the district and us with useful data, which helps us to serve our students well. Students in grades 3 - 8 take the California Standards Tests in both Language Arts and Mathematics during the designated testing period generally scheduled for April. This year 5th and 8th graders will also participate in the field test of California Science Test (CAST). Individual student results are provided to parents for review. These results are used as part of the assessment process to determine the individual and group needs as well as to inform our instructional goals and the district as to how our students are performing. Below is a statewide testing notification of each assessment:

CCASP Information

The California Assessment of Student Performance and Progress (CAASPP) tests consist of the following:

- Smarter Balanced Assessment Consortium Assessments

The Smarter Balanced computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and mathematics assessments can be used as an indicator of college readiness.

- California Science Tests (CAST)

The computer-based CAST measures students' achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST is administered to all students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

- California Alternate Assessments (CAAs)

Only eligible students—students whose individualized education program (IEP) identifies the use of alternate assessments—may participate in the administration of the CAAs. Test examiners administer the computer-based CAAs for ELA, mathematics, and science one-on-one to students. Students in grades three through eight and grade eleven will take the CAA for ELA and mathematics. Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors.

Students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve) will take the CAA for Science. The CAA for Science embedded performance tasks are based on alternate achievement standards derived from the CA NGSS. Students taking the CAA for Science will take three embedded performance tasks in spring 2019.

- California Spanish Assessment (CSA) for Reading/Language Arts

The optional CSA for Reading/Language Arts in Spanish is aligned with the California Common Core State Standards en Español. This computer-based test allows students to demonstrate their Spanish skills in listening, reading, and writing mechanics.

Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

ELPAC Information

English Language Proficiency Assessments for California

California will transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC) in 2017–18. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

Physical Fitness Test Information

The physical fitness test for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test.

Academic Probation

While academic progress is not the only sign of student success, it is a crucial component. Middle school teachers will be updating grades every 3 weeks. At this time, any student who is receiving a grade of D or F in one of the main subject areas (math, ELA, science, history, specialties) will be placed on academic probation for the next 3 weeks. Parents will be notified of student placement on academic probation via email and letter home.

Academic Probation will include the following:

- 1) Lunch study hall
- 2) Mandatory catch-up room during Elective period (until assignments are completed)
- 3) No dance attendance
- 4) No in-town field trips
- 5) Overnight field trips with teacher and admin approval

Before and After School

Supervision

You may not leave your child on school grounds unsupervised, before or after school. Students may not hang out in the halls unsupervised. They may come in during the mornings to put their items down by their classroom but must return to the playground until the morning bell rings.

Drop-off

Upon entering the school parking lot, left-hand turns are not permitted for Blue Oak parents. All incoming traffic will be directed to turn right and park, or drive around the back of the school grounds and drop off in the designated “drop-off zone”. All walk-ins must enter through the main entrance at the front of the school. Side entrances will remain locked at all times.

The Kindergarten is located at the back right corner of the school building. It is best to park near this area and walk your Kindergartener into the Kindergarten playground.

Children in Grades Tk-8 may be dropped off as early as 7:45 AM.

Pick-up Procedures

Students should be picked up from school at the close of classes. If your child is not picked up at their classroom within 15 minutes of dismissal, they will be sent to the Great Room to wait for you or dismissed to meet you at your arranged location. If you are going to be later than 15 minutes, please call the front office to let them know. If you are not able to pick up your student within the first 30 minutes, enrollment in after-school care may be a good option or participation in one of our after-school clubs.

Children in Grades 1st - 3rd are met outside their classroom each day.

This small gesture allows for countless opportunities to support your child but also for you to connect with other parents and your teacher. Of course, continuing this further through the grades is welcome and encouraged. If you cannot meet your little ones inside, please communicate that to your classroom teacher(s) so they can help direct your children to your meeting place.

Kindergartners must be picked up outside their classrooms.

Children in grades 1st - 4th require written permission from the parent to be able to walk home.

After School Care

Chico Area Recreation District (CARD) provides our after-school childcare services. They provide a Kindercare Program, which is held separately from the grade students and an aftercare program for grades 1-6. All child care services must be arranged with C.A.R.D. directly. For schedules and pricing see their website www.chicorec.com or Call (530) 895-4711.

After School Clubs

Blue Oak offers various After School Programs at no cost each school year. The offerings change each year and an updated schedule will be released to the community in August. After school clubs begin in September.

Examples from previous years:

Math Homework Club

Orchestra *(by teacher invitation)*

Chess Club

Middle School Band

Handwork Club

Facilities Use

Facilities are available for public use when consistent with our educational use and it does not conflict with school use. All use must be approved using the Facility Use Permit.

Volunteering, Visiting & Participation Hours

Your participation is essential to your child's success and to our school community. We ask that each family group complete 50 volunteer hours each school year. There are several ways to participate in the school. To find out more check the website, talk to the front office staff, or ask your classroom teacher how you can help in the classroom.

Please review the information covering COVID reopening on page 12 for current details on related safety measures.

Visitors

Blue Oak Charter Council (BOCC) believes that it is important for parents/guardians and community members to take an active interest in the issues affecting students and encourages parents/guardians and other interested members of the community to visit the school and participate in the educational program. Please refer to

To ensure the safety of students and staff and minimize interruption of the instructional program, the Executive Director will establish procedures that facilitate visits during regular school days. Visits during school hours should be first arranged with the Teacher and Executive Director or designee.

To ensure the safety of students and staff and avoid potential disruptions, all visitors shall sign-in immediately upon entering any school building or grounds when school is in session.

No electronic listening or recording device may be used by students or visitors in a classroom without the Teacher and Executive Director's permission.

BOCC encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the complaint process posted on our website if they have concerns with any district program or employee.

In accordance with Penal Code 626.7, the Executive Director or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the Executive Director before entering the school campus or grounds. As necessary, the Executive Director shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activities.

Volunteer Requirements

All Volunteers who will be with children, on or off campus must have a Live Scan clearance (fingerprints cleared) on file with Blue Oak School. Clearances from other organizations or schools are non-transferable. Please see the front office staff to pick-up the Live Scan form you will need when completing your live scan. Once you have a clearance on file with Blue Oak School you are indefinitely cleared for volunteering at Blue Oak, unless otherwise notified. If the one-time cost associated with this requirement is prohibiting you from volunteering please ask front office staff how we can help you.

Curriculum

The curriculum at Blue Oak is Waldorf inspired and Common Core aligned. Please check our website for Curriculum at a glance. The link below offers valuable information about the standards and the Waldorf.

[Public Waldorf & Common Core Standards Alignment](#)

Field-trips

Field trips are an important part of the Waldorf program and a high level of parent participation is required to make them possible. Please check with your teacher concerning field trips as COVID 19 has required adjustments to the planning.

Behavior Expectations

Courteous behavior is always expected of students, parents, faculty, and staff, while on field trips or participating in activities at School. All of the school and classroom guidelines apply to children, teachers, and parents on field trips.

Chaperones

Chaperones are chosen at the teacher's discretion. All chaperones must have a LIVE SCAN clearance on file with Blue Oak School. All chaperones must comply with all school rules and field trip policies. Smoking, use of tobacco products, drinking alcohol, and/or drug use, are **NOT** permitted on school field trips. Siblings and pets are not permitted on school field trips.

Costs

We ask that parents cover the costs of field-trips through donations. If you are unable to pay for these costs we ask that you speak with your classroom teacher and participate in classroom fundraising activities.

Drivers

In most cases, children will be transported by private vehicles. The school requires that all Drivers have the following on file with Blue Oak School (1) Current Driver's Lic. (2) Adequate auto. insurance coverage (3) Live Scan Clearance w/ Blue Oak School.

Overnight field-trips

Overnight field-trips begin in the 3rd grade and continue every year thereafter. Each grade level has specific trips each year which are directly correlated to their grade level curriculum.

Permission Slips

Our school has a general Walking Field Trip permission slip for all walking field trips throughout the year. There are also separate field-trip permission slips for each field-trip requiring transportation.

Intervention Services

Students struggling with academics may be referred to receive additional support. This may include small groups or one-on-one intervention time. Your child's needs will be reviewed with

you prior to any intervention. If you believe your child needs academic intervention your first step is to communicate this to your classroom teacher and request that an SST (Student Study Team) is initiated for your child. The SST will then work with you and your child to identify the issue(s) and determine whether changes can be made within our general education program or whether further intervention services are needed through further development of an IEP (Individual Education Plan).

If you feel your concerns are not being addressed please reach out to our Executive Director or our Special Ed. Director to discuss your concerns further.

What Is The Student Study Team?

The Student Study Team (SST) includes, at a minimum, you, your student's classroom teacher, and an administrator. This team reviews individual student strengths and areas of concern. The SST then plans strategies and organizes resources to help your students improve their ability to learn and be successful at school. This process is a function of regular education.

How Is A Student Selected For the SST Process?

When a student is struggling with learning, behavioral and/or emotional needs and seems to need additional attention, the parent, the classroom teacher, counselor or an administrator will ask that a Student Study Team be called to discuss the student's needs.

Classroom Placement

The process of making up classes begins in May. Our goal is to achieve academic, behavior, and gender balanced classes. We also strive to create strong class communities and support individual student needs.

Parents frequently have information concerning their children that they wish to have considered during the placement process. Parents with such information are asked to write to the school Registrar explaining their child's special needs. We work to honor requests for a specific teacher, but cannot guarantee it.

Student Health

FIRST AID, defined as the immediate, temporary care given in case of accident or sudden illness, will be given when necessary. First aid will be rendered by the school nurse, health aide, or by a staff member. In case of a serious accident, every attempt will be made to contact the parent/guardian before the child is taken to the doctor. Please inform the school of changes in telephone number/address or work locations and provide the name and phone number of an emergency contact.

SCHOOL AUTHORITY TO EXCLUDE CHILDREN FROM SCHOOL The California Education Code (CED 48211) authorizes the school to exclude students who exhibit evidence of contagious or infectious diseases or children showing evidence of improper hygiene.

CONTROL OF DISEASES & THE COMMON COLD Check your child daily for signs of illness (cough, sore throat, fever, rashes, etc.) Children with colds should remain at home until most of the sneezing/coughing is over. Please send tissues with the child when he/she returns to class.

DISEASE INCUBATION EXCLUSION PERIOD

Chicken Pox 2-3 weeks 1 week after eruption first appears

Conjunctivitis 1-3 days Until pink eye clears and no pus remains

Scarlet Fever 1-3 days 10-21 days from onset or clinical recovery

Strep Throat 4-10 days Not less than 7 days

Impetigo 4-10 days 24 hours after treatment with Rx medicine

Ringworm 4-10 days 24 hours after treatment with Rx medicine

IMMUNIZATIONS To comply with the California Immunization Law, the parents/guardians must make sure each student has completed the required diphtheria, tetanus, pertussis (DPT), polio, measles, mumps, and rubella (MMR), and Hepatitis B series immunizations before enrolling/starting school. If the immunization is contrary to a result of medical problems, a form must be signed to this effect by the parent/guardian and filed in the school office.

MEDICATIONS If your child needs prescription medication during school hours it must be kept in the health office (Rest & Recovery), with the health aide. Medications will be administered according to state regulations. A signed doctor's note must be kept on file with all prescription medications. Students may not carry any type of medication (prescription or over-the-counter) on their person or in their bags.

HEAD LICE POLICY It is necessary that efforts be made to effectively control head lice as soon as it becomes evident that a student may be infested. When a student has been found to have head lice, parents will be immediately contacted and the student excluded from school in order to receive proper treatment. Students will be readmitted to school **ONLY** after they have been checked by appropriate school staff and found to be free of **BOTH** head lice **AND** nits. It is recommended that parents check children weekly for signs of head lice. When shampooing, observe behind the ears and above the neck for nits or eggs (pearly ovals cemented to hair shaft 1/4" from the scalp) or live lice (pin-head size). Routine screening is important since many students will exhibit no symptoms or itching. If evidence of infestation is found, please notify the school so appropriate action can be taken. Contact friends, sitter, etc. and let them know also.

TOBACCO FREE POLICY (Board Policy: #5131.6 – summarized) Blue Oak Charter Council (BOCC) recognizes that the use of commercial tobacco products, including electronic smoking devices, is a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The use or promotion of commercial tobacco products, including electronic smoking devices, on school grounds and at off-campus school-sponsored events are detrimental to the health and safety of students, staff, and visitors. All adult staff and visitors serve as role models to provide an environment for learning and working that is safe, healthy, and free from unwanted smoke or aerosol and other commercial tobacco use for the students, staff, and visitors.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of school grounds,

except on a public sidewalk located within 25 feet of the school. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. (Health and Safety Code 104495)

(A) Blue Oak students are prohibited from possessing, using, consuming, displaying, promoting, or selling any tobacco products, tobacco-related devices, imitation tobacco products, or lighters at any time on school property or at any off-campus, school sponsored event.

(B) Administrators, staff, or visitors of BOCS are prohibited from using, consuming, displaying, activating, promoting, or selling any tobacco products, tobacco related devices, imitation tobacco products, or lighters at any time on school property or at any off-campus, school-sponsored events. This includes products or paraphernalia

displaying tobacco industry brands.

(C) It shall be a violation of this policy for BOCS to solicit or accept any contributions, gifts, money, curricula, or materials from the tobacco industry or from any tobacco products shop or producers of electronic smoking devices.

(D) Instruction to discourage the use of tobacco products shall be included in the education provided for all students.

Pesticide Use

Blue Oak follows the Healthy Schools Act of 2000 and utilizes an Integrated Pest Management System that focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence and establishing treatment threshold levels, using non-chemical practices to make the habitat less conducive to pest development, improving sanitation, and employing mechanical and physical controls. Pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property, and the environment, are used only after careful monitoring indicates they are needed according to pre-established guidelines and treatment thresholds. The Healthy Schools Act of 2000 requires all California local educational agencies to notify parents and guardians of pesticides they expect to apply during the year. Please see the website for specific information.

Please contact the Facilities Manager if you wish to receive written notification at least 72 hours prior to the application of an individual pesticide at your school. Each school will maintain a list of parents or guardians who want to be notified before individual pesticide applications are made. Prior to the application of any pesticide, the District will post a warning sign at the area to be treated at least 24 hours prior to the pesticide application and such signs will remain posted for at least 72 hours after the application. In the event of an emergency condition, advance notification and prior signposting may not be feasible, but a warning sign will be posted immediately upon application of the pesticide.

Complaint Procedures

The Uniform Complaint Form, found under Parent Resources/Forms on the website is utilised for all formal complaints. Please complete the form if there is a complaint or charge against the school site, program, office or school employee. Submit this complaint form to Blue Oak School. Call (530) 879-7483 for assistance with completing the form. The School will issue a written decision within 60 days.

The Executive Director may assign other staff or other individuals to investigate based on the nature of the complaint. The Executive Director will ensure that employees and individuals designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel. Staff members and individuals who may be asked to investigate complaints are: Executive Director Teacher/Faculty Support Staff Landlord Other The Executive Director will promptly notify the complainant if another employee or individual is designated to investigate the complaint.

Lunch Program & Meal Services

Our current meal services are provided through CUSD. Breakfast is served before school between 7:40 am and 8:10 am. A second chance breakfast is served during morning recess/snack period. Hot lunches are served daily every day except Thursday (half-day) when a sack lunch is served.

Breakfast and lunch will be provided to all students at no cost.(new 2020-21)

Pre-ordering is not needed. Students can just show up for breakfast and simply need to raise their hand during the lunch count each morning to get a school lunch. Students are given 2 choices at each meal time and a fresh fruit and vegetable bar is open to them at each lunchtime. Free and Reduced lunch applications are provided at Registration days and available at the front office.

Parent Enrichment Evenings

These are provided for current families, prospective families, and the general community throughout the school year. It is important for all community members of our school to seek continual growth and education. These are provided for you as a community service and we strongly recommend that you attend each one. Deepening your understanding of Waldorf education is key to your child's success at our school.

Birthday Celebrations and Parties

Birthdays at our school are important for your child and the entire class community. In the early grades, each teacher arranges a special classroom celebration to honor them. You can speak with your class teacher for more details. If you'd like to share a treat with the classroom, please discuss it with your child's teacher ahead of time.

Student School Phone Use

Student phone use is limited to staff approved calls. **Calls from parents will not be transferred during class time.** The office staff will be happy to take messages and leave them in teacher mailboxes.

Photos & Video opt-out/opt-in

Photos and video footage of students are used in public promotional materials and shared online via Facebook and our website. If parents do not wish photographs or videos of their student to be used in these materials, they must complete a Photo/Video Opt-Out form provided at registration days or at the front office. Opt-out requests are valid for the current school year and must be renewed at the start of each school year. Special Education students (students w/ IEPs) will need to Opt-In to photo use, as required by Federal Law.

Screen-time

As a community, we value placing limits on the time children spend in front of screens. We realize this goes against mainstream culture and we encourage parents to support each other without judgment and help one another develop lifestyles which are consistent with this value.

Charter/District School Enrollment

Helpful Guidelines

- Ideally, students in grades K-3rd grade are not exposed to screens at all, as their brain development is most susceptible to the negative effects at this stage. Please see recommendations from the American Academy of Pediatrics on this topic.
- No screen-time during the mornings, either before school or on the way to school
- No screen-time exposure throughout the school week
- Screens off at least 1 hour before bedtime
- Weekends, screen-time exposure should be selective, limited, and monitored by parents

No student may be required to attend the Charter School. Students who choose not to attend the Charter School may attend school within their district of residence according to that respective district's policy or at another school district or school within the district through the district's intra and inter-district policies. Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.