

MOORPARK

UNIFIED SCHOOL DISTRICT

5297 Maureen Lane, Moorpark, California 93021 (805) 378-6300

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PARENT HANDBOOK

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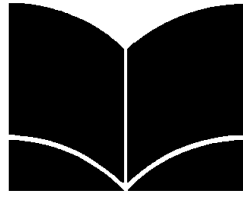
2011-2012 SCHOOL YEAR

“Learning Today to Lead Tomorrow”



**Teresa Williams
District Superintendent**

MOORPARK UNIFIED SCHOOL DISTRICT



MISSION STATEMENT

The Moorpark Unified School District, in partnership with business and our diverse family-oriented community, is committed to providing a safe, nurturing learning experience, superior educators, and high academic standards that produce responsible citizens, effective communicators and creative problem solvers who have a passion for life-long learning and are capable of achieving their full potential with the skills to successfully compete in an ever-changing global environment.

P A R E N T H A N D B O O K

**For the parents of the
MOORPARK UNIFIED SCHOOL DISTRICT**

**2011-2012
SCHOOL YEAR**

**Prepared by
Juanita Suarez
Assistant Superintendent
Instructional Services**

This publication has been prepared and distributed to assist the Board of Education, District Superintendent, and Principals to inform all concerned persons of District policies and procedures.

August 2011

Dear Parents and Guardians,

Welcome to the 2011-12 school year. A strong partnership between school and home is one of the most powerful supports we can put in place for assisting students to achieve their full potential. Communication is a key facet of this partnership. Here are some of the technology tools we use to enhance the flow of information.

- The **District website**, www.mrpk.org, provides a wide variety of information about programs, services and operations. It is also one of the fastest ways we have of providing parents with “up-to-the-minute” status reports about emergencies and other time-sensitive news.
- **Parent Connection** provides parents with password protected access to their students’ grades, test scores and attendance information. If you don’t already have one, passwords will be provided during Back to School Night events. One password will link you with data on all children in your family.
- **Connect-Ed**, a rapid dial phone system, allows the District and schools to send messages to thousands of parents, faculty, and staff in minutes. For this system to work effectively, your up-to-date phone information is crucial, so please make corrections on your children’s data cards that are sent home at the beginning of the school year or notify the school office if your contact numbers change.

School Year Reduction and Budget Cuts

For the fourth year in a row, funding for public education has been drastically reduced by the state of California. In order to cut expenses, all District employees will take a minimum of nine unpaid furlough days next year. The instructional schedule for students *has been* reduced from 180 days to 175 days. Please go to www.mrpk.org for the school-year calendar with dates of holidays, recesses and vacations.

Streamlining of Operations and Community Support

The District continues to streamline operations with the focus on instructional priorities and essential support services. Thank you to our PTA, booster clubs, community service organizations and volunteers for your fundraising efforts that have supported our basic programs. We look forward to another year of a strong home-school-community partnership.

Quality Education

Despite the cuts and the changes, we remain undaunted in our mission to provide quality education for Moorpark students; preparing them with 21st century skills. Here are some things we have to celebrate:

- We have outstanding teachers, administrators and support staff who are dedicated to student success.
- We have supportive parents and community partners that work to enhance opportunities for students.
- Thanks to the Moorpark voters, we have Measure S funds for state-of-the-art classroom technology.

Sincerely,

Teresa Williams
Superintendent

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YOUR SCHOOL DISTRICT

GOVERNANCE

The Moorpark Unified School District is governed by a local Board of Education. Five board members are elected to four-year terms by voters living in the school district. The Board of Education is legally responsible for all District operations including policies, employment, collective bargaining, contracts, curriculum and instruction, budgets, expenditures, and school construction.

BOARD MEMBERS

Ron LaGuardia, President Ute Van Dam, Vice-President
Nathan Sweet, Member Greg Barker, Member
Bruce Thomas, Clerk of the Board

Regular meetings of the Board of Education are generally held the second and fourth Tuesday of each month beginning at 6:00 p.m. Meeting agendas are posted in advance at each school site, the District Office and on the Internet at www.mrpk.org. Public comments are welcome and encouraged at each board meeting.

DIRECTORY

DISTRICT OFFICE 378-6300 (Fax 529-8592)

5297 Maureen Lane, Moorpark, CA 93021 - Office Hours: 8:00 a.m. - 5:00 p.m.

Teresa Williams	- Superintendent
Kelli Hays	- Assistant Superintendent/Personnel
Creig Nicks	- Assistant Superintendent/Business Services
Juanita Suarez	- Assistant Superintendent/Instructional Services
Marilyn Green	- Director of Assessment and Special Projects
Julie Judd	- Director of Technology
Diane Weis	- Director of Special Education

PEACH HILL ACADEMY
13400 Christian Barrett Drive

Grades K-5

378-6307 (Fax 531-6450)

Office Hours: 7:30 a.m. - 4:00 p.m.
School Hours: K-3 8:30 a.m. - 2:35 p.m. (Mon.-Thurs.)
8:30 a.m. - 1:05 p.m. (Fri.)
4-5 8:15 a.m. - 2:35 p.m. (Mon.-Thurs.)
8:30 a.m. - 1:05 p.m. (Fri.)

Vicky Yasenchok, Principal
Denise Rock, School Office Manager

WALNUT CANYON SCHOOL

280 Casey Road

Grades K-5

517-1722 (Fax 517-1726)

This is a magnet school with an emphasis on the performing arts and technology. Enrollment is based on application, employing an unbiased and random selection process.

Office Hours: 7:30 a.m.-4:00 p.m.
School Hours: K -3 8:30 a.m. - 2:35 p.m. (Mon.-Thurs.)
8:30 a.m. - 1:05 p.m. (Fri.)
4 - 5 8:15 a.m. - 2:35 p.m. (Mon.-Thurs.)
8:30 a.m. - 1:05 p.m. (Fri.)

Cathy Lasure, Principal
Gina Jurick, School Office Manager

CHAPARRAL MIDDLE SCHOOL Grades 6-8

280 Poindexter Avenue

378-6302 (Fax 378-6324)

378-6378 (Attendance)

Office Hours: 7:30 a.m. - 4:00 p.m.
School Hours: 9:00 a.m. - 3:20 p.m. (Mon. thru Thurs.)
9:40 a.m. - 3:00 p.m. (Fridays late start due to teacher collaboration)

Ruby Delery, Principal
TBD, Assistant Principal
Cathy Bianchi, School Office Manager

MESA VERDE MIDDLE SCHOOL Grades 6-8

14000 Peach Hill Road

378-6309 (Fax 531-6622)

531-6620 (Attendance)

Office Hours: 7:30 a.m. - 4:00 p.m.
School Hours: 9:00 a.m. - 3:20 p.m. (Mon. thru Thurs.)
9:40 a.m. - 3:00 p.m. (Fridays late start due to teacher collaboration)

Mike Winters, Principal
Adam Rauch, Assistant Principal
Gail Olson, School Office Manager

MOORPARK PRESCHOOL PROGRAMS

531-6466 (Fax 378-6362)

Juanita Suarez, Assistant Superintendent of Instructional Services

Alma Rock, Preschool Program Secretary

Office Location: Early Childhood Center (ECC) – Third Street behind Flory Academy

Programs

STATE, FULL DAY, FEE PAYING, and ADULT EDUCATION

For additional information and locations, refer to page 40.

SPECIAL EDUCATION PRESCHOOL

Special Day Class:

Program Hours: 8:00 a.m. - 12:00 noon (Monday-Friday)

Preschool Speech and Language:

Program Hours: Classroom and small group instruction is scheduled according to individual pupil needs.

Infant Program:

Program Hours: Individual and small group instruction is scheduled according to individual pupil needs.

For additional information, contact the Special Education Department at 531-6418.

HEALTH SERVICES

531-6481

14000 Peach Hill Road

Kathy Lane, Health Services Specialist

Susan van Ouwerkerk, Health Services Specialist

Amanda Parkyn, Health Services Specialist

SCHOOL ACCOUNTABILITY REPORT CARDS (SARC)

Schools are required annually to issue a SARC to share with the community the programs and successes of each school, including information about expenditures, discipline, attendance, pupil performance, misassignment of teachers, number of vacant teacher positions, availability of sufficient textbooks and other instructional materials, and adequate facilities. This information is available upon request at every school site or on the District website at www.mrpk.org. (*Education Code Section 35258 & 35186*)

CALIFORNIA LONGITUDINAL PUPIL ACHIEVEMENT DATA SYSTEM (CALPADS)

This District participates with the California Longitudinal Pupil Achievement Data System Program in the electronic transfer of pupil data for state reporting to the California Department of Education and to districts and/or public postsecondary institutions to which the pupil is transferring or applying for admission. All data maintained by the CALPADS Program is in compliance with federal and state privacy and confidentiality requirements. Pupil information is encoded such that no personally identifiable information is retained by CALPADS. The data being transferred is specific to the state reports and records transfer requirements and no additional data is reported. The benefits of participation to the pupil and parent are that pupil records can be transferred much more promptly, and that information about pupil assessment and academic placement will be available at the time of transfer. Schools and districts will benefit from the streamlining and reduction of required state reporting.

COMPLAINT PROCEDURE FOR THE PUBLIC

The purpose of the Complaint Policy (Board Policy 1312.1) is to provide parents/guardians of pupils enrolled in the District with an appropriate method for lodging complaints against employees, which also protects the right of the employees and the District. Verbal or written complaints against an employee initially made to a Board member or at a Board meeting will be referred to the Superintendent for appropriate consideration and action. Since the Board is the final arbiter of these matters, Board members should not be involved in lower levels of the complaint procedure. Parents or guardians who file complaints are expected to follow the procedures outlined in the policy and to avoid any action that causes disruption to classroom or school operations. Anonymous complaints (either oral or written) shall not be processed pursuant to the provisions of the policy. Complaints may also be filed for noncompliance with school safety plans (EC 35294.95).

Complaint Procedures:

- Informal Level: 1) Discuss the issue first with the employee who is the subject of the complaint.
2) If not resolved after step 1, present the complaint to the school principal or their designee.
- Formal Level: 3) If the complaint remains unresolved, the complainant may file a formal written complaint with the Superintendent or designee. At that time, a copy of the entire Board Policy should be obtained, where specific procedures are delineated.
4) If there is disagreement about the resolution of the complaint, the complainant may appeal to the Board of Education.

WILLIAMS UNIFORM COMPLAINT PROCEDURES

The findings of the Williams case require that:

- 1) Each pupil, including English learners, shall have sufficient standards-aligned textbooks and instructional materials to use in class and to take home.
- 2) School facilities, including bathrooms, must be clean, safe, and maintained in good repair.
- 3) Teachers shall be assigned to teach core academic subjects in accordance with the requirements of the No Child Left Behind Act pertaining to teacher qualifications.
- 4) There should be no teacher vacancies or misassignment, as defined (EC 35186).
- 5) Pupils, including English learners, who have not passed one or both parts of the high school exit examination by the end of grade 12, will be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.

Williams identified complaints shall be filed with the principal of the school, or their designee, in which the complaint situation arises. A complaint about problems beyond the authority of the school principal shall be forwarded in a timely manner, but not to exceed 10 working days, to Juanita Suarez, Assistant Superintendent of Instructional Services for resolution.

The principal shall make all reasonable efforts to investigate any problem within his or her authority. The principal, or where applicable, the Assistant Superintendent of Instructional Services, shall remedy a valid complaint within 30 working days from the date of complaint. The complainant shall be notified of the resolution within 45 working days of the initial notice if the complainant has identified himself and requested a response. If the principal makes this report, the principal shall also report the same information to the Assistant Superintendent of Instructional Services within the same timeframe.

PROBLEM SOLVING PROTOCOL

It is the practice of the District to solve all problems as close to the originating source as possible. If you experience a problem at school or with the District, the following SOLVE IT steps are recommended:

- (1) **See** the person with whom you have the problem or the person directly responsible for the program/service about which you are concerned. "Begin at the source."
- (2) **Outline** the problem. Clarify the facts of the situation and describe the impacts.
- (3) **List** possible solutions for resolving the problem.
- (4) **Value** and respect each other's opinions and points of view.
- (5) **Evaluate** the solutions and implement the one that best resolves the matter and which is most acceptable to the parties.
- (6) **Identify** a time to review implementation of the solution. Follow up.
- (7) **Trust** that together you will resolve the problem.

If further assistance is needed, go to the next level. Contact the employee's school principal or designee who is responsible for the program/service at the next highest level. For assistance in determining who to contact, call the District Office receptionist at 378-6300.

NON-DISCRIMINATION POLICY

Complaints Concerning State and Federally Funded Programs – Uniform Complaint Procedures

Moorpark Unified School District Board Policy 1312.2, the Uniform Complaint Procedure, applies to state and federally funded programs. The established procedures apply to allegations of unlawful discrimination and complaints alleging violations of governing education programs. It is unlawful to discriminate against any protected group including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. This policy applies to the following programs: Adult Basic Education, Consolidated Categorical Aid Programs, Migrant Education, Vocational Education, Child Care and Development, Child Nutrition, or Special Education (Title 5 4600).

If you feel there has been some violation of this policy or you would like more information, contact Juanita Suarez, Assistant Superintendent of Instructional Services, 5297 Maureen Lane, Moorpark, California (805) 378-6300.

Equal Educational Opportunity and Gender Equity

The Moorpark Unified School District ensures that its programs and activities are available to all persons without regard to sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color or mental or physical disability. Complaints of unlawful discrimination or harassment in its programs or activities shall be investigated pursuant to the Uniform Complaint Procedures. (Title 5 4960)

Any such complaint should be filed within six months of the alleged violation and should be filed with Kelli Hays, Assistant Superintendent of Personnel, 5297 Maureen Lane, Moorpark, California (805) 378-6300. (Title 5 4630b)

Equal Employment Opportunity

The Moorpark Unified School District is an equal employment opportunity employer and complies with all applicable federal and state non-discrimination laws. The District does not discriminate against any employee or applicant for employment on account of race, religious creed, color, national origin, ancestry, physical or mental disability as defined by federal and state law, medical condition, marital status, pregnancy, sex, actual or perceived sexual orientation, age, political affiliation, domicile, or membership and/or participation in an employee organization defined by the Educational Employment Relations Act. Complaints will be investigated pursuant to Board Policy 4001.

If you feel there has been some violation of this policy, contact Kelli Hays, Assistant Superintendent of Personnel, 5297 Maureen Lane, Moorpark, California (805) 378-6300 who has been designated as the Equal Employment Opportunity/Affirmative Action/Title IX management employee directly responsible for coordinating efforts to ensure compliance with all non-discrimination laws.

Prohibition Concerning Sexual Harassment

It is the policy of the Moorpark Unified School District that all persons (pupils and employees), regardless of their sex, should enjoy freedom from discrimination of any kind. Sexual harassment, including same-sex sexual harassment, as a form of sexual discrimination, is prohibited. Complaints will be investigated pursuant to Board Policy 4003 or 5145.8 (EC 231.5)

If you feel there has been some violation of this policy or you would like more information, contact Kelli Hays, Assistant Superintendent of Personnel, 5297 Maureen Lane, Moorpark, California (805) 378-6300.

Appeals

A party to a written complaint of prohibited discrimination or alleged violations of state or federal regulations governing educational programs cited above may appeal the action taken by the governing board of the school district to the State Department of Education. Civil law remedies, including but not limited to injunctions, restraining orders, or other orders may be available to complainants. (EC 262.3)

DISTRICT EMERGENCY RESPONSE PLAN

The Moorpark Unified School District has developed a Districtwide Emergency Response Plan to assure the safety and welfare of the pupils and staff. In addition, each school has developed a School Site Emergency Response designed to meet the specific needs of that school. Each school site is prepared and equipped to respond as an independent unit, including the storage of water and first aid supplies. A three-day supply of food is stored within the District for each site. During a disaster, all District employees automatically become disaster service workers and are required to remain on site to care for the children.

Do not call the school and/or District Office during an earthquake or other disaster. Parents should tune radios to KHAY 100.7 FM or KVEN 1450 AM for emergency information. If communication is possible, the District will continually update radio stations on the status of schools.

Pupils in kindergarten through 8th grade will be released only to their parents or designees following a major disaster. Pupils in grades 9-12 may be released at the Principal's discretion, when it is deemed safe, without any prior notification.

USE OF FACILITIES

School District facilities are public facilities that may be used for public purposes, with some restrictions. For further information on how to rent a school facility, please contact Maintenance and Operations at (805) 378-6300. A handbook on facility use is available in our Business Department.

CAFETERIA SERVICES

A school lunch program is provided at each of the schools. Lunches may be purchased daily or on a pre-paid basis bi-weekly. The current charges for lunches are:

Grades 1 - 5	\$2.50
Grades 6 - 12	\$3.00

A la carte items, such as hamburgers, salads, burritos, pizza, cookies, drinks, are available at the high school and middle school cafeterias. Breakfast (\$1.50) will be available before school at the high school and middle schools. Breakfast (\$1.25) will also be available before school at Mountain Meadows, Peach Hill, Flory, Arroyo West, Walnut Canyon, and Campus Canyon Schools.

Pupils from families whose income is at or below the level established by the State of California are eligible for free or reduced-price lunches. Parents who believe they are eligible for this program may obtain more information and application forms from the school office. Pupils who participate in this program will not be identified to other pupils or singled out in any way. (*Education Code Section 49510*)

Use of the cafeteria is based upon appropriate pupil behavior and may be suspended if a pupil does not follow the cafeteria rules.

FREQUENTLY ASKED QUESTIONS

We are here to serve you. Please don't hesitate to contact your school or the District Office when you have questions. If you have questions about your child's classroom, you are encouraged to discuss them with your child's teacher as soon as possible. Questions or concerns dealing with school routines and procedures should be discussed with the school administration.

When you have a question concerning:

<u>QUESTION</u>	<u>CONTACT</u>	<u>GRADE</u>	<u>PHONE #</u>
Bus Schedules	Transportation Office		378-6344 or 378-6315
Attendance	Mountain Meadows School	(K-3)	378-6306
	Arroyo West School	(2-5)	378-6308
	Campus Canyon School	(K-5)	378-6301
	Flory Academy	(K-5)	378-6303
	Peach Hill Academy	(K-5)	378-6307
	Walnut Canyon School	(K-5)	517-1722
	Chaparral Middle School	(6-8)	378-6378
	Mesa Verde Middle School	(6-8)	378-6309
	Moorpark High School	(9-12)	517-2148
Community High School (Alternative Education)	(10-12)	378-6304	
High School at Moorpark College	(11-12)	378-1444	

<u>QUESTION</u>	<u>CONTACT</u>	<u>GRADE</u>	<u>PHONE #</u>
School Work	Your child's teacher Counselor	(K-8) (6-12)	Phone school office to arrange appointment/teacher conference
Summer School	Assistant Superintendent/ Instructional Services		378-6300
Getting along with other pupils:			
a) in the classroom	Your child's teacher Counselor	(K-5) (6-12)	Phone school office to arrange appointment/teacher conference
b) before or after school	School Principal Assistant Principal	(K-5) (6-12)	Phone school for an appointment " " " " "
Classroom Procedures	Your child's teacher		Phone school office to arrange appointment/teacher conference
School Procedures	School Principal		Phone school for appointment
Eligibility and/or participation in Special Programs	School Principal Counselor	(K-8) (6-12)	Phone school for information/ appointment
Interdistrict and Intra- district Transfers	Assistant Superintendent/ Instructional Services		378-6300 for information
How to become an active participant at your child's school	School Principal and/or Program Coordinator Assistant Principal PTA or Parent Booster Groups	(K-5) (6-12) (K-12)	Phone school to volunteer your services for advisory committee or classroom help
Preschool	Asst. Supt. Instructional Services		531-6466
Adult Education	Coordinator of Adult Education		378-6309
Home Independent Study (K-8) and Independent Study (9-12)	Director of Special Projects		531-6420
Pupil Health Issues	Health Services Specialist		531-6481

MEDICAL ASSISTANCE AT SCHOOL

The emergency card will be used to contact parents in the event of a medical emergency. It is important to note on the emergency card any specific directions regarding medical treatment and/or emergency care. The school will act to ensure appropriate medical treatment is provided if the parent cannot be reached. This means that the school may make available medical or hospital services for pupils while at or on the way to or from any school activity. The school district, school district employees, school principal, physician, or hospital treating the pupil cannot be held liable for reasonable treatment of a child when the child is ill or injured during regular school hours, and requires reasonable medical treatment, and the parent or guardian cannot be reached, unless the parent or guardian has previously filed with the school district a written objection to any medical treatment other than first aid. (E.C. 49407)

SCHOOL HEALTH SERVICES

The District employs Health Services Specialists to provide health education and related services to all of the schools in the District. The specialists' functions are to conduct required vision, hearing and scoliosis screening. Parents who would like to opt out of these screenings must submit a letter of request to their child's school each year. Health specialists also maintain school health records on each pupil, conduct growth screening for 5th graders, conduct the health portion of the assessment of pupils referred for individual testing, and provide emergency first aid for injuries which occur at school. The District provides health staff at school sites to assist with health services.

Moorpark Unified School District participates in the Local Educational Agency Medi-Cal Billing option. This program allows school districts to recover federal reimbursement for many services that schools provide for Medicaid-eligible pupils and their families.

For 2011-12, all 7th through 12th grade students are required to submit proof of receiving the whooping cough booster (Tdap) before starting school. For the next school year and future years, all 7th grade students will need proof of the whooping cough booster (Tdap).

ADMINISTRATION OF MEDICINE

The parent or guardian of any pupil needing medication (whether prescription, over-the-counter, or episodic) during the school day is required by law to provide a written statement from a physician detailing the method, dosage, and time schedules for administering the medication. With written parent or guardian consent, the health staff may assist with administering the medication. Authorization for Medication Administration forms may be obtained from any school site.

At the elementary level, parents must bring the medication to school. Middle and high school pupils may bring the medication to the Health Office at the start of the school day, with a medication form signed by the parent. All medication must be in the original labeled container. Controlled substances will be counted upon arrival and weekly thereafter. Because of recent federal regulations regarding the electronic transmission of medical information (**Health Insurance Portability Accountability Act: HIPAA**), medical offices may not be able to fax doctors' orders. Medication will only be returned to the parent or authorized adult (*Education Code Section 49423*). All medications should be picked up at the end of the school year.

Inhalers for asthma and auto-injectable epinephrine may be carried by middle and high school pupils once the health office receives the signed Authorization for Medication form. The doctor should indicate that the child is trained to self-administer an inhaler and the auto-injectable epinephrine. Elementary pupils will also be assessed by the Health Services Specialist for readiness to carry an inhaler.

Forms for medication administration for extended or overnight field trips and designation of non-district personnel to administer medications are also available in the Health Office. Questions concerning medications should be directed to the Health Services Specialist at 531-6481.

If a child is on a continuing medication regimen for a non-episodic condition, the parent is required to notify the District designee about the medication being taken, the current dosage, and the name of the supervising physician (*Education Code Section 49480*).

ENROLLING IN SCHOOL

MAP OF SCHOOL SITES

IMMUNIZATIONS

All pupils must be immunized before entering school. The required immunizations are:

Poliomyelitis (TOPV) "Polio" - 4 doses, but 3 doses meet the requirement if the last dose was received on or after the 4th birthday

Diphtheria, Tetanus, Pertussis (Whooping Cough) "DTP"/"DT" - 5 doses, but 4 doses meet the requirement if the last dose was received after the 4th birthday

MMR Measles-Mumps-Rubella - 2 doses of Measles and at least one dose of Mumps and Rubella. Usually both are given as MMR. Both must be administered on or after the first birthday.

Hepatitis B – 3 doses

Varicella (Chickenpox) – one dose, or documentation from health care provider that pupil has had the disease

No child will be admitted to school until immunization records are verified. Pupils entering a California school for the first time must provide a written immunization record of receipt of each required vaccine dose (or an exemption to the immunization requirements).

In 2011-12, students entering grades 7 through 12 are required to have a Tdap Pertussis booster. Starting in 2012-13, all 7th grade students will be required to have the Tdap booster.

The immunization record must show the date (at least the month and year) of receipt of each required dose. Parents/guardians, who do not have immunization records for their children, no longer have the option of simply filling in and signing the California School Immunization Record (PM286). They will be referred to a physician, nurse or Health Department to obtain a written immunization record for presentation at school entry.

Exemptions are allowed under the following conditions:

1. A signed physician's statement verifying that the child is to be exempted from immunization for medical reasons. This must contain a statement identifying the specific nature and probable duration of the medical condition.
2. A parent may request exemption of their child from immunization for personal beliefs. This is done by signing an affidavit provided by the school.

Pupils who fail to complete the series of required immunizations within the specified time will be denied attendance until the series has been completed. **NO CHILD SHALL BE ADMITTED AS A PUPIL IN THIS SCHOOL DISTRICT UNTIL ACCEPTABLE IMMUNIZATION DOCUMENTS OR A SIGNED AFFIDAVIT ARE RECEIVED.** (*Education Code Section 48216, Health and Safety Code Sections 120335, 120365, 120370 and 120375*)

The school district shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The district may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any pupil whose parents have consented in writing. (*EC 49403*)

KINDERGARTEN REGISTRATION

Registration for Kindergarten is scheduled in the spring of each school year. The specific dates will be announced in correspondence sent home with K-5 pupils and in the local newspapers. Parents are required to bring the following materials and information at the time of registration:

- Proof of Residency
- Child's Social Security number
- Legal evidence of child's birth
- Immunization certificate for Polio, DTP, Measles, Mumps and Rubella, Hepatitis B, and Varicella

- Health check-up verification (Child Health and Disability Prevention Program Report of Health Examination for School Entry). This check-up can be obtained from your family physician or through services provided by the Ventura County Health Department. CHDP forms for this purpose are available at the school sites. (*Health and Safety Code Sections 120475, 124085, 124100 and 124105*)

A parent or guardian may file a written statement annually with the Principal that he/she will not consent to a physical examination of his/her child. However, if the school has good reason to believe that the child is suffering from a recognized contagious or infectious disease, he/she shall be sent home and shall not be permitted to return until the school authorities are satisfied that the disease no longer exists. (*Education Code Section 49451*)

- Dental check-up verification: A new law requires that pupils enrolled in kindergarten (or enrolled in first grade for the first time) submit proof of an oral health assessment performed by a licensed dentist or other licensed/registered dental health professional on or before May 31st of their first year in school. Oral Health Assessment/Waiver request forms are available in each school office. Families may qualify for no or low cost dental insurance, such as Healthy Families or DentiCAL. Parents should contact the health office at their child's school for further information.

Children entering Kindergarten for the first time must have reached their fifth birthday on or before December 2nd of the current school year.

SCHOOL CHOICE TRANSFER REQUESTS

Pupils residing within District boundaries may apply for enrollment in any District school offering classes appropriate for the pupil's grade level and any special needs. Admission to a school of choice may be granted if the demand for placement does not exceed the school's capacity. Each school's capacity is determined annually. When enrollment requests exceed capacity, a random and unbiased selection process is used with the following priorities:

1. A pupil currently residing within a school's attendance area shall not be displaced by another pupil. (Education Code 35160.5)
2. The Board of Education retains the authority to maintain appropriate diversity among District schools. (Education Code 35160.5)
3. Once enrolled, a pupil does not have to reapply for admission except when there is a grade level change to another school. However, the pupil may be subject to displacement due to excessive enrollment.

School Choice Transfer Request forms may be obtained at each school site or at the District Office. The District will not provide transportation to another school in the District under this choice provision.

The annual selection process for school choice is as follows:

1. Applications received according to the timeline shall be eligible for admission the following school year under the District's open enrollment policy described above. Applications received after the deadline may be considered if further openings exist.
2. Enrollment in a school of choice may be determined by lottery from the eligible applicant pool.
3. The Superintendent or designee shall inform applicants ~~by mail~~ as to whether their applications have been approved or denied. If the application is denied, the reasons for denial will be stated.
4. Applicants who receive approval must confirm their enrollment within ten working days (days when the District Office is open).

Any complaints regarding the selection process should be directed to the District Office. If a transfer request is denied, the parent or guardian does not have an automatic right to appeal the decision. For Walnut Canyon or Flory (F.A.S.T.) programs, see pages 2 and 3.

INTERDISTRICT TRANSFERS

Parents of pupils who live within the Moorpark Unified School District boundaries may apply to have their children attend other districts in the area on an Interdistrict transfer (*EC 46600*). Parents must initiate the request by first contacting MUSD. Once MUSD's approval is obtained, the request will then be sent to the desired district for approval.

Parents of pupils who do not live within MUSD, but wish to have their children attend a school in the District, must first obtain approval from their district of residence. No district can guarantee approval of Interdistrict transfers. Once approved, the interdistrict transfer is good for a period of five years or until the pupil transitions to the next school level such as middle school or high school. If either the selected district or the home district denies the transfer request, the parent or guardian may appeal the decision to the County Board of Education. There are specific timelines in the law for filing an appeal and for the County Board of Education to make a decision. The District will not provide transportation to a pupil who transfers into or out of the Moorpark Unified School District.

PUPIL PLACEMENT

Class placement procedures in the Moorpark Unified School District are designed to accommodate the many special needs of pupils and establish a focused learning environment.

Specific teacher requests, while understandable from the parental viewpoint, cannot be honored. Information submitted by parents in writing regarding special learning needs of their children and particular social-emotional factors will, however, be considered by Principals when making placement decisions.

PROGRAM IMPROVEMENT SCHOOL CHOICE

As determined by annual test results and eligibility for Title I funding, the District will also offer choice under the specific provisions in No Child Left Behind regarding Program Improvement. California uses the percentage of students who are scoring at the Advanced or Proficient levels on California Standards Tests in English Language Arts and Mathematics at the elementary level and CAHSEE at the secondary level to measure Adequate Yearly Progress (AYP) under this federal mandate. Title I Targeted Assistance Schools may be identified as Program Improvement when, for each of two consecutive years, the school does not make AYP in the same content area (English-Language Arts or Mathematics) for a numerically significant student subgroup. Under Title I legislation, parents of eligible students attending a Program Improvement school will have the option of requesting a transfer to schools that serve the same grade levels and where subgroups have met the required targets. Parents may keep their current enrollment or may request another school, designated by the district, with transportation provided.

If parents make a request for a transfer under the school choice option, the District will provide transportation from the current school or local bus stop to the accepting school. If the District is unable to accommodate all students due to funding limitations, under federal law first priority will be granted to the lowest-achieving, lowest income students. To establish the order in which choice requests will be accepted, the District will use student scores on the California Standards Tests or CAHSEE and eligibility for free or reduced lunch.

GETTING TO AND FROM SCHOOL

BUS RULES

Parents are legally responsible for their child(ren's) transportation to and from school. BUS TRANSPORTATION IS AN OPTIONAL SERVICE THAT IS PROVIDED BY THE DISTRICT TO ASSIST PARENTS. **Bus transportation is provided to pupils who live beyond the established walking distances. Use of District buses does not include service to and from private daycare facilities (e.g. YMCA, PS for Kids).** Bus schedules (times and locations) are published on the district website at www.mrpj.org and in local newspapers prior to the beginning of school. The following suggestions and rules are provided to ensure safe conduct for your child:

1. Pupils should arrive at the bus stop no earlier than five minutes prior to the scheduled arrival time of the bus and stand in an orderly line facing the direction from which the bus will be approaching.
2. Pupils should not move toward the bus until it has come to a complete halt. They should enter the bus in an orderly manner and go directly to a seat.
3. All passengers must remain seated at all times.
4. **Pupils who live in designated busing areas may be entitled to ride to a different bus stop when necessary for childcare.** Under special circumstances, such as childcare, permission to ride another bus will be granted only when written notification has been obtained from the parent or guardian, when it has been approved by the school office, and when there is available space.
5. Pupils should be courteous, use no profane language or annoying conduct.
6. Alcohol, tobacco, matches and lighters are strictly forbidden.
7. Pupils should not be destructive or tamper with bus equipment.
8. Fighting, pushing, tripping, kicking, slapping or spitting are not acceptable.
9. Pupils should keep all parts of the body inside the bus.
10. Pupils may not throw anything inside or outside the bus.
11. Pupils should keep the bus clean.
12. Pupils must cooperate with the bus driver.
13. Pupils may not eat or drink on the bus. (No gum or snacks.)
14. Pupils should talk quietly on the bus, no loud talking, yelling or singing.
15. No animals are allowed on the bus.
16. No weapons of any kind or glass containers are allowed on the bus.
17. Windows are to be opened only with driver's permission - no more than five inches as directed by the California Highway Patrol.
18. Pupils should board and depart the bus properly and at the correct bus stop.

The driver, by law, is directly responsible for the safety and orderly conduct of the pupils in his/her care. Failure to observe the bus rules may draw the attention of the driver away from the main task of safe operation of the bus and is considered misconduct.

When a pupil is guilty of misconduct, the Transportation Department will report the incident, in writing, to the Principal and the parent or guardian as follows:

- a. Upon a first offense of misconduct, a written warning will be given.
- b. Upon a second offense of misconduct, the pupil will be denied transportation services for a period ranging from three to five days, depending on the situation.
- c. Upon a third offense of misconduct, the pupil will be denied transportation services ranging from five to ten days, depending on the situation.
- d. Upon the fourth offense of misconduct, the pupil will be denied transportation services for the remainder of the school year.
- e. A pupil may be denied transportation services for a single offense if it is determined that the single misconduct resulted in endangering the safety of others.

The Transportation Department is responsible for assigning disciplinary measures for misconduct related to the transportation of pupils; school officials will enforce the disciplinary measures. School buses will not enter individual housing tracts, except when alternate bus routes are unavailable or impractical.

SCHOOL BUSES - PASSENGER SAFETY

Upon registration, parents or guardians of pupils not previously transported in a school bus shall receive written information on school bus safety. This requirement applies to pre-kindergarten, kindergarten and grades 1 to 6. [E.C. 39831.5]

PUPIL DROP OFF AND PICK UP AT SCHOOLS

Parents are strongly encouraged to have their children use bus transportation to school whenever possible. If private transportation is necessary, neighborhood car/van pools are strongly encouraged.

When picking up or dropping off pupils at schools, the pupils should be dropped off or picked up ONLY in the designated areas. Dropping off or picking up pupils in other areas may cause unsafe conditions. Drop off should occur no more than fifteen (15) minutes before the start of school. The school site parent handbook should be reviewed for more detailed information.

HOME-TO-SCHOOL TRANSPORTATION FEES

Although state law does not require home-to-school transportation, Moorpark Unified offers limited transportation for pupils in grades K-8. Transportation fees shall be assessed for pupils who ride District school buses and are currently enrolled in grades 6-8, or who attend an elementary magnet school. The fees shall be \$184 per semester, which entitles pupils to ride either one way or round trip. Pupils who are eligible to receive reduced lunch prices shall pay \$92 per semester, and those who receive free lunch shall not be assessed a fee. For infrequent bus riders, a booklet of 10 individual trips shall be available for \$15. No hardship fee waivers are applicable toward the purchase of a 10-pass coupon booklet.

An eligible middle school pupil is one who lives more than 2 ½ miles from their middle school. An eligible Flory or Walnut Canyon pupil is one who lives more than 1 mile from their school.

One application must be submitted for each pupil. Complete the application and return it to your child's school office with payment and/or Letter of Eligibility (if applicable). **The goldenrod copy of the application is a temporary bus pass.** Bus pass application deadlines: August 31, 2011 (for 1st semester) and January 31, 2012 (for 2nd semester).

All pupils must display the bus pass each time they board their school bus. All pupils must pay a \$10 fee for the replacement of a lost bus pass.

SCHOOL POLICIES AND REGULATIONS

ATTENDANCE

SCHOOL YEAR CALENDAR

AUGUST 23 First Day of School	FEBRUARY 20 Presidents' Day-No School
SEPTEMBER 5 Labor Day-No School 29 Recess Day-No School	MARCH 19-23 Spring Break-No School
NOVEMBER 11 Veterans Day-No School 21-23 Furlough/Recess Day-No School 24-25 Thanksgiving Holiday-No School	APRIL 6 District holiday-No School 9 Furlough/Recess Day-No School
DECEMBER 19-30 Winter Break-No School	MAY 28 Memorial Day-No School
JANUARY 2 Winter Break-No School 16 M.L. King Jr. Day-No School	JUNE 1 Last Day of School

RECESS (PUPIL-FREE) DAYS AND MINIMUM DAYS (*Does NOT include holidays*)

Grade K-5 SCHOOLS (Every Friday is a Minimum Day)

(ARROYO WEST, CAMPUS CANYON, FLORY, MOUNTAIN MEADOWS, PEACH HILL, WALNUT CANYON)

September 29, 2011	PUPIL-FREE DAY
October 3-6, 2011	MINIMUM DAYS (Parent-Teacher Conferences)
November 21-23, 2011	PUPIL-FREE DAY
April 9, 2012	PUPIL-FREE DAY

Grade 6-8 SCHOOLS (CHAPARRAL & MESA VERDE MIDDLE SCHOOLS)

September 29, 2011	PUPIL-FREE DAY
November 21-23, 2011	PUPIL-FREE DAY
April 9, 2012	PUPIL-FREE DAY
June 1, 2012	MINIMUM DAY

MOORPARK HIGH SCHOOL

September 29, 2011	PUPIL-FREE DAY
November 21-23, 2011	PUPIL-FREE DAY
January 18-20, 2012	MINIMUM DAYS (First Semester Finals) 7:30 a.m.-12:15 p.m.
April 9, 2012	PUPIL-FREE DAY
May 30-June 1 2012	MINIMUM DAYS (Second Semester Finals) 7:30 a.m.-12:15 p.m.

COMMUNITY HIGH SCHOOL

September 29, 2011	PUPIL-FREE DAY
November 21-23, 2011	PUPIL-FREE DAY
April 9, 2012	PUPIL-FREE DAY

PRESCHOOLS - Walnut Canyon, Campus Canyon, Mountain Meadows, and Early Childhood Center

September 29, 2011	PUPIL-FREE DAY
November 21-23, 2011	PUPIL-FREE DAY
April 9, 2012	PUPIL-FREE DAY

LEGAL REQUIREMENTS

Studies show that there is a direct correlation between good school attendance and pupil achievement; therefore, we encourage parents to reinforce the importance of good school attendance and to make every effort to send your child to school on a regular basis. All children ages six to eighteen are legally subject to compulsory education. Schools receive state funding only for pupils who actually attend school. If it is necessary to keep your child out of school for reasons other than illness, we encourage you to send your child to school for at least a part of the day so that he/she will not miss out on important school assignments. We want to avoid the unnecessary absences that limit your child's opportunity to obtain good grades. No pupil may have his or her grade reduced or lose academic credit for any absence or absences excused pursuant to *E.C. 48205* when missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. [*E.C. 48980(j)*]

The following State law applies to attendance (excerpts):

- (a) A pupil is excused from school when the absence is:
1. Due to his or her illness.
 2. Due to quarantine under the direction of a county or city health officer.
 3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
PARENTS ARE ENCOURAGED TO SCHEDULE MEDICAL APPOINTMENTS AT TIMES THAT WILL RESULT IN NO LOSS OF INSTRUCTIONAL TIME.
 4. For the purpose of attending the funeral services of a member of the immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
 5. For the purpose of jury duty in the manner provided for by law.
 6. Due to illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
 7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of pupil's religion, attendance at religious retreats (shall not exceed four hours per semester), or attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
 8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (b) A pupil absent from school under this section is allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, is given full credit. The teacher of any class from which a pupil is absent shall determine that tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
- (c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
- (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
- (e) "Immediate family," as used in this section, has the same meaning as that set forth in Education Code Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

If any minor is a habitual truant, or is irregular in school attendance, the pupil may be referred to an attendance supervisor, a School Attendance Review Board (SARB) or the Ventura County District Attorney's Office. [*E.C. 48260 and 48263*]

For pupils declared a ward of the court pursuant to Welfare and Institutions Code 602, school staff are required to report to the pupil's probation officer school attendance and/or behavior violations within ten days of the reported violation. [*E.C. 48267*]

KINDERGARTEN ATTENDANCE

Attendance is voluntary in kindergarten. Parents who wish to enroll their child(ren) in this level of education must keep in mind that they are committing to an educational program that requires attendance every day of the school year. Absences that do not meet the legal absence criteria for school children are not acceptable. The effect of poor attendance on children at this level is particularly serious because it comes at a time when a child is being introduced to the school system and inconsistent attendance may contribute to counter-productive habits and poor attitudes.

ARRIVING ON TIME

It is extremely important that pupils arrive at class on time both for the development of their own good work habits and to avoid disrupting the learning of other pupils. State law provides that "Any pupil subject to full-time education or to compulsory continuation education who is absent from school without valid excuse more than three days or tardy in excess of 30 minutes on each of more than three days in one school year is truant."

PHYSICAL EDUCATION EXCUSES

All physical education pupils are expected to participate in physical education activities on a regular basis unless written permission to be excused is presented in advance. Such written excuses will include a statement of reason for the request. Excuses will be honored if signed by:

- a) a parent or guardian
- b) a medical doctor, health advisor, or religious practitioner
- c) school authority (principal, nurse, health staff, or physical education teacher)

An excuse written by a parent/guardian or school authority will be honored for one day only. No more than three such excuses in sequence will be acceptable. A request to be excused for more than three days must be written by a medical doctor, health advisor or religious practitioner.

All requests for physical education excuses shall be made in advance, and there shall be no provision for consideration of requests to be retroactive.

Readmittance to physical activity when questionable shall only be approved when a written authorization is received from a medical doctor. (Authorization from a medical doctor may be received by phone or fax via the Health Office staff and followed up with a written authorization.)

ABSENCES FOR RELIGIOUS HOLIDAYS

Observance of a religious holiday or ceremony, when an absence has been requested in writing by the parent/guardian and approved by the site administrator, is considered an excused absence for the purposes of allowing pupils to complete all assignments and tests missed during the absence. Upon satisfactory completion of the assignments or tests, full credit shall be given. The teacher shall identify make-up assignments and due dates. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

ABSENCES FOR FAMILY VACATIONS

On an individual case basis in grades K-8, a pupil may be granted permission to complete school work on an Independent Study Contract while traveling or under other special circumstances. Documented completion of the contracted school work (comparable to that which would have been accomplished in school) may be accepted for attendance credit purposes. Requests for Independent Study Contracts should be submitted to the teacher or site administrator at least ten (10) working days prior to the trip. Absences of less than five days are not granted independent study. Completed work, as contracted, must be turned in for teacher assessment on the day the pupil returns to class in order for the attendance credit to be granted. Middle and high school pupils need to fill out an additional planned absence request to determine how the absence will affect the pupil's grade.

VERIFICATION OF ABSENCE

When pupils who have been absent return to school, parents must explain the reason for the absence. This may be done in person, by telephone, or in a written, signed note that includes the dates and reason for the absence. Absences for confidential medical appointments shall be exempt from this requirement and may be verified by the pupil or the pupil's physician. Phone calls must be made within two school days after the last day of absence in order for the absence to be excused. The Principal may require parents to provide written verification from a doctor or medical practitioner when a single absence for medical reasons exceeds three calendar days. In addition, after 6 full days of illness, during any time of the school year, parents must provide a verification of illness for absences from a medical doctor. The doctor's verification of the absence must state that the child was medically unable to attend school because of illness. Once a request for medical verification is sent to parents, any additional absences without a doctor's note will be considered Truant (See Truancy below). For Moorpark High School absence verification, parents may call a special attendance line at 531-6444. Pupils age eighteen or older may provide their own excuses for absence if the parent has signed the "Rights of Eighteen Year Old" in the presence of a school official.

In order for a child to be released from school early for medical or dental appointments, parents must check the child out from the school office. If someone other than the parent is to pick up the child to take him/her to the appointment, the name must be included in a note to the school or on the emergency card. By law, a child cannot be released to anyone other than the parent or guardian without written permission. For specific attendance regulations, refer to Board Policy 5113.

READMISSION AFTER ACCIDENT/INJURY

Pupils returning to school with casts, crutches, stitches, elastic bandages, or slings as a result of an accident or injury must provide a physician's verification for permission to return to school. The pupil may not participate in P.E., noon-time activities, recess, or be on the playground before or after school until written release by a physician is received. Forms are available in all school Health Offices.

TRUANCY

A truant is defined as a pupil who is absent from school three full days in the same school year without good reason or without permission from home or school. In addition, being tardy for more than any 30 minute period during the school day without a valid excuse is also defined as truancy. Any pupil who is truant in any combination of full day and period absences and tardies shall be reported to the Superintendent or designee.

HABITUALLY TRUANT AND INSUBORDINATE PUPILS

Consistent attendance contributes greatly to the overall academic success of pupils and, therefore, is strongly encouraged. Pupils who are frequently absent, even if those absences are excused, are jeopardizing their opportunity for achievement. If any minor pupil has irregular attendance, is habitually truant or tardy, or is habitually insubordinate or disorderly during attendance at school, the pupil may be referred to the Moorpark School Attendance Review Board (S.A.R.B.). The Principal making such referral shall notify the pupil and his/her parents or guardians, in writing, about the reason for such referral. The notice shall indicate that the pupil and parents or guardians of the pupil will be required, along with the referring person, to meet with SARB to consider further action. The Board is composed of school and community service personnel who attempt to assist parents and pupils in developing strategies to improve attendance. S.A.R.B. also has the authority to recommend appropriate alternative modes of education. Pupils who are in violation of the District's attendance policy may receive a letter from S.A.R.B. advising them of their standing.

State law provides that parents may be prosecuted by the District Attorney for their child's excessive unexcused absences. The parent or guardian who fails to comply with the full-time pupil attendance law is guilty of an infraction and may be subject to the following:

1. Penalties for an infraction against the parent may include a fine of \$100 or \$500 (fines collected may be used by SARB to fund these classes), parenting classes, community service.
2. Penalties for a misdemeanor against the parent may include: a fine up to \$2,500, up to one year in jail, up to 3 years of probation, parenting classes, community service.

CalWORKS (California Work Opportunity and Responsibility to Kids Act) SCHOOL ATTENDANCE GUIDELINES

CalWORKS requires that applicants for, and recipients of, welfare assistance be informed that school attendance is compulsory for all children ages 6 to 18 who are eligible to receive aid. Recipients of aid will be required to cooperate with the County Welfare Department in providing documentation from the school district showing that their child is regularly attending school.

Under CalWORKS, if it is determined that any eligible child under the age of 16 years is not attending school as required, then the total family grant will be reduced by the number of adults receiving aid. If it is determined that any teen 16 years or older is not regularly attending school as required, then the aid will be reduced by the amount the teen contributes to the monthly family grant, unless the county determines good cause exists. Teens who are truant from school may be required to enroll in a welfare-to-work plan and may permanently lose their welfare-to-work education exemption.

Issues related to CalWORKS will be processed through school site attendance personnel and the District School Attendance Review Board.

DISCIPLINE

LAWS RELATING TO CONDUCT OF PUPILS, PARENTS AND PUBLIC

The Board of Education and staff of the District believe that all persons are accountable for their behavior and conduct while attending school and school-sponsored activities. This accountability extends to any actions of pupils at any time, which are related to school attendance. Pupils are obligated to follow the directions of their teachers and other members of the school staff. Failure on the part of a pupil to follow school and District rules, or the specific directions of a member of the school staff, can result in disciplinary action. The following laws reflect upon behavior and conduct:

1. Any parent, guardian or other person whose conduct in a place where a school employee is required to be in the course of his or her duties materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor. Any violation is punishable by a fine of not less than five hundred dollars (\$500) and not more than one thousand dollars (\$1,000) for the first conviction or by imprisonment in the county jail for a period of not more than one year or by both the fine and imprisonment (Education Code Section 44811). This section does not apply to any lawful employee concerted activity, including, but not limited to, picketing and the distribution of handbills.
2. Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars (\$500).
3. Any person who is not a pupil or a parent or guardian of a pupil of the public school, or an officer or employee of the school district maintaining the public school, or who is not required by his or her employment to be in a public school building or on the grounds of the public school, and who has entered any public school building or the grounds thereof during school hours, and who is requested either by the principal or designee of the principal to leave the grounds, shall leave and shall not return for at least 48 hours.
4. A pupil who defaces, damages, or destroys any school property or willfully or negligently injures another pupil or school employee may be suspended or expelled, according to the nature of the offense. A pupil who verbally or through other communication attacks and/or threatens other pupils or District employees may be suspended or expelled.
5. The parent or guardian of any minor whose willful misconduct results in injury to or death of any pupil or any person employed by or performing volunteer services for a school district or who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to a school district, or personal property of any school employee shall be liable for all such damages so caused by the minor. The liability of the parent or guardian shall not exceed \$10,000, adjusted annually for inflation. The parent or guardian shall also be liable to a school district for all property belonging to the school district loaned to the minor and not returned upon demand of an employee of the district authorized to make the demand.
6. The Moorpark Unified School District may withhold the grades, diploma and transcripts of any pupil responsible for willfully cutting, defacing or otherwise injuring the District's real or personal property or who has willfully not returned upon reasonable demand, school property loaned to the pupil until the pupil or the pupil's parent/guardian has paid for the damages. The District shall notify the parent or guardian, in writing, of the pupil's alleged misconduct before withholding the grades, diploma, or transcripts. The pupil and parent/guardian shall be entitled to a hearing to determine whether the pupil's grades, diploma and/or transcripts should be withheld.
7. Every minor over 16 years of age or adult who is not a pupil of the school, including but not limited to any such minor or adult who is the parent or guardian of a pupil of the school, who comes upon any school ground or into any schoolhouse and there willfully interferes with the discipline, good order, lawful conduct, or administration of any school class or activity of the school, with the intent to disrupt, obstruct, or to inflict damage to property or bodily injury upon any person, is guilty of a misdemeanor, and is punishable by a fine not less than one hundred dollars (\$100) nor more than one thousand dollars (\$1,000), or by imprisonment in the county jail for not more than six months, or both.

8. Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to their child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any pupil release situation, which leaves the pupil's welfare in question, will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

The Board of Education and District staff shares with parents the need for each pupil to be granted the right to attend school in an atmosphere that is free of disruption. Parents are encouraged to assist the school in advising and counseling their children and to help them develop a respectful, constructive attitude toward the school program, school personnel, other pupils, and themselves. Parents should emphasize the importance of school and the value of education.

PUPIL RIGHTS

Pupils enjoy the same rights as adults with regard to questioning by police officers. Those rights include constitutional protection involving the right against self-incrimination and the right of privacy.

The Moorpark Police Department has provided the following Miranda Advisement statement, which an officer must read to a pupil who is placed under arrest:

Miranda Advisement

1. You are suspected of committing (specify crime).
2. You have the right to remain silent.
3. Anything you say may be used against you in a court of law.
4. You have the right to talk to a lawyer and have him present with you before and while being questioned.
5. If you cannot afford to hire a lawyer, one will be appointed to represent you before any questioning, at no cost to you.

Obtaining Waiver

1. Do you understand each of these rights I have explained to you?
2. Having these rights in mind, do you wish to talk to me (us) now?

As noted above, the Miranda Advisement statement must be read to a pupil when placed under arrest; therefore, a pupil has the right to have an attorney present during questioning. If an officer simply intends to question a pupil for purposes of gathering information, the pupil may be questioned without being informed of his/her rights. In either situation, the parent will be informed by school authorities. The police, however, are not obligated to wait for parents in the case of a simple questioning.

QUESTIONING AND APPREHENSION

The schools and local law enforcement agencies have a tradition of working cooperatively for the welfare of pupils. Local police officers have been available to schools for presentations in individual classrooms and lending immediate assistance in cases of lost children, trespassers on school campus, traffic problems, and emergency situations. The presence of police officers on campus is viewed by staff and pupils as positive.

In 1991, the Board of Education adopted a revised policy regarding the responsibility of administrators and law enforcement officers when the need to question and/or apprehend a pupil is evident. There were further revisions made in 1993. The policy, which is available for review in the District Office, clearly states the responsibility of school administrators when requests are made by a police officer to question a pupil or to remove a pupil from the campus. Police officers have the right to enter a school campus for purposes of questioning pupils or apprehending a pupil suspected of committing a crime. With the exception of suspected child abuse, the parent will be notified by a site administrator about the questioning of a pupil, unless specifically directed not to do so by the officer. An administrator will remain with the pupil during questioning unless the police officer asks the administrator to leave.

EXPECTED BEHAVIORS

Rules and regulations are approved at each school by a school advisory committee in an effort to maintain an atmosphere conducive to learning. The standards of behavior relative to pupil behavior and discipline prescribed by the Board of Education are consistent with State law and regulations set by the State Board of Education.

All pupils must comply with the standards of behavior and follow instructions from school employees. School employees are expected to treat pupils in a respectful manner when exercising authority over pupils. It is the belief of the District that an atmosphere of mutual respect and cooperation is best suited for a healthy school climate. Pupils and employees are expected to meet the standards of behavior at all times.

Extracurricular activities are considered part of the educational program. Standards of behavior also apply to participants/spectators as representatives of their schools/community and will be enforced at extracurricular events. Disrespectful behavior, taunting and any verbal or offensive communication will result in the exclusion of pupil or adult spectators from school facilities and grounds.

DUTIES OF PUPILS

Every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of teachers and others in authority; observe good order and deportment; be diligent in study; be respectful to teachers and others in authority; be kind and courteous to schoolmates; and refrain entirely from the use of profane and vulgar language.

IN-SCHOOL SUSPENSION

In-School Suspension (ISS), offered at the 6-12 grade levels, is a positive alternative to out-of-school suspension. ISS is established to maintain a structured learning environment for the suspended pupils and to provide guidance for pupils whose disruptive behavior forces temporary removal from the regular classroom.

The main purpose of ISS is to teach pupils to accept the consequences for their actions, give them time to evaluate their behavior, and become actively involved in finding positive alternatives to their irresponsible actions.

Pupils may be assigned to ISS for one to two days. The length of time is determined by the severity and/or frequency of the disruptive actions. During the time spent in ISS, pupils are in attendance at school and will be given class assignments in order to continue progress toward educational objectives.

SUSPENSION OR EXPULSION (Education Code Sections, 48900, 48900.2, 48900.3, 48900.4, 48900.7, 48915)

A pupil may not be suspended from school or recommended for expulsion unless the Superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r) inclusive:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person;*
- (2) Willfully used force or violence upon the person of another, except in self-defense.*
- b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.*
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, alcoholic beverage or intoxicant of any kind.*
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcoholic beverage or intoxicant.*
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stolen or attempted to steal school property or private property.
- h) Possessed or used tobacco, or any products containing tobacco or nicotine products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority of school officials or other school personnel.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, which includes BB device.
- 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 32051.
- r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- s) A pupil may not be suspended or expelled for any of the acts enumerated in this section unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district.
A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
 - (1) While on school grounds.
 - (2) While going to or coming from school.
 - (3) During the lunch period whether on or off the campus.
 - (4) During, or while going to or coming from, a school sponsored activity.
- t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to this section.
- u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.
- w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

(E.C. 48900.2) Committed sexual harassment (Applies only to pupils in grades 4 through 12)

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

(Grades 4 through 12 only)

(E.C. 48900.4) Engaged in harassment, threats, or intimidation against pupils and school personnel. (*Applies only to pupils in grades 4 through 12*)

(E.C. 48900.7) Terroristic threats against school officials or school property, or both.

*Law enforcement may need to be notified pursuant to E.C. 48902 regarding possible violation of P.C. sections 245, or 626.9, or 626.10.

If it becomes necessary to suspend a pupil, the parent or guardian has the following rights and obligations:

1. Parents are to respond to the principal's request to attend a conference concerning the suspension without delay.
2. Parents and pupils have the right to inspect the school's records concerning the suspension.
3. The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension.
4. A teacher may require the parent/guardian of a pupil whom the teacher has suspended to attend a portion of a school day in his/her child's classroom. When a teacher makes this requirement, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is required pursuant to law. (Education Code 48900.1)

In addition to the above, amended by SB 166 CHP.116, Statutes of 2001 Section 48915(c)(5), the code provides that a pupil shall be recommended for expulsion for possession of an explosive. (Explosive is defined as a destructive device, Section 921 of Title 18 of the U.S. Code.)

A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h) (Possessed or used tobacco, or any products containing tobacco), of Education Code Section 48900 (Grounds for suspension or expulsion). (E.C. 49079)

After the Board of Education has expelled a pupil, the parent/guardian and/or pupil have the right to appeal the decision to the County Board of Education if he/she believes the District did not follow proper procedures in conducting the hearing.

Pupils who wish to re-enter the District after an expulsion must apply to the Board of Education for readmission. The letter of expulsion includes readmission criteria.

SCHOOL ON SATURDAY PROGRAM

A School on Saturday program has been established at Chaparral Middle School and Mesa Verde Middle School, for making up lost instructional time caused by truancy, unexcused absence, or behavioral problems that have precluded normal attendance for a limited amount of days. Each of the schools will develop a schedule of Saturdays as determined by each school site's staff.

SAFE SCHOOL ZONE

Learning in a safe and secure environment is a basic right for every pupil. If there is reasonable cause to suspect the possession, use, or sale of alcohol or drugs on school premises, or during school-related activities, a pupil will be immediately suspended from school and all school activities pending the outcome of an investigation. This may result in a recommendation to the Board of Education that the pupil be expelled from the Moorpark Unified School District.

Any pupil found to possess a weapon, defined as a firearm, replica of a firearm, paintball gun, air soft gun, knife of any size/type, or explosive device, including all fireworks, will be immediately suspended and may be recommended to the Board of Education for expulsion. Refer to Suspension or Expulsion, pages 26-27.

STANDARDS OF DRESS

The Board of Education of the Moorpark Unified School District believes that appropriate dress and grooming contribute to an environment that is conducive to learning. Therefore, the Board expects pupils to wear clothing that is suitable for the school activities in which they participate. Each school may set a policy related to the type of sun-protective clothing, including, but not limited to, hats, that pupils will be allowed to use outdoors, and specify the types of clothing and hats that may be deemed inappropriate. Hats, caps and other head coverings shall not be worn indoors unless there is a specific, approved reason for such wearing. For specific dress code language, refer to BP 5132. Furthermore, sunscreen use by pupils during the school day will be allowed without a physician's note or prescription. [E.C. 35183 & 35183.5]

There are three major reasons for establishing a standard of dress:

1. A concern for safety and health.
2. To assure that clothing does not distract from or become more important than learning.
3. To assure that clothing reflects common social decency.

Restrictions on freedom of pupil dress will be imposed whenever a pupil's appearance reflects any of the following categories:

- a. Is unsafe either for himself/herself or others.
- b. Is disruptive to school programs or the educational process.
- c. Is suggestive of or displays ideas related to drugs, alcohol, sexual activity, gang ideology, or obscene language.

Pupils who appear at school dressed in violation of the code will be asked to change clothing if they have appropriate clothing at school. Parents may be requested to take a pupil home for a change of clothing or bring appropriate clothing to the school.

Please refer to the pupil handbook, parent bulletin or opening letter from each school for more specific dress requirements. Variations depend upon grade levels and special activities.

DRESS REQUIREMENTS FOR PHYSICAL EDUCATION IN GRADES 6-12

Pupils in grades 6-8 are required to wear uniforms for physical education classes. Shorts and tops may be purchased at the school's student store. Any pupil for whom purchasing a uniform would be a financial hardship should see the school counselor who will provide alternative methods for meeting this requirement. This is accomplished with strict confidentiality. Pupils in grades 9-12 are expected to wear uniforms or clothing appropriate for physical education.

LUNCH TIME CAMPUS REGULATIONS

The campuses of all schools in the District are secure. Pupils may not leave the school grounds without written permission. Parents who want their child to go home for lunch must send a note to the Principal requesting that their child be allowed to leave the school grounds during the noon lunch period. This note must be signed by the parent/guardian, including dates for which the request is made. Selected lunch releases at Moorpark High School may be granted at principal's discretion and with parent permission. Neither the school district nor any officer or employee thereof shall be liable for the conduct nor safety of any pupil during such time as the pupil has left the school grounds pursuant to this section. (EC 44808.5)

COMPUTER AND INTERNET ACCEPTABLE USE POLICY

(EC 51870.5), Penal Code Section 313)

Internet access is available to pupils and staff in the Moorpark Unified School District for use as an educational tool. We are pleased to bring this access to the District and believe the Internet offers vast, diverse, and unique resources to both pupils and staff. Our goal in providing this service to staff and pupils is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Moorpark Unified School District has taken precautions to restrict access to inappropriate materials. However, on a global network, it is impossible to control all materials and an industrious user may discover inappropriate information. The District firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District.

Moorpark Unified School District guidelines are offered to provide awareness of the responsibilities pupils must accept. In general, this requires efficient, ethical and legal utilization of the District’s network resources. If a Moorpark Unified School District user violates any of these provisions, posted classroom and District rules, his or her account may be terminated, future access may be denied, and the user may be subject to other District disciplinary options. In addition, pursuant to State of California law, any unauthorized access, attempted access, or use of any state computing and/or network system is a violation of Section 502 of the California Penal Code and/or other applicable federal laws, and is subject to criminal prosecution.

Because the Internet is uncensored and can be misused, no pupil shall be allowed access to the Internet unless the pupil and the pupil's parent/guardian have read and signed the District's "Computer and Internet Acceptable Use Agreement." All rules regarding appropriate Internet use are outlined in the agreement. The signatures indicate that the party or parties who signed have read the terms and conditions carefully and understand their significance. Each school site will keep a record of signed agreements, which include:

- 1) Conditional Privileges
- 2) Acceptable Use
- 3) Network Etiquette
- 4) Misuse of the District System
- 5) No Warranties
- 6) Security
- 7) Vandalism
- 8) No Expectation of Privacy
- 9) Procedures for Use in a Lab or Library
- 10) Encounter of Inappropriate Materials
- 11) Penalties for Improper Use
- 12) Duration of Agreement

Pupil expression on District or school Internet web sites and on-line media shall generally be afforded the same protections as print media. However, numerous court cases have found that the First Amendment rights of public school pupils are not necessarily the same as the rights of adults in other settings and must be applied in light of the special circumstances of the school environment. As such, pupils' freedom of expression shall be limited in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the school community.

Pupils are prohibited from making any expressions or distributing or posting any materials that are obscene, libelous or slanderous. Pupils are also prohibited from making any expressions that so incite pupils as to create a clear and present danger of the commission of unlawful acts on school premises, the violation of school rules, or substantial disruption of the school's orderly operation. This means that the schools may impose discipline for conduct that occurs outside the school when the off-campus conduct poses a direct threat to the safety, welfare or discipline of other pupils or staff.

Off-campus pupil expression, including but not limited to pupil expression on off-campus Internet web sites, shall be subject to discipline when such expression poses a direct threat to the safety of pupils or school personnel. Conduct by a pupil outside of class which, for any reason materially disrupts class work or involves substantial disorder or invasion of the rights of others, is not protected by the constitutional guarantee of free speech.

ACADEMIC REQUIREMENTS AND ASSESSMENTS

DISTRICTWIDE

REPORT CARDS

In grades K-5, report cards are sent home three times at the end of each trimester – December, March and June. There are also three progress updates that are sent home during each trimester – October, February and May. Along with the October progress update, there will be a Goal Setting Conference during conference week. In grades 6-12, report cards are sent home three times during the school year in grades 6-8 and ~~four~~ **two** times in grades 9-12. In grades 6-8, progress reports are available mid-way through each trimester. In grades 9-12, progress reports are sent home if a pupil is receiving a D, F or I grade in any class.

HOMEWORK

Homework is designed to develop positive attitudes and work habits that expand content knowledge. Classroom instruction and homework are both based on California Grade Level Content Standards. It is the intention of the Moorpark Unified School District staff to assign relevant, challenging and meaningful homework that reinforces classroom-learning objectives. Homework also serves to develop individual study skills and responsibility while strengthening academic skills and knowledge of concepts.

The purposes of homework:

- To practice and reinforce concepts introduced in class
- To prepare for subsequent lessons
- To establish study habits
- To assess learning and understanding
- To participate in research activities
- To help pupils learn to budget and prioritize time

Although parental support is encouraged, the work should be performed by the pupil. Parental support of homework should include:

- Providing a suitable place to study
- Providing appropriate and necessary materials
- Checking to see if homework is completed
- Offering to clarify directions and answering questions
- Encouraging the pupil to do his/her best work
- Checking the agenda book daily

Assignments will be thoroughly explained and timelines for completion clearly understood by pupils. The rationale for homework assignments can be found in each teacher's course syllabus or lesson plans. Homework is considered a regular part of the daily school routine. Parents can assist teachers by supporting the need for homework assignments and providing feedback about time spent, difficulty, and progress made.

Homework for all pupils in grades 1 through 5 should be limited to those days in which school is open and should not require weekend or holiday study except in the case of long-term assignments such as term papers or projects. Exceptions to this may be required of pupils who have not completed work to the extent that they are at risk of failing or receiving a less than satisfactory grade.

At the secondary level, assignments to be completed outside of class may require work during weekends and holidays. Reasonable limitations are placed on the number of assignments each quarter. Extracurricular school activities need to be considered and assignments given sufficiently in advance to allow time for out-of-school responsibilities and schedules.

The following are Board adopted guidelines for homework assignments:

- Grades 1-3 Homework assignment(s) on a regular basis, approximately 30 minutes daily or 2 hours weekly
- Grades 4-5 Homework assignment(s) on a regular basis, approximately 60 minutes daily or 4 hours weekly
- Grades 6-8 Homework assignment(s) on a regular basis, approximately 25 minutes daily or approximately 2 hours weekly per class
- Grades 9-12 Homework assignment(s) on a regular basis, approximately 30 minutes daily or approximately 2½ hours weekly per class

Individual school sites or school departments may request an exemption from the minute/hour standards if there are special circumstances, consistent with current policy, that would warrant such a request. Advanced Placement, Academic Decathlon, GATE, and Honors classes are exempt from the minute/hours standards. Standards in these classes are established by the teacher at the beginning of each year, approved by the principal, and clearly communicated to pupils and parents.

DISTRICT ADOPTED BENCHMARK STANDARDS

In the core subject areas of Math and Language Arts, standards have been established which must be mastered by each pupil by the end of each school year. Failure to meet these standards may prevent a pupil from taking a more advanced class or from being promoted to the next grade.

The standards are not intended to limit the curriculum. They are derived from a full range of objectives that also include introductory and review objectives. Copies of the standards (grades K-5) are available on the District website (www.mrpk.org) and are given to parents, and standards (grades 6-12) are in course management plans given to parents at the beginning of the school year.

TESTING

Standardized Testing and Reporting (STAR) Program: Established by law in 1997, California now requires that all public school districts use a single, standardized test to test each pupil in grades 2-11. The STAR program consists of four components:

- California Standards Tests (CSTs)
- California Modified Assessment (CMA)
- California Alternate Performance Assessments (CAPA)
- Standards-based Test in Spanish (STS)

The CSTs measure pupil performance on California's Academic Content Standards and identifies pupils who achieve at each performance level: advanced, proficient, basic, below basic, or far below basic. The state's target is for all pupils to score proficient or advanced. The CSTs carry the most weight for calculating school and district Academic Performance Indexes (APIs) and are used, along with the CAHSEE, in determining Adequate Yearly Progress (AYP) toward meeting the federal No Child Left Behind requirement to have all pupils score proficient or above by 2014.

The CSTs include the following grade-level tests:

- English-Language Arts – Grades 2 through 11
- Mathematics – Grades 2 through 11
- Science – Grades 5 and 8 through 11
- History-Social Science – Grades 8, 10 and 11
- Writing – Grades 4 and 7

In addition, the following CSTs are administered as end-of-course examinations:

*General Mathematics	Integrated Science 1, 2, 3 & 4
Integrated Math 1 & 2	Earth Science
Algebra I	Biology
Algebra II	Chemistry
Geometry	Physics
Summative High School Mathematics	World History

*Administered to grade 8 and 9 pupils who have not yet taken Algebra I

Because the CSTs are the most important component of the STAR Program, teachers and administrators use CST results to determine if modifications may be needed in instructional programs to better help pupils become proficient on California's Academic Content Standards.

The CAPA also measures pupil performance on California's Academic Content Standards. The CAPA assesses the performance of pupils with significant cognitive disabilities on subsets of California's Academic Content Standards for English-language arts and mathematics (grades 2 through 11), and Science tests for grades 5 and 10. In addition, the California Department of Education recently launched the *California Modified Assessment (CMA)*. The CMA will be used to assess some special education pupils not taking the CAPA, using a test format that is easier to understand than the CSTs. Pupils' Individualized Education Program (IEP) teams determine, on a pupil-by-pupil basis, if each pupil takes the CSTs, the CAPA, or CMA. Like the CSTs, CAPA and CMA results are used on API calculations for grades two through eleven and in AYP calculations for grades two through eight and ten.

The CSTs, CAPA and CMA are given in English. Spanish-speaking pupils enrolled in California public schools less than 12 months will also take the *Standards-based Tests in Spanish (STS)* in grades 2-11.

These standardized test results are only one of the tools that Moorpark Unified uses to measure pupil achievement. Other methods of monitoring pupil progress include District benchmark assessments, classroom tests and projects, and pupil grades.

Psycho-Educational Tests: These tests are administered by a multi-disciplinary assessment team to individual pupils who are referred for possible special education placement. The tests can only be administered upon prior parent notification and written parental approval.

CELDT:

According to federal and state laws, all pupils whose home language is not English and who are in the process of learning English must be tested every year until they become proficient in English. The test used in California to meet this requirement is the California English Language Development Test (CELDT). This test benefits pupils and by measuring their increasing mastery of the English language and having information on pupils' progress in English assists the schools to accurately place and provide services for pupils. The CELDT is required by federal and state law and is not optional. To limit the impact that this testing has on instruction in the fall, pupils may be tested during summer school or contacted over the summer to come in and take the test some time after July 1 each year.

Physical Fitness Test (PFT):

Pupils in grades five, seven, and nine are required to take the PFT, whether or not they are enrolled in a physical education class. Pupils who are physically unable to take the entire test battery are to be given as much of the test as conditions permit. (*Education Code (EC)* Section 60800 and the *California Code of Regulations, Title 5, Section 1041*). As a high school graduation requirement, pupils must successfully complete two years of P.E. Additionally, students must satisfactorily meet at least 5 out of 6 of the PFT testing areas or they will have to continue taking P.E. until the requirement has been met.

California High School Exit Exam (CAHSEE):

At their July 2003 meeting, the California State Board of Education voted that, **beginning in 2006**, pupils shall be required to pass the California High School Exit Exam (**CAHSEE**) in order to graduate. The following is the schedule of administrations for the CAHSEE for the 2011-2012 school year:

Grade 10	March, 2012
Grade 11	*November 2011 and February 2012
Grade 12	*November 2011, February 2012 and May 2012

*For pupils who have not taken or passed previous exams.

Pupils who have not passed one or both parts of the CAHSEE by the end of grade 12 are entitled to written notification at their last known address of intensive instructional services and additional opportunities to take the CAHSEE for two consecutive academic years. *E.C. 37254, E.C. 60850*

PROMOTION AND RETENTION CRITERIA

Education Code section 48070.5 requires the Board of Education to adopt a policy regarding the promotion and retention of pupils between the following grades:

- (1) Between second grade and third grade (2 to 3)
- (2) Between third grade and fourth grade (3 to 4)
- (3) Between fourth grade and fifth grade (4 to 5)
- (4) Between the end of elementary grades and the beginning of middle school grades (5 to 6)
- (5) Between the end of middle school grades and the beginning of high school (8 to high school)

The identification of pupils who should be retained and who are at risk of being retained in their current grade level will be based on the Standardized Testing and Reporting Program (STAR), the pupil's grades, and other indicators of academic achievement as follows:

- a) District-level benchmarks: completion of at least 75% of designated benchmarks
- b) Grades: attainment of final class grade of D or above
- c) Pupil portfolios: meets minimum requirements for grade level standards in Reading, Language Arts, and Math
- d) CSTs: a score of 25% or above (Total Reading, Total Language, Total Math)

A pupil must accomplish 3 out of 4 of these indicators to be considered for promotion to the next grade level.

Pupils may be required to take remedial summer school classes in order to meet promotion or graduation requirements. Summer school is not held at all school sites. Contact your school or the District Office for information on summer school classes, location and dates.

A full and complete copy of this Board Policy may be obtained at your local school site or by contacting the office of the Assistant Superintendent of Instructional Services at 378-6300.

PROMOTION CEREMONIES

All 8th grade pupils are required to meet behavior standards and to document their awareness of those standards by filing a signed "Intent to Seek Promotion" statement with the principal. Standards are published in the pupil agenda book, as well as distributed in the "Promotion Activities" packet during a spring assembly. All pupils and parents must sign the agenda book during the first week of school, as well as returning a signed "Promotion Activities" acknowledgement form. Pupils who do not meet the academic and behavior standards or violate this agreement will lose all 8th grade promotion privileges. Pupils not meeting these standards may earn back the privilege of participating in the promotion ceremony by filing an appeal form that must be approved by the Principal.

SUMMER SCHOOL

The District Summer School program offers pupils the opportunity to remediate academic deficiencies and, in certain instances, to advance in course work. For specific course offerings, summer school brochures should be obtained from your child's school and counselors consulted.

COMMUNITY SERVICE LEARNING

Service learning offers a unique opportunity for pupils to get involved with the community in a tangible way. While providing service, pupils not only learn about democracy and citizenship, they become actively contributing citizens and community members. To promote service learning as a life-long habit, there is a graduation requirement for all pupils to complete forty hours of service. This requirement is pro-rated for pupils who enroll after 9th grade. Pupils will be expected to complete 10 hours of service for each year enrolled at Moorpark High School. Fifteen hours may be earned in middle school, providing proper documentation of this service is submitted to and certified by the middle school.

Form D must be completed for each service activity. At the high school level, all Form D's must be turned in to the College/Career Center no later than four weeks prior to the end of the school year. Only the 40 hours used to meet the graduation requirement need to be submitted for verification. Once a pupil has met the 40 hour requirement, no additional Form D's will be reviewed. Pupils will be expected to keep track of any additional service they complete for job or college applications on their own.

To count for credit towards the graduation requirement, the service must meet the following requirements:

- Completed outside of school hours
- Not done for a grade or as part of a course requirement, nor for direct monetary benefit
- Not performed for a member of the pupil's family
- Not used to meet a service requirement for Scouts or other organization
- Verified by a supervising adult, other than the pupils' parents
- Under the supervision of/in collaboration with an organization on the Resource List. If pupils wish to volunteer with an agency not on the list, they must seek prior approval for this activity before submitting these hours
- Completed and submitted in the school year in which the service was performed

For more detailed guidelines and suggestions, visit the College/Career Center or consult with the school counselors.

INSTRUCTIONAL FIELD TRIPS

Field trips are an integral part of learning experiences for pupils. Schools are encouraged to include them in the curricular planning whenever possible. In recent years, the number of field trips has been reduced due to lack of general fund money and has been supported primarily by parent donations, parent support groups, and special programs such as State School Improvement, Federal Title VII, and grant money.

Before participating in a field trip, a pupil must return with the parent's signature a completed field trip permission slip. This slip will identify the particular trip, including the date, time, and method of transportation. It will also advise if there is a need for a bag lunch and drink. Additionally, it outlines the expectations of behavior on the part of the pupil. At the high school level, Pupil Activity Slips must also be submitted at least twenty-four hours prior to the planned activity. Pupil Activity Slips must be signed by all teachers of periods from which the pupil will be absent and submitted to the advisor of the event at least twenty four hours prior to the event.

SPECIAL PROGRAMS

COUNSELING

Career Counseling (beginning Grade 7)

School personnel, when assisting any pupil with course selection or career counseling, shall affirmatively explore the possibility of careers, or courses leading to careers, that are non-traditional for that pupil's gender, beginning in grade 7. The purpose is to promote sex equity and to allow parents to participate in counseling session decisions. [E.C. 221.5(d)]

Sophomore Counseling

Moorpark High School pupils meet with counselors to explore and develop an educational plan, which encompasses sophomore through senior year options and post-secondary opportunities during the second semester of 9th grade.

Crisis Counseling

Crisis/bereavement counseling is encouraged and available after a crisis or natural disaster. Such counseling is provided by Moorpark Unified School District personnel, community agencies, and recreation staff, if needed.

TUTORING: Home/Hospital Instruction

The District provides home instruction during the school year for the purpose of continuing the educational process for pupils who, for medical reasons, are absent more than ten consecutive instructional days. A doctor's verification of the pupil's inability to attend school and a request for home teaching must be filed in writing at the school site. A parent or care provider is required to be in the home during scheduled instruction time. If a child must miss school due to illness or an injury, parents are asked to speak with the Principal about the possibility of home instruction. The decision to grant home instruction will be made by the District Director of Special Education. It is the primary responsibility of the parent or guardian of a pupil with a temporary disability to notify the school district of the pupil's disability and/or the pupil's presence in a hospital located within the district's jurisdiction. Within five working days, the district will determine whether the pupil will be able to receive individualized instruction. Pupils who are hospitalized with a temporary disability are considered residents of the school district in which the hospital is located. (*Education Code Sections 48206.3, 48207 and 48208*)

HOME INDEPENDENT STUDY PROGRAM (Grades K-8)

The District offers a home independent study program at grades Kindergarten through eight to assist parents who choose to educate their children at home. This program is designed to meet the unique personal and educational needs of each participating family. All the materials and support necessary to provide high quality instruction at home are provided. Our K-8 Home Independent Study program uses State-approved, District-adopted curriculum and materials and gives pupils access to library, computers, programs and activities at school sites. Pupils and their parents meet with a teacher on a weekly basis to collaboratively plan lessons and activities for the week. The teacher evaluates pupil work and attendance is granted based on successful completion of assigned work. The program offers pupils and their families an opportunity for flexible, individualized instruction, customized to the child's pace and learning style. To participate in this program, please contact Marilyn Green, Coordinator of Special Projects, at (805) 531-6420. The District will also offer short-term Independent Study to K-8 pupils under special circumstances (i.e., travel and chronic illness). Parents may contact their child's Principal for further information.

INDEPENDENT STUDY PROGRAM – Grades 9-12

The District offers the Independent Study program in grades 9-12 as an alternative to classroom instruction. A pupil may enroll in Independent Study when it appears to be in the pupil's best interest, and when there is signed agreement of the school, the parent/legal guardian and the pupil. At the secondary level, an instructor meets with pupils on a regular basis by appointment at a determined school site. Credit is granted based upon satisfactory completion of assignments within designated time periods.

DRUG, ALCOHOL, TOBACCO PREVENTION EDUCATION

The District provides a program of Drug, Alcohol, Tobacco Prevention Education utilizing several curriculums including: Second Step (elementary), Project Alert (grades 6-8), the Glencoe Health Curriculum at grades 7 and 9, Too Good for Drugs and Violence in grade 9, and District-developed DATE - Drug, Alcohol, Tobacco Education units at grades 10-12. Instructional activities are designed to build pupils' self esteem, develop interpersonal skills in relating to others, teach positive decision-making skills, and promote healthy drug/tobacco-free living. There is also an emphasis on involving parents and the community in providing guidance to pupils and supporting the "no use" message.

Intervention activities such as crisis counseling and support groups are available at all sites. Referral assistance is available to families for connections with public/private social service agencies and other community resources. Each site Principal is able to supply specific information.

Board Policy prohibits the possession, sale and use of tobacco, drugs or alcohol. Pupils involved in the possession, sale and/or use of tobacco, drugs or alcohol will be subject to disciplinary procedures including suspension or expulsion.

State law mandates that districts take all steps deemed practical to discourage pupils from using tobacco products. It is the intention of the Board of Education to provide a school environment that is consistent with District health curriculum standards, which discourage tobacco use. All campuses in the Moorpark Unified School District are tobacco-free environments and smoking or use of any tobacco-related products and disposal of any tobacco-related waste within 25 feet of a school playground, except on a public sidewalk located within 25 feet of the playground, is prohibited. No member of the public may use tobacco, or any product containing tobacco while on District property, in vehicles operated by or on behalf of the District, or at school or District-sponsored events. Enforcement of this policy for parents and community members will include the following steps:

1. The person will be first asked to stop the use of the tobacco product immediately.
2. If the person fails to cooperate with the request to cease using the tobacco product, the person will be asked to leave.

CALIFORNIA HEALTHY KIDS SURVEY

Since 1998, the California Healthy Kids Survey (CHKS) has been an anonymous, voluntary, and confidential pupil survey that local educational agencies have used in the planning, assessment, and evaluation of their alcohol, tobacco, other drug, and violence prevention efforts. Effective January 1, 2004, districts have the option of administering the CHKS in grades 7 through 12 using either active or passive parental consent. We shall continue to obtain written parental permission prior to administration of the required 5th grade module of the CHKS. For grades 7-12, we have adopted the new Education Code section 51938(B), allowing for written parental notification and for a parent to opt his/her child out of participation, known as "passive consent." If parents desire to opt out their pupil from taking the survey, upon notification that the survey will be administered, they will be afforded the opportunity for inspection, and the ability to opt their child out of participation. The passive consent option shall also be applied to HIV/AIDS and sex education in grades 7-12.

HIV/AIDS PREVENTION EDUCATION (*E.C. 51930, 51931 and 51939*)

(Chapter 5.6 - California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act)

- (a) A school district shall ensure that all pupils in grades 7 to 12, inclusive, receive HIV/AIDS prevention education from instructors trained in the appropriate courses. Each pupil shall receive this instruction at least once in junior high or middle school and at least once in high school.
- (b) The purpose of this instruction is:
 - (1) To provide a pupil with the knowledge and skills necessary to protect his or her sexual and reproductive health from unintended pregnancy and sexually transmitted diseases;
 - (2) To encourage a pupil to develop healthy attitudes concerning adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage, and family.
- (c) "HIV/AIDS prevention education" means instruction on the nature of HIV/AIDS, methods of transmission, strategies to reduce the risk of human immunodeficiency virus (HIV) infection, and social and public health issues related to HIV/AIDS. For the purposes of this chapter, "HIV/AIDS prevention education" is not comprehensive sexual health education.
- (d) HIV/AIDS prevention education, whether taught by school district personnel or outside consultants, shall satisfy all of the criteria set forth in paragraphs (1) to (6), inclusive, of subdivision (b) and paragraphs (1) and (2) of subdivision (d) of Section 51933, shall accurately reflect the latest information and recommendations from the United States Surgeon General, the federal Centers for Disease Control and Prevention, and the National Academy of Sciences, and shall include the following:
 - (1) Information on the nature of HIV/AIDS and its effects on the human body.
 - (2) Information on the manner in which HIV is and is not transmitted, including information on activities that present the highest risk of HIV infection.
 - (3) Discussion of methods to reduce the risk of HIV infection. This instruction shall emphasize that sexual abstinence, monogamy, the avoidance of multiple sexual partners, and abstinence from intravenous drug use are the most effective means for HIV/AIDS prevention, but shall also include statistics based upon the latest medical information citing the success and failure rates of condoms and other contraceptives in preventing sexually transmitted HIV infection, as well as information on other methods that may reduce the risk of HIV transmission from intravenous drug use.
 - (4) Discussion of the public health issues associated with HIV/AIDS.
 - (5) Information on local resources for HIV testing and medical care.
 - (6) Development of refusal skills to assist pupils in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities.
 - (7) Discussion about societal views on HIV/AIDS, including stereotypes and myths regarding persons with HIV/AIDS. This instruction shall emphasize compassion for persons living HIV/AIDS.
- (e) A pupil may not attend any class in comprehensive sexual education or HIV/AIDS prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey or pupil health behaviors and risks, if the school has received a written request from the pupil's parent or guardian excusing the pupil from participation.
- (f) A pupil may not be subject to disciplinary action, academic penalty, or other sanction if the pupil's parent or guardian declines to permit the pupil to receive comprehensive sexual health education or HIV/AIDS prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on pupil health behaviors and risks.
- (g) While comprehensive sexual health education, HIV/AIDS prevention education, or anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks is being administered, an alternative educational activity shall be made available to pupils whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

GATE PROGRAM AND OPPORTUNITIES FOR HIGH ACHIEVERS

Despite deep state budget cuts to the GATE and other categorical programs, services for gifted and high achieving students continue to be an important part of our mission in Moorpark. While the identification process for new GATE students has been suspended until funding is restored, the services that GATE provided to high achieving students are still in place, including:

- Clustering of students at the elementary level. All elementary sites will continue to group high achieving students to provide them differentiated instruction and additional challenge.
- Honors classes at the middle school level. Middle school honors classes were created to serve the needs of GATE students and continue to offer differentiated instruction and high ability grouping.
- Pre-AP and Advanced Placement classes at the high school level. Specialized counseling is still provided for eighth grade GATE students entering the high school level.
- Incoming GATE sixth graders are still placed in four honors classes with seventh and eighth grade GATE students being placed in at least two honors classes if they did not qualify for honors based on middle school honors criteria. Other students will also be placed in honors if they meet these criteria.
- Professional development for teachers of GATE students. GATE funding was used this year to support differentiation in the classroom. Upper elementary and middle school teachers attended training on strategies for differentiation and had the opportunity to write and share lessons with extra complexity and challenge.
- Goals for students continue include development and enhancement of individual academic potential and abilities, critical thinking skills, sensitivity and responsibility to others, commitment to constructive ethical standards, and self-generated problem-solving abilities.

PROGRAMS FOR CHILDREN WITH EXCEPTIONAL NEEDS

The Moorpark Unified School District provides a free and appropriate public education (FAPE) in the least restrictive environment (LRE) for children with disabilities from birth through 21 years. These options include resource specialist programs, designated instruction and services, special classes and centers, and nonpublic, nonsectarian school services. Eligibility for special education and related services is determined by an Individualized Education Program (IEP) Team and is based on the results of a multidisciplinary team assessment. Individualized programs may be provided for the following categories of disabilities: 1) mentally retarded; 2) hard of hearing; 3) deaf; 4) speech/language impaired; 5) visually impaired; 6) autistic; 7) emotionally disturbed; 8) orthopedically impaired; 9) other health impaired; 10) specific learning disability; 11) deaf-blind; 12) multihandicapped; 13) traumatic brain injury; 14) established medical disability (3-5 years only).

Parents are encouraged to discuss concerns regarding academic performance with respective teachers/principals. A conference may initiate an assessment by the Pupil Study Team (SST) and a referral to special education for an evaluation. Special education assessments are completed within 50 calendar days following the receipt of written consent for assessment. Within this period of time, the IEP team will meet to determine eligibility and develop an individualized education plan, as appropriate. Parents are considered active participants in the IEP process and valued members of the team. Upon completion of an assessment, parents will be notified of their right to have an in-class observation of their pupil, under specified circumstances.

FEDERAL/STATE FUNDED PROGRAMS

The Moorpark Unified School District receives State and Federal funds to assist pupils with identified special needs. Each school elects a School Site Council (SSC), composed of school staff, parents, and pupils (at the secondary level), to participate in the development and ongoing evaluation of a school plan detailing how the funds will be used to supplement the core program that is offered to all pupils.

Plans may provide for supplemental extended day or pull-out programs, instructional assistants, resource teachers, special materials, pupil support services including counseling and tutoring, computer-assisted instruction, and staff development. The District also participates in a Migrant Education program for children of parents who work intermittently in agriculture.

SERVICES TO ENGLISH LANGUAGE LEARNERS

The District has designed special instructional programs to meet the needs of pupils who are learning English. These programs are designed to promote the efficient acquisition of English and academic content. Parents of English Language Learners can choose between several different programs for their children:

Structured English Immersion: Pupils learning English are grouped together for instruction in English language development instruction. The focus of instruction is on teaching English language vocabulary and structure. Instructional activities in academic areas are delivered in English using special teaching strategies to ensure that pupils understand the content and can participate.

Alternative program provides instruction in both Spanish and English. This program will be offered to English Learner pupils whose parents have requested and been granted a Parental Exceptional Waiver, following the thirty-day placement in Structured English Immersion. Academic and literacy instruction occurs in Spanish and English with daily second language development.

Mainstream English Classroom: is instruction conducted at the level of native speakers of English, with no primary language support. Pupils continue to receive additional and appropriate instruction in English language development at their proficiency level until they meet the requirements to be reclassified as fluent English proficient (FEP). This program teaches literacy and all areas of academic content in English.

ADULT EDUCATION

English as a Second Language

For those adult speakers of other languages who wish to learn how to communicate in English, the District offers courses in English through the evening adult school program and through the Community-Based English Tutoring Program (CBET). Courses are offered four evenings per week on an open enrollment basis. Those pupils enrolled in the Adult Education ESL classes progress through six levels of English language instruction and receive a Certificate of Completion after finishing the sixth level. Pupils enrolled in the CBET program may participate in morning or evening classes, which are held at convenient school sites. Parents may call the District Office for details.

Adult Basic Education

For those adults who have not obtained a high school diploma, the District offers a Learning Center where pupils may attend Monday through Thursday evenings and individually earn the credits they need to obtain a high school diploma. Pupils may also work on materials that would prepare them to take the GED high school equivalency test.

Community Education

Through the Adult Education program, the District offers community education classes such as computer literacy, word processing, computer-aided design, and foreign language instruction. Classes are offered on a first come-first serve basis. A small fee is charged for these courses. The courses are offered for nine weeks and repeated as often as interest is shown.

PRESCHOOL PROGRAMS

All 3 & 4 year old children must be potty trained before beginning the program.

Children must be 3 or 4 by December 2nd

State Income Eligible Preschools

MUSD offers a program for income eligible families. 3 & 4 year-old children, who are State income-eligible families, are provided an enriching preschool experience, which emphasizes language development, socialization, nutrition, and hands-on learning experiences. A parent education component is available. Nutritious breakfasts, lunches, and snacks are served daily. Families registering for the State Income Eligible program must meet income eligibility and prove a need for service.

State Preschool $\frac{1}{2}$ day Program: Free to eligible families

Programming is 5 days per week: 3 hours per day: morning and afternoon classes are available.

Locations: ECC (Flory school site), Campus Canyon

Adult Education Preschool Program

Parent Participation Preschool:

Through the MUSD Adult Education Program, parents and children learn together. Parents receive parenting education and hands-on experiences with preschoolers. 2, 3 & 4 year-old children enjoy a preschool experience, which is enriching, nurturing, and developmentally appropriate in addition to enjoying music, art, story time, sensory, snack, and outdoor activities together.

Programming is available 1 day a week for 2 year olds-2 hours per class, 2 days for 3 year olds and 3 days for 4 year olds a week - 3 hours per class.

Fees: Fees are paid every 9-weeks. Please call or log onto our website for current fee information.

Locations: call the ECC office for current locations

Fee Based Preschools

3 & 4 year-old children are provided an enriching preschool experience, which emphasizes language development, socialization, nutrition, and hands-on learning experiences. A parent education component is available. Nutritious breakfasts, lunches, and snacks are served daily. Two programs are available part time (3 hours) and full time including day care.

For fee-paying families-2, 3 or 5 ½ days, morning or afternoon sessions are available (sessions are 3 hrs).

Programming is 2, 3 or 5 days per week: 7:30 a.m. to 5:15 p.m. daily @ Walnut Canyon or 2, 3 or 5 days per week: 7:00 a.m. to 4:30 p.m. @ Mountain Meadows.

Part time sessions: 8:30 a.m. to 11:30 a.m. and 12:30 –3:30 (depending on location)

Fees: For paying families please call or log onto our website for current fee information.

Locations: Part time: Campus Canyon, Full time: Walnut Canyon, Mountain Meadows

Visit the Moorpark Unified School District website @ www.mrpk.org and click on the **Schools** tab and go to Preschool for further information, program fees and preschool locations; for additional information not listed on the web site call (805) 531-6466.

SECONDARY

HIGH SCHOOL COURSE REQUIREMENTS

The Board of Education, in compliance with the Education Code, has established the following requirements for graduation from District high schools:

<i>English</i> (8 semesters)	.....	40 credits
<i>Social Science</i> (8 semesters)	.....	40 credits
<i>Mathematics</i> (6 semesters)	.....	30 credits
Courses must include equivalent of a full year of algebra. Three years of math instruction must be taken during high school years.		
<i>Science</i> (6 semesters)	.....	30 credits
<i>Physical Education</i> (4 semesters) (other courses may be applied to elective credit)	.....	20 credits
<i>Fine Arts or Foreign Language</i> (2 semesters)	.....	10 credits
<i>Electives</i> (12 semesters)	.....	60 credits
Total required for graduation	---	230 credits

ADVANCED PLACEMENT EXAMINATION FEES

Funding assistance is available to cover the cost of advanced placement examination fees for pupils enrolled in AP classes who may not otherwise be able to afford the cost of an AP exam. Counselors should be contacted for further information. *E.C. 48980(k) E.C. 52244*

HIGH SCHOOL HEALTH SCIENCE and BUSINESS ACADEMIES

Moorpark High School has instituted two, innovative school-to-career academies. These programs provide a focused academic curriculum with a career emphasis. The goal is to prepare pupils for a career in the health care or business community, whether going to college or directly into the workforce upon graduation.

More information regarding these academies may be obtained by contacting Moorpark High School – (805) 378-6305.

STANDARDS OF PROFICIENCY FOR THE CLASSES OF 2011-2012

To receive a high school diploma, District pupils must achieve at least minimum proficiency in reading comprehension, writing and mathematics. All adopted proficiency standards correspond with the goals of the course of study required for graduation. Pupils shall be assessed periodically to measure mastery of basic skills and shall be provided with additional instruction and opportunities to meet the District's proficiency standards.

DIFFERENTIAL STANDARDS

Pupils with exceptional needs will be required to meet the regular District graduation standards to the extent that their conditions permit as stated on IEP requirements. Passing the California High School Exit Exam (CAHSEE) is also a state requirement (beginning 2006). For waiver information, the pupil's special education teacher should be consulted.

MAXIMUM CREDITS

For high school pupils, thirty (30) credits per semester is the normal pupil maximum. The site Principal or his/her designee may approve any increase beyond the thirty (30) credit maximum up to forty (40) credits with the right to petition to the principal for additional credits through Adult Education, R.O.P., Work Experience and/or off-campus courses.

Community High School pupils may earn more than 40 credits per semester given the self-paced nature of the Community High School program and other opportunities for accelerated progress to meet the need for pupils to make up credit deficits.

GRADUATION CEREMONIES

All seniors are required to meet both academic and behavior standards and to document their awareness of those standards by filing a signed "Intent to Graduate" statement with the Principal. Pupils who violate this agreement will lose all senior graduation privileges. Seniors may be allowed to earn back the privilege of participating in the graduation ceremony through completion of 20 hours of community service. Pupils must complete 230 credits in specific course work and meet the minimum proficiency requirements in order to participate in the graduation ceremony.

HONOR GRADUATES

Pupils at the completion of grade 12 with a 4.0 or above in overall grade point average shall be designated as Honor Graduates.

COMMUNITY HIGH SCHOOL (ALTERNATIVE/CONTINUATION EDUCATION)

Community High School offers pupils, age 16 or older, an alternate means of earning a high school diploma. An intensive program of personalized guidance and instruction is offered within a flexible, small, friendly learning setting. Community High School emphasizes: (1) earning a high school diploma; (2) basic skills improvement; (3) the development of attitudes and related characteristics favorable to satisfactory employment and entrance into occupational training; and (4) vocational instruction and work experience.

Pupils, ages 16 to 18, may be referred to Community High School by the District, school, parent or pupil. Criteria considered for admission include: lack of required credits for graduation, trancies and tardies, necessity to work full-time and social/emotional/behavioral factors. Pupils may be transferred to Community High School on an involuntary or voluntary basis (BP 5124).

THE HIGH SCHOOL AT MOORPARK COLLEGE

The High School at Moorpark College, a lab school, offers a different way of teaching and learning for high potential high school juniors and seniors who have been identified as GATE or high ability pupils, and who are not reaching their academic potential. In this academically challenging, integrated and interdisciplinary curriculum, pupils are taught in a thematic, learning community style, and are concurrently enrolled in both high school and college courses. Acceptance into the program is by application and is limited to 150 pupils. For interested pupils, contact Patricia Birckhead, Principal - 378-1444.

CLASSES FOR ADVANCED HIGH SCHOOL PUPILS

To challenge advanced pupils, the high school offers Honors, pre Advanced Placement, and Advanced Placement courses. All Advanced Placement and some Honors courses earn an extra grade point.

HONORS COURSES

Pre-AP English 1
Pre-AP English 2
Algebra II
Pre-Calculus

ADVANCED PLACEMENT COURSES

English 3 (Language and Composition)
English 4 (Literature and Composition)
Spanish 4 Advanced Placement/Honors
French 4 Advanced Placement/Honors
European History *American History*
American Government *Economics*
Calculus AB *Calculus BC*
Statistics *Comp. Programming*
Biology *Chemistry*
Physics *Environmental Science*
Studio Art/Drawing and Design

CURRICULAR, COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

Pupil Grade Point Requirement

A 2.0 grade point average is the minimum required for participation in cocurricular and extracurricular activities with the following contingencies:

- A. The grade point average is to be based upon the previous grading period and will include grades in all classes. A pupil must pass at least four (4) classes in the previous quarter to be eligible regardless of GPA.
- B. The purpose of this requirement is to limit those activities that might demand time outside of school hours. In-class activities shall not be affected. Examples of activities include, but are not limited to, the following:

Athletics (including support group pupils)	Drama Productions
Marching Band and Chorus	Choral Productions
Cheerleading	Competitive Speech
Pupil Government	Newspaper
Class Officers	Yearbook
Club Officers	Dance/Tall Flags

- C. Special Education pupils or pupils who are in other specially identified programs will be eligible if they are making satisfactory progress in their Individual Education Program (IEP) as determined by the school administration and teachers.
- D. For eighth grade pupils interested in qualifying for high school cocurricular activities, the requirements apply to the eighth grade spring semester grades.
- E. A pupil who finds that he/she is academically ineligible to participate in cocurricular or extracurricular activities in the first semester of the upcoming year may request that current summer school grades be added to the grades received in the spring semester and that the total spring semester plus summer school grades be used to determine eligibility for the first semester of the upcoming year.

HIGHER EDUCATION AND CAREER TECHNICAL EDUCATION

The State of California offers community colleges, California State Universities (CSU), and Universities of California (UC) for pupils who wish to continue their education after high school.

In order to attend a community college you need only be a high school graduate or 18 years of age. In order to attend a CSU you have to take specific high school courses, have the appropriate grades and test scores, and have graduated from high school. Test scores are not required if your GPA is 3.0 or above. In order to attend a UC you must meet requirements for coursework, GPA, and test scores, or rank in the top four percent at a participating high school, or qualify by examination alone. You may also transfer to a CSU or UC after attending a community college. For more information on college admission requirements, please refer to the following webpages:

www.ccco.edu – This is the official website of the California Community College system. It offers links to all of the California Community Colleges.

www.assist.org – This interactive site provides course transfer information for pupils planning to transfer from a California Community College to a CSU or UC.

www.csumentor.edu – This extensive online site offers assistance to pupils and their families on the CSU system, including the ability to apply online, and links to all CSU campuses.

www.universityofcalifornia.edu – This massive website offers information regarding admissions, online application, and links to all UC campuses.

Pupils may also explore career options through career technical education. These are programs and classes offered by a school that are specifically focused on career preparation and/or preparation for work. The programs and classes are integrated with academic courses and support academic achievement. Pupils can learn more about career technical education by referring to the following webpage: www.cde.ca.gov/ds/si/rp

WORKING WITH TEACHERS

PARENT-TEACHER CONFERENCES K-12

Parent-teacher conferences are scheduled in grades K-5 at the end of the first reporting period. In grades 6-12 conferences will be scheduled on an as-needed basis. These conferences provide an excellent method for parents to monitor their child's progress in school. Parents will be notified, in advance, of the date and time of the conference. Please be punctual about arriving for the conference at the designated time. If you cannot come at the scheduled time, please arrange an alternate time with the teacher.

OTHER CONFERENCES

Parents may be contacted by their child's teacher and asked to come to school for a conference. These requests are usually prompted by a need to discuss the child's progress in school work, behavioral problems, changes in instructional program, or to seek parental assistance.

If you have questions about your child's school work and adjustment to school, information about your child's health that the school should know, or general questions about classroom requirements, you may ask for a teacher conference. The best way to do this is to call the school and schedule a conference with the teacher. This will assure you of having time with the teacher who is free from other distractions. **REMEMBER, TEACHERS CANNOT CONDUCT CONFERENCES WHILE THEY ARE TEACHING THEIR CLASSES. THEY CANNOT GIVE PARENTS THEIR INDIVIDUAL ATTENTION AND PROVIDE FOR THE INSTRUCTIONAL NEEDS OF THEIR CLASS AT THE SAME TIME. PARENTS OF MIDDLE SCHOOL AND HIGH SCHOOL PUPILS MAY CONTACT THE COUNSELORS AT THEIR RESPECTIVE SCHOOLS TO ARRANGE CONFERENCES, AS MORE THAN ONE TEACHER MAY BE INVOLVED WITH YOUR CHILD'S SCHOOL EXPERIENCE.**

BACK-TO-SCHOOL NIGHT

During the fall of the year, each school invites parents to visit their child's classes to receive information about the educational program offered. Parents are encouraged to attend and will receive information from the individual school prior to the event.

PARENT INVOLVEMENT

Moorpark Unified School District is committed to working with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving pupil academic learning and other school activities, including ensuring that:

- parents play an integral role in assisting their child's learning;
- parents are encouraged to be actively involved in their child's education at school;
- parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

VISITING SCHOOLS

Parents of enrolled pupils are always welcome to visit their child's school to observe in the classroom. If you wish to visit a class, please make arrangements in advance with the principal. While you are observing the classroom, the teacher will continue to carry on the planned instructional activities. Please do not attempt to engage the teacher in an extended conversation, and do not bring young children and/or infants with you while in the classroom.

Parents of prospective pupils are encouraged to contact school office managers to sign up for scheduled classroom tours or orientation meetings that are usually provided during the spring semester.

All school visitors are required to check in at the school office as soon as they arrive. No disruption of school activities or verbal/physical assaults will be tolerated by visitors on campus (*E.C. 44810 and 44811*). Administration has the authority to direct non-pupils to leave campus (Penal Code Section 626.6).

PARENT VOLUNTEERS

Parents are encouraged to assist in their child's education by volunteering their services to participate in activities such as:

- 1) Becoming a member of a school or District committee or group, such as PTA.
- 2) Assisting pupils in the classroom.
- 3) Performing clerical duties (typing, filing) for the school office and the library.
- 4) Preparing costumes for programs.
- 5) Assisting in yard supervision.
- 6) Assisting in the cafeteria.
- 7) Receiving directions from the teachers about projects that can be done at home.

Parents must complete volunteer forms before volunteering in classrooms. Please do not bring young children or infants with you while working on campus or on field trips. (BP 6020)

TITLE I PARENT INVOLVEMENT POLICY

Parents of students participating in the Title I program are invited to be involved in the development of the District's Title I programs, activities and procedures shall be developed and agreed upon with parents/guardians of participating students. Title I parents are invited to evaluate the content and effectiveness of the Title I parent involvement policy and its implementation in improving the academic quality of the schools served by Title I on an annual basis. (BP 6171(a))

PARENT SUPPORT GROUPS

At both the District and site levels, there are multiple opportunities for parents to take an active role on their child's education. Contact your child's school or the District to become a member of any of the following:

District	Site
District English Learner Advisory Committee	English Learner Advisory Committee
Moorpark Education Foundation http://www.moorparkeducationfoundation.org	PTA or PTSA http://www.12thdistrictpta.org/moorpark.html
Special Education Advisory Committee (SEPAC)	Athletics and Music Booster Clubs (secondary level)
Migrant Advisory Committee	Title I Parent Annual Meetings (at sites funded by this Federal program)
	School Site Council

TEACHER QUALIFICATIONS AND PARENT NOTIFICATION

In January 2002, a new federal law, The No Child Left Behind Act of 2001, was passed by Congress. The purpose of this notification is to inform parents about a provision in this new law that requires all districts to notify parents regarding qualifications of their pupil's classroom teacher. Every district that receives Title I funds must ensure that all teachers teaching in "core academic subjects" will be highly qualified no later than the end of the 2005-06 school year.

According to federal law, parents have the right to request information regarding the professional qualifications of their child's teacher, including:

- Whether the teacher has met state credential or license criteria for grade level and subject matter taught
- Whether the teacher is teaching under emergency or other provisional status
- The baccalaureate degree major of the teacher and any other graduate certification or degree held
- Whether the child is provided services by paraprofessionals and, if so, their qualifications

To obtain information regarding the professional qualifications of your child's teacher, please contact Certificated Personnel at (805) 378-6300. The information will be provided to you within ten (10) working days from the date of the request.

Parents must also be notified if their child is being taught by a teacher who is not "highly qualified" for four consecutive weeks.

**IN THE EVENT OF AN
EMERGENCY,
PLEASE TUNE RADIO TO
STATION KHAY 100.7 FM
OR
KVEN 1450 AM
FOR EMERGENCY
INFORMATION**