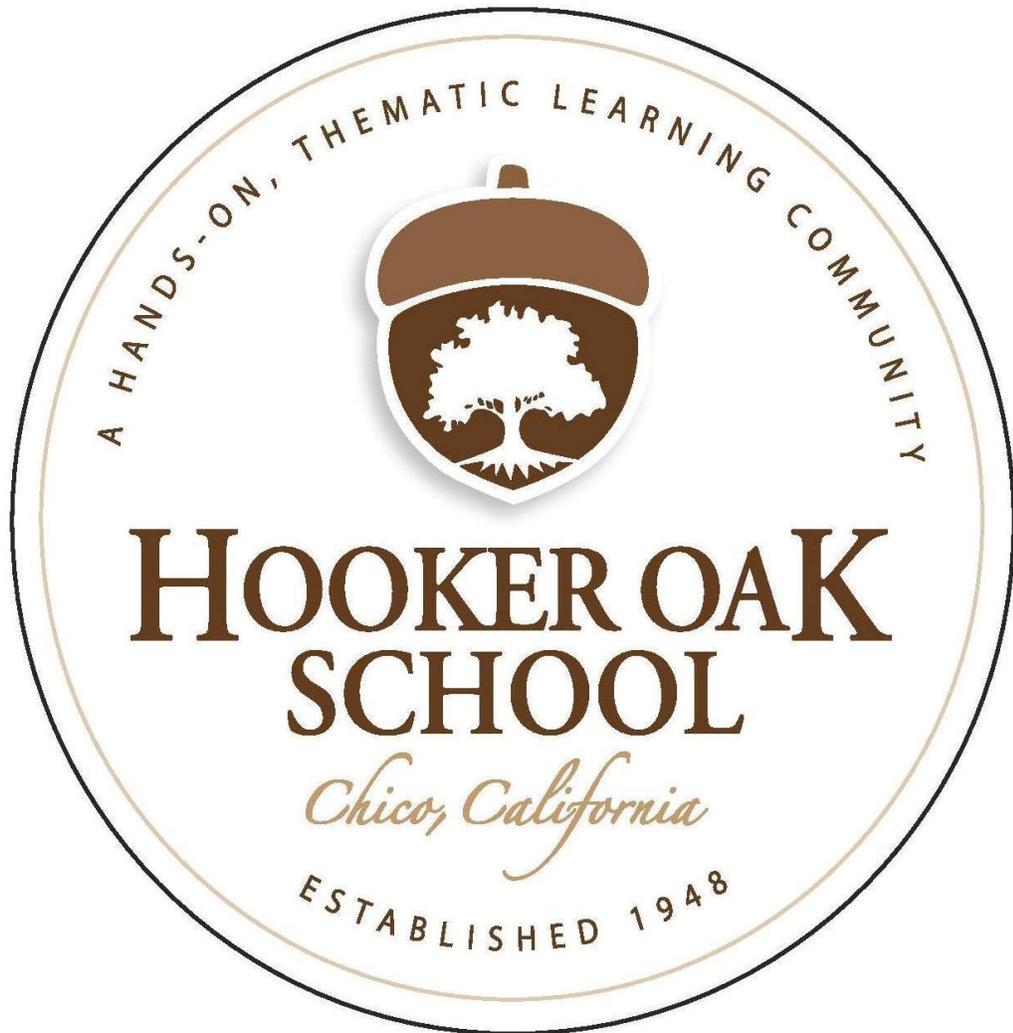


Parent Handbook

2019-2020



HOOKER OAK SCHOOL
1238 Arbutus Avenue
Chico, California 95926
(530) 891-3119

Table of Contents

The purpose of this reference and information handbook is to provide parents and students with a written guide to the Hooker Oak School and its Alternative program. The information within is general in nature. Therefore, you are encouraged to contact the school, in person or by phone, concerning any procedures or for additional information. More detailed information about Chico Unified School District is provided by the district handbook outlining CUSD Board policies which are followed by the school. All parents are encouraged to go over this handbook with their children so that consistent standards of behavior and action can be maintained.

CLASSROOM INFORMATION

1. Mission
2. Vision
3. Philosophy/ Principles
4. Outcomes and Goals
5. Appropriate Placement
6. Enrollment Procedures
7. Enrollment Priorities
8. Classroom Placement
9. Services
10. Compliments and Concerns
11. Options for Participation
12. New Parent Orientation
13. Tours
14. Field Trips
15. Parent Teacher Organization (PTO)

NUTS AND BOLTS OF SCHOOL OPERATION

1. School Hours
2. Arrivals/Departures
3. Visitors
4. Academic Support Programs
5. Communication
6. Emergencies
7. Office Support

Welcome to the Hooker Oak School Alternative Program and to exciting years of participating in your child's education.

Welcome to Hooker Oak School, a school of choice, which houses TK and Kindergarten through 5th grade students in our alternative program. The children who are enrolled in our school come from all over the district. In our program grades 1st/2nd, and 4th/5th stay with a teacher two years in a "looped" configuration (based on school enrollment numbers). Grades TK, K, and 3rd are non-looped grades. Integrated, thematic learning is the key instructional component of the classroom with the support of meeting the affective needs of the students. The staff and students of Hooker Oak are very proud of their school, proud of the achievement of students, and proud of the high level of service learning students do to demonstrate their citizenship within and beyond the school's historic campus.

Parents are asked to sign an agreement for a commitment to work at least two hours per week either within or outside of school hours. A number of parents serve as volunteers in the classrooms or with special projects, as drivers on field trips and for all-school responsibilities such as School Site Council and Parent Teacher Organization (PTO). The upkeep of the Maslin Nature Center, school track, and school garden are totally managed by parent volunteers. Students benefit greatly from this close connection between home and school. Hours do not need to be completed each week. Some projects hours may cover several weeks of service. Please see our "Volunteer Letter" on our website.

Mission

Growing a Community of Learners



Growth through the joy of creativity and discovery.

Growth through educational excellence.

Growth through positive life choices.

Vision

The learning environment at Hooker Oak will promote student participation in a variety of authentic and engaging curricular activities which foster the development of the whole child. Students will demonstrate a proficiency in the curriculum standards while being supported in a nurturing educational program, balanced with high expectations for accountability, shared by students, teacher, and parents.

Our Classroom Philosophy/ Elements

Our classrooms operate within a framework that accommodates the affective needs of the child first and foremost and strives to allow each individual to grow in cognitive skills at a pace and level commensurate with ability, readiness, and need. Each classroom setting is unique, reflecting the personality of the current students and teacher and the

various disciplines currently being explored. Throughout our program the observer will find the following principles, which link the classrooms with one another:

A Rich and Stimulating Environment

Each classroom provides a rich and stimulating environment with hands-on materials in art, science, social studies, language arts and math. **All students in 1st through 5th grade have access to technology through the use of their own classroom chrome book. TK and Kindergarten have access to a chrome book lab as well as I-Pads in their classrooms.** Our K-2nd grade will be exposed to keyboarding skills, 3-5th will be exposed to coding skills through our Technology IA. There is exposure to the diverse histories and cultures of various people through literature and original sources. Classroom teachers use varied media, special guests, and field trips to extend learning activities. Teaching takes places in many modalities in order to reach as many students as possible. Classroom instruction often extends beyond the school setting and includes home and community activities.

Integrated Instruction

As much as possible the curriculum evolves from a general classroom theme or unit. It can develop from current events, teacher or student interest and/or district/ state curriculum. Integrated curriculum can include: art, drama, writing, science, social studies, math, P.E., literature, etc. Units and themes can last from one day to an entire year. Students might be involved in unit work all day, part of a day or occasionally during the week.

Looping Classes and Multi-age Experiences

1st/2nd grade as well as 4th/5th grade are two year looping classrooms (stay with the same teacher). Building a strong reading foundation is our focus for the 1st and 2nd grade loop. Science and Social Studies is a major focus for the 4th/5th grade loop. TK and Kindergarten are not looped. Third grade is not looped as math concepts become more crucial. Multi-age experiences occur through Big and Little Buddy programs between grade levels, multi-age recesses and lunch-time sports/games, and all school integrated-thematic special events.

School and Home as active partners

One of the chief characteristics that distinguishes our program from conventional programs in the school district is that enrollment in the program is a **family commitment**. This commitment includes an average minimum of two hours per week per family assisting in the classroom and in the program. Much of the success of the school depends on this commitment for it allows a multitude of activities and experiences, which could not take place without the additional adult assistance.

Individual and social responsibility

Students are encouraged to develop individual and social responsibility in a variety of ways. They plan for and complete **commitments**, and may chart individual progress in daily logs. **Unfinished commitments become self-created homework. Nightly reading is the only homework requirement from teachers.** Students learn to clean and care for materials. Social skills are developed in cooperative group work, peer, and cross age tutoring, class meetings and discussions.

Open Opportunities

Children have many opportunities to make choices in the classrooms. They are involved in class meetings and in making classroom guidelines. There are times in the day when students can choose which commitments to complete. Art and writing activities are frequently open ended, allowing plenty of choice for the student. Many classes allow students time for independent projects. Children explore their own ideas, construct their own inventions, and research their own questions. Individual and shared reading times allow students to choose their own reading material. **Students should be self-sufficient and responsible for their learning.**

Problem Solving and Thinking Skills

Both the learning environment and student's activities help develop problem-solving and thinking skills. A hands-on, interactive curriculum is central to this approach. Centers or stations with hands-on materials provide opportunities for students to problem-solve and synthesize. Classroom time is spent on teaching, discussing, and practicing problem-solving. This type of learning prepares our students for the California Common Core State Standards (CCSS). **Students are encouraged to explain the rational of their thinking.**

Self-Concept Development

Affective growth is a goal in all classrooms. Students are respected for their talents and uniqueness in a non-competitive atmosphere. Developing a sense of community and family is accomplished through a variety of classroom activities. Choices, privileges, and responsibilities help build confidence and self-esteem. Social and academic success is important because it increases the sense of self-worth. Teachers appreciate, encourage and acknowledge individual achievement or progress, and provide motivation to achieve higher goals.

Creative Arts

All the creative arts, both visual and performing, are valued in order to develop the whole child. These can evolve from teacher directed units with the whole class, or from student interest projects. Creative arts activities are often open-ended to encourage students to explore their own artistic abilities. Each grade K-5th have weekly music classes. There are also opportunities for band, choir, string instruments, and performing arts throughout the year.

Instruction in Basic Skills

Students' academic needs are addressed through a variety of ways. Skill instruction is presented to the whole class, in small groups or individually in directed teaching situations. Expectations differ depending upon each student's skill level. Incidental teaching takes place whenever the opportunity arises from peers, aides, parents and teachers. Support through our Learning Center is available for students needing additional help.

Communication Skills

Many opportunities are given in the classroom for oral expression. Children share

projects, writing, home experiences and more. They have a voice in classrooms discussions, often creating agenda items. Children interact in cooperative learning groups and practice and develop good communication skills. They learn to evaluate themselves and others, appreciate each other, and express their feelings by using “I” messages and giving positive feedback.

Assessment Accomplished through Multiple Perspectives

- Projects: Written, oral or artistic representations on a subject or theme
- Performances, including oral presentations and dramatic works
- Samples of student work from all curricular areas
- Curriculum based measures, including teacher developed testing
- Standardized tests and district and state requirements

Outcomes and Goals

Through the application of the Hooker Oak program principles, students will:

- Begin to develop their own purpose for learning;
- Experience success, recognition;
- Practice decision-making;
- Become more self-reliant;
- Interact with others by sharing in learning and teaching;
- Demonstrate an increase in interpersonal competence and awareness of the feelings and rights of others;
- Gain knowledge of the history and customs of cultures within the United States and around the world;
- Respect cultural diversity;
- Develop the basic academic skills at a rate which corresponds to his or her readiness;
- Experience learning in situations appropriate to his or her learning style;
- Become acquainted with the richness of materials in the sciences, social sciences, the arts, and the humanities;
- Develop the ability to problem-solve in real-life situations;
- Develop basic skills sufficient for a positive experience of learning in subsequent education situations.

Appropriate Placement

Parents, teachers and administrators take seriously the responsibility of determining whether or not the school setting best meets the needs of each child. This alternative program places special emphasis on responding to each child’s needs, and recognizes that **for some children this setting may not be the best option.** The principal uses professional judgment when continuing students in our program. The previous teacher’s recommendations and/or concerns regarding placement are major considerations.

The following steps are taken in sequential order to ascertain the appropriate course of action when a child is having difficulties in the classroom. The number of steps taken is determined by the specific situation.

1. The teacher will identify and discuss the problem behavior with the student.
2. The teacher and parent will meet to plan all possible interventions that might enable the child to find success within the classroom. The child may attend this meeting if appropriate.
3. A School-Based Intervention Team (S-Bit) referral and meeting will occur with the school's S-Bit team made up of the teacher, principal, SBIT coordinator, the Resource Specialist, and parent. The school psychologist may or may not have observed the child's behavior and academic progress within the classroom setting and attend the S-Bit meeting. Next steps will be determined by this S-Bit team.

Enrollment Procedures

Because of the nature of the program, there are no walk-in/same day student placements into the school.

Students whose families wish to enroll them in the school need to read the Parent Handbook (on website), Pick up a brochure, and Parent Involvement Contract (available in the office). After reading these materials, a school tour with the principal is required and can be scheduled by contacting the school office (891-3119). Tours are on the first and third Thursday of the month. **Tours are not conducted during the summer.**

After completing this process, an application may be requested in order to put the student on the waiting list. Applications will be filed in the order they are received, taking into account the School's Enrollment Priorities. Kindergartners are selected through a lottery held in the spring.

Enrollment Priorities

Note: A newly-enrolled student is one who has been officially admitted to the program, and includes the completion of CUSD registration, even if the new school year has not begun.

Kindergarten

1. Kindergarten siblings of currently-enrolled students.
2. Kindergarten children of Hooker Oak staff.
3. Kindergarten siblings of graduated Hooker Oak students and kindergarten-age grandchildren of Hooker Oak staff who petition the Parent Teacher Organization for approval of priority enrollment status.
4. Kindergarten siblings of newly-enrolled students.
5. New kindergarten students (Lottery system used).

1st through 5th Grade

1. Children of Hooker Oak staff.
2. Re-entry students with an administration-approved planned leave of absence.
3. Siblings of newly-enrolled kindergartners and siblings of newly-enrolled
4. 1-5th grade students.
5. Students on the waiting list (not re-entry).
6. Re-entry students who left for personal reasons.

Circumstances that do not fit into the above priorities may petition the Parent Teacher Organization (PTO) and placement of enrollment priority decided then.

The waiting list will be updated annually in the spring and fall. Each family on the waiting list will be called to determine if their child is to remain on the waiting list for the next grade level. These students will have priority over new waiting list additions to that grade level.

Classroom Placement

The following criteria are used by the teachers to determine classroom placement and are weighted importance at the discretion of each teacher. Input from parents is welcome; however, final placement is left to the professional judgment of the teachers, who strive to place each student in the best educational setting. The Principal may make an administrative placement during the school year or as special circumstances warrant. **Parent requests are discouraged as our teachers are diligent in creating the best learning environment for each child.**

- **Class in which student is already placed:** In the case of combination classes, the second year student would remain in the class unless otherwise recommended. Example: Student will complete both 1st and 2nd grade with the same teacher and peers.
- **Ratio of boys to girls:** Placement will provide, as nearly as possible, an equal number of boys and girls in a class.
- **Ratio of one grade to another:** Balance of the classes with equal number of each grade when in a blended classroom. Example: A 1st-2nd grade class will have 12 first graders and 12 second graders when enrollment numbers permit.
- **Heterogeneous grouping:** Designing the classes with a balance of students varied in skill levels, needs and talents.
- **Peer combinations:** Consideration for students who are compatible and also for students who have had negative interactions in past years.
- **Equal distribution of in-class parent involvement:** To ensure that all teachers have equal support in their classrooms.

Services

Involvement: The most important benefit of the program is the exciting opportunity for you to participate in your child's school. An extra benefit will be the opportunity to make new friends within this supportive community. Parent involvement is the greatest indicator of success in a child's education. Please sign in each time you are on campus (table next to office).

Conferences with the teacher: There will be a mandatory conference scheduled in the Fall, for the purpose of evaluating your child's progress. Teachers and the school may schedule other conferences on an as needed basis throughout the year. Our program utilizes a combination standards-based and narrative progress report that is provided to the parent (s) in the Fall, late Winter, and the end of the school year. The student may attend the conference at the teacher's discretion.

Parent Teacher Organization (PTO): All parents are invited to attend and participate in these monthly meetings held on the third Thursday of each month at 6PM in the school library.

Classroom Aiding Guidelines: Available from each teacher.

Compliments and Concerns

The protocol for communicating compliments and concerns is as follows:

Parent Concerns:

About the teacher and/or classroom:

1. Talk with the teacher first.
2. If the issue is not resolved, request a meeting with the principal and teacher.
3. Grievance process with the school district

About the student teacher:

1. Talk with the teacher.
2. If the issue is not resolved, request a meeting with the principal, teacher and the student teacher supervisor.

About the curriculum:

1. Talk with the teacher (curriculum decisions are made by teachers; however, suggestions may be shared with the teacher).
2. If the issue is not resolved, request a meeting with the principal and teacher.

Compliments:

About the teacher:

1. Provide orally or written to the teacher or principal.
2. Follow up in writing to appropriate individual and supervisor.

Options for Participation

It is essential to realize that there are expectations in terms of family involvement, support and responsibilities at Hooker Oak School. Our families agree to **fulfilling commitment hours with their time and skill. Each family makes a commitment to donate a MINIMUM OF TWO HOURS PER WEEK to the program in any of, but not limited to, the following ways:**

Classroom Aiding	Recycling
Transportation for field trips	Make games/ Instructional materials
Book orders for classroom	Room representative to PTO
Copying stories kids dictate	Art instruction
Musical instruments	Supply acquisition
Cooking assistance	Computer Assistance
Photography	Parent Commitment Coordinator (PCC)
Assist with folk dancing/ movement activities/ P.E.	General Office – copying, duplicating, typing assistance
Music/ Singing	Sewing
Sharing cultural backgrounds	Playground maintenance
Make posters/ Bulletin Boards	Library Helper
Parent Teacher Organization (PTO)	Grant writing
Member Participation	

Other interests, skills, hobbies, and professions you could share with the classroom.

Attend Meetings:

Each month the Parent Teacher Organization (PTO) meeting is held. Parental participation is important and highly valued. Important issues affecting the program are discussed at these meetings.

Attendance by one or more adult family members is **REQUIRED** at the two “**All Parent**” **Meetings** held in the Fall (1/2 hour prior to Back-To- School Night) and Spring (1/2 hour prior to Open House) of each school year.

Support Fund Raising Efforts:

While the Chico Unified School District offers alternative programs, the district cannot supply us with extra funds needed to facilitate our program. Therefore, we must raise funds ourselves to purchase the special educational supplies that are essential to our program. Each family is asked to support the fund raising events and/or contribute to our program financially. **Students are asked to participate in only one fundraiser (Jog-a-thon) for the year. We will not ask students to sell items or use important learning time fundraising for our school.**

Parent Volunteer Training:

Training is held at the beginning of each year in some classrooms by the classroom teacher. At this meeting teachers prepare parents for classrooms commitments.

Provide Transportation:

Parents must provide transportation for students. Children are to be dropped off and picked up at the appropriate time. It is expected that parents will observe safe and

cautious driving practices in the vicinity of the school. Please read signage and respect one another. **Remember we have Early Out Wednesdays.**

Participate in School Site Activities:

As a parent, you need to be supportive of all Hooker Oak activities and events, such as PTO, jog-a-thon, carnival, and other family activities. A yearly calendar is posted on our website. Please also read the weekly “Sprouty” on-line for updated information.

Participate in All School Workdays:

Weekend work days will be scheduled as needed. The upkeep of the Nature Center and the garden rely on parent efforts.

Note: A high degree of parental involvement is an expectation for families enrolled in the program.

Tours

Tours will be conducted twice a month for people interested in knowing more about our program. Tours will include, but not be limited to, the following topics:

- History of the program
- Educational philosophy
- Expectations of the parents and students
- Methods of teaching various subjects
- Appropriate placement
- Program objective for the coming year

These tours are by reservation only and can be arranged by calling 891-3119.

Field Trips or “Being There Experiences”

Field Trips are an important addition and enrichment to the classrooms. They allow students to learn from the community and world around them. Teachers generally schedule many field trips throughout the year. Without volunteer drivers, field trips are not possible. Our program and our children need people willing and qualified to provide transportation.

The school office has a form, which **must** be filled out before a volunteer drives on a field trip. Legally, it is required that:

1. The volunteer driver has met all the legal requirements for possessing a driver’s license, has an excellent driving record, and is 21 years of age or over (preferably a parent of one of the students.)
2. The car being driven is in excellent condition and is equipped with a seat belt or required car seat for each passenger.
3. The driver accepts the added responsibility that comes from carrying extra individuals and, therefore, is perhaps more conscious of all driving rules and

regulations set forth by the State of California. The California Supreme Court has eliminated the protection of the former California Guest Law. Now, a passenger may sue his/her host owner/driver.

4. The driver has an insurance policy that will act as the primary carrier for any liability incurred, with the following amounts of coverage:
 - Bodily Injury Liability of not less than \$100,000 each person and \$300,000 each accident.
 - Property Damage Liability of a minimum of \$50,000 each accident.
 - OR-
 - Combined single limit for Property Damage and Bodily Injury of \$300,000 for each accident.

Parents who are concerned about insurance coverage can inquire of their insurance company to see if their policy offers occasional coverage for a limited time to drive on a field trip.

Each student must have written permission before going on a field trip. When your child brings home this permission slip, please sign it, and be certain the permission slip is returned to the children's teacher. Permission slips may not be accepted the day of the trip as arrangements must be made in advance.

Field trips are an extension of the school day. All school rules will apply. Parents are required to adhere to said rules.

Parent Teacher Organization (PTO)

The Parent Teacher Organization (PTO) has monthly meetings where dialogue is encouraged and decisions are made regarding Hooker Oak School and our program. The PTO positions are as follows:

President and VP: Presides over parents meetings, secure and prepare the agenda, and set time and place of meetings. He/she will oversee the Board and committees and nominate replacements. He/she is responsible for communication between the Board, teachers, and principal. He/she represents the school's Parent Group in matters involving the school district and community.

Secretary: Record minutes of Board and All-Parent Meetings; keep records pertaining to the Parent group (including bylaws and rules); handle correspondence; submit notices of the meetings; and preside at meetings in the absence of the President. All minutes can be found on our website under the PTO tab.

Parent Commitment Coordinators: Provide direct assistance to the teachers in the classroom through coordination of classroom PVC's, develop programs for parent involvement and education, and oversee and advise the classroom Parent Volunteer Coordinators. Parent Commitment Committee Chairs will provide direction and facilitation of committee members dedicated to increasing parent fulfillment of Parent Commitment

Hours. Strategize with committee various ways to increase parent involvement and education of the benefits of involvement to children.

Classroom Representatives: Each classroom representative is a voting member of the board and shall attend monthly meetings as the liaison between his/her classroom's parents, teacher and the Board. The Room Representative shall be selected by the parents, teacher, or PCC of each classroom at the beginning of each school year.

Publicity Coordinator: Coordinate communications within the Parent Group, promote the school and its philosophy in the community, provide regular informational updates to CUSD school board members, attend community kindergarten information meetings with the principal, create the school's yearbook, and encourage the enrollment of new families. Outreach Coordinator as a subcommittee of Publicity.

Treasurer: Give an account status report at each Board meeting, and make deposits and/or reimbursements as needed to approved accounts.

Fund Raising Coordinator (s): Develop an annual plan to provide funds for the classrooms, and oversee committee work to meet the fundraising yearly goal.
Events Coordinator(s): Develop an annual plan for coordination and volunteer support of multiple school events, which will occur throughout the school year.

Long Range Planning Committee Chair or Co-Chairs: Will act as liaison between the school and the school district in conjunction with the Principal regarding information and updates about the Program and overall advocacy for the Program. This group will also work on and maintain the Alternative School Program Status and assist with obtaining any waivers sought by the Program. The chair will act as liaison between the school and the State Board of Education.

Committee Representatives: Advise the Board of the status of specific projects.

Nuts and Bolts of School Operation

The Chico Unified School District commits itself to non-discrimination practices in the schools. All considerations for pupils, parents and personnel will be made without prejudice as to race, color, creed, sexual orientation, or gender. Hooker Oak School strongly supports this policy.

The purpose of this booklet is to serve as a vehicle of communication between Hooker Oak School and Hooker Oak families. This handbook contains information specific to Hooker Oak and its philosophy. Please feel welcome to call the school phone number (530) 891-3119 or the appropriate school voice mail number concerning any special procedures or for more specific information.

Information of a general nature for Chico Unified Schools may be found in the PARENT'S RIGHTS AND RESPONSIBILITIES HANDBOOK that is sent home the first day of school with students and is published on the district's website at <http://chicousd.org/>.

SCHOOL HOURS:

Students may come onto campus for breakfast at 7:45 a.m. Students are **NOT** to be on campus before then. Students who are consistently dropped off too early or unsupervised on school grounds during school operating hours will be considered in an unsafe situation. Child Protective Services may then be called to help protect the child's safety at these times if needed.

At 7:45, students may come onto campus and go directly to the MPR for breakfast or supervision until 8:00. Students not having breakfast are to sit on the MPR stage stairs until the supervised play duty occurs outside at 8 am. *Any student not having breakfast should not be anywhere on school grounds before 8:00 as supervision is **not** provided.* At the 8:00 bell, students may go outside for a supervised recess.

Breakfast is only served from 7:45-8:00. Students need to be finished eating BEFORE the first bell or they will be considered tardy. If your child misses breakfast, a "Second Chance" breakfast will be available at their first recess. Please drop off your child with enough time for them to eat their breakfast.

PLEASE NOTE: THE SCHOOL HAS AN EARLY RELEASE DAY ON ALL WEDNESDAYS.
PLEASE NOTE THE DAILY RELEASE TIMES!

MONDAY, TUESDAY, THURSDAY, FRIDAYS

TK/KINDERGARTEN 8:10 a.m. -2:15 p.m.

GRADES 1-3 8:10 a.m. - **2:20** p.m. GRADES 4-6 8:10 a.m. – **2:25** p.m.

CARD AFTER SCHOOL PROGRAM

Kindergarten in library annex 2:15 p.m. - 6:00 p.m.

Grades 1-6 in MPR 2:20 p.m. - 6:00 p.m.

(for information call CARD 895-4711)

WEDNESDAYS ONLY

TK/KINDERGARTEN 8:10 a.m. - 1:00 p.m.

GRADES 1-3 8:10 a.m. – **1:30** p.m. GRADES 4-6 8:10 a.m.- **1:38** p.m.

CARD AFTER SCHOOL PROGRAM 1:30 p.m. - 6:00 p.m.

(for information call CARD 895-4711)

Supervision after school, outside of CARD, is not provided. *Students who are not picked up consistently on time or unsupervised on school grounds after dismissal will be considered in an unsafe situation. Child Protective Services may and will then be called to help protect the child's safety at these times if needed.*

Lunch Schedule

11:20-12:05 Kindergarten

Kindergarten

11:25-12:05 1st **In Rainy weather it is necessary to**

11:45-12:25 2nd-3rd **have shorter lunch periods with the break**

12:05-12:45 4th-5th **reduced to 30 minutes.**

Rainy Day Lunch Schedule

11:20—11:55

11:25—11:55 1st

11:45—12:15 2nd-3rd

12:05—12:35 4th-5th

ARRIVALS/DEPARTURES

- **Unless eating breakfast**, students are **not** to be on the school grounds before 8:00 a.m. Students arriving on campus between 7:45-8:00 a.m. are to report to the MPR stage where they will await the 8:00 a.m. bell before being allowed outside. Student supervision is provided from 8 a.m. until the school day begins.
- **When picking up students earlier** than the scheduled dismissal time, students are to be signed out of the school in the office by the parent.
- TK/Kindergarten pupils are expected to be picked up promptly at their dismissal times at their classrooms.
- 1st through 5th grade students should walk directly home from school or be picked up promptly at their dismissal times. **No student should be on campus after dismissal unless directly supervised by their parent.**
- The kindergarten playground, 1st-5th playground, and field are not **SAFE** pick-up locations and students are not allowed on these areas before school or after dismissal. There is no additional supervision. Supervision is only supplied on the Third Avenue drop off turnout.
- **No 1st through 5th students should be on the kindergarten playground unless they are a student aide assisting with the kindergarten classrooms.**
- Please observe traffic safety laws when dropping children off at school and picking children up from school. There are several crosswalks around the school that are not at posted stop signs. If you see someone in the crosswalk or entering the crosswalk, it is a California Law for you to stop and wait for the pedestrian to cross.
- Please observe city and school parking areas even during pick-up time. Have a place where you try to always be for your child that you agree upon so that the student knows where to look for you.
- The speed limit around schools is 25 mph **although slower and ongoing observation is encouraged during drop-off and dismissal times.** Our crossing guards are teachers. Please cross your child in crosswalks only and walk little ones instead of asking them to come to you if you are across the street. Please wait for the crossing guard directions.
- **Do not park or leave your vehicle in any yellow or red-curbed area.** Yellow curbed areas are for the delivery and pick-up of students only. **White is for three minute parking only. Please do not park in the white area during pick-up and drop-off times.** Red curbed areas prohibits stopping at any time. Please park in the lot at the corner of 3rd and Sherman or across the street on 3rd or Arbutus before leaving your car and coming into the school. Please be aware Hooker

Oak does have buses that drop off and pick up students by the Arbutus pull-up curb. Do not park in this area. **Do not park in the church parking lot across the street or in front of neighbor's driveways.**

- **Always pull forward** so the next arriving vehicles will only have to drive into line. Please be aware of other drivers at all times. We have over 370 students that are dropped off or picked up by vehicles. It gets very busy. Please be patient and kind to one another.

VISITORS

Hooker Oak is a locked campus as an added safety measure for our students with only one unlocked entry onto campus after 8:15 until 2:20. During the locked time when students are on campus, the only entry into the building is our main, address entry door on Arbutus Avenue. This entry will take you by the sign-in table. We encourage parents, community members, and other interested persons to visit our school. **ALL visitors to the school are required to check in with the school office upon arrival at the sign in table outside the office door, sign in, and to WEAR a school ID or name tag. All visitors must wear an ID tag.** We have many parents, staff, and other adults who have been here for years and know to ask strangers for identification and why they are in the building as a part of our school culture. If you do not have a name tag on, do not be offended if you are stopped and asked questions by any adult in the building.

School ID's are made available through PTO.

ACADEMIC SUPPORT PROGRAMS

SPECIAL EDUCATION CLASS

This is a K-5 special education program. The focus for this program is appropriate classroom inclusion. Hooker Oak is home to two special education program classrooms; one kindergarten through 2nd grade and one special day class (SDC) of 3rd through 5th grades. Students in this class are integrated into the general education classrooms and work with teaching specialists to improve their ability to acquire academic skills.

THE LEARNING CENTER

This Program provides extra instruction in the areas of Reading, Language Arts, and Math. Early intervention is our intent. If your child is invited into the program, a permission slip will be provided. Students are constantly rotating through the program as they master concepts.

CHROME BOOKS/COMPUTER LAB

We are proud to provide a chrome book to every student in grades 1-5. Each classroom has a class set of chrome books. TK/Kindergarten has access to a chrome book lab. Please check our lab policy in the CUSD Handbook. In addition each student and adult guardian will sign a chrome book agreement. Teachers will send home the first week. Use of the chrome book is a privilege not a right. **Students not following contract**

guidelines will not earn the privilege to use assigned chrome book and must provide an alternative to complete assignments.

FINE ARTS/MUSIC

Hooker Oak students (K-5th) receive a district program in the Visual and Performing Arts eleven times a year for a half-day each session. They experience music, art, drama and dance through a thematic approach. These students will also have weekly music classes. In addition, we have several after-school programs which incorporate the arts.

LIBRARY/MEDIA CENTER

The library/media center is available to all students during their class library time and for research at the teacher's discretion and supervision. Hooker Oak welcomes parent volunteers in the library. Please contact Ryan Coletti if you would like to volunteer in the library.

Children are encouraged to check out books. It is the student's responsibility to return library books when they are due. Books not returned will be billed to the parent for the cost of the book.

CONFERENCES WITH THE TEACHER & PROGRESS REPORTS

Parent Conference Days are held on the week following the first trimester of school for the purpose of sharing the evaluation of your child's progress. **Students will be on minimum days during that week.** Please refer to our student calendar. Report cards are sent home at the conclusion of the second and third trimesters. Our program utilizes the Chico Unified report card which includes Common Core standards (assessed information) that is provided to the parent(s) in the Fall, Spring, and at the end of the school year. The student may attend the conference at the teacher's discretion. Parents are encouraged to contact their child's teacher for a conference whenever a concern about their child's progress arises.

SPEECH THERAPY

Speech therapy is available to assist students with articulation, sound, and language development.

TEXTBOOKS

In compliance with the Williams vs. The State of California lawsuit, textbooks are provided for each student. Students will be held responsible for the care of books assigned to them. If a book is lost or damaged, it is the responsibility of the student to pay for the book. All books must be accounted for before promotion or transfer.

COMMUNICATION

Communication between school and home is critically important. At Hooker Oak, communication is maintained in the following ways:

WEB PAGE

Hooker Oak's school web page is accessible at <http://hookeroak.chicousd.org/>. Parents will find up-to-date information about school activities, a list of staff members with links to email addresses, and much more. From the CUSD homepage at www.chicousd.org, click on the "Schools" icon and then find Hooker Oak School.

SPROUTY

To 'go green,' the *Sprouty* calendar is posted weekly on our homepage (top tab bar). The Sprouty only contains upcoming important dates and additional pertinent information. **One copy is posted on the bulletin board outside the office.** Most teachers will also include the Sprouty in their electronic classroom letters.

From time to time, notices will be sent home with students. Some will require answers, others will not. Please help us in our effort to impress upon students the importance of taking those notices and bulletins home so parents are informed. Check with your child's teacher which day they send home/or post classroom information.

SOCIAL MEDIA

Follow Hooker Oak School on Facebook, Instagram, and Twitter for important announcements as well as to view photos of the learning taking place each day.

CALENDARS

The student calendar and the lunch calendar can be found on the district webpage.

SCHOOL ACCOUNTABILITY REPORT CARD

In November of each year, the school issues a publication, which explains a number of topics specific to our school. These topics include, but are not limited to, expenditures per student, student achievement, counseling and student support services, class size, teacher assignment, textbooks and instructional materials, etc. These are available on the school's website at <http://hookeroak.chicousd.org/>

EMERGENCIES

In case of illness or injury to a child, every effort will be made to contact the parent by telephone. Part of the registration requirements are that your home, business, emergency number (relative, friend, neighbor) and doctor's phone number are on file in the school office. If any of these has changed throughout the year, please contact the school immediately.

A child cannot leave the school unless the person is listed on the emergency card. If the office does not recognize the person picking up the student, a form of identification with picture will be requested. If the person cannot produce a picture ID the child will not be released to said person. This is for the safety of your child.

OFFICE SUPPORT

ATTENDANCE

One of the goals of Chico Unified School District is to help students have a successful educational experience. In order to do this, regular daily attendance is necessary. Studies show that frequent absences affect children's skill development and may lead to behavioral problems and poor grades.

A school-wide effort is made to promote and encourage good attendance. Parents are requested to help students meet all school commitments and to refrain from making non-school appointments for their children during school hours and days. It is the parents' responsibility to notify the school of the dates, duration, and reason for each absence.

Absences

Please help our Attendance Clerk by calling when a pupil is absent. Parents should notify the school with date, length of time and reason(s) for the absences. This notification can be by note or message: 891-3119 extension #101 (This service is available 24 hours a day).

Daily, the school will make an effort to call parents to verify the child's absence if we have not received previous notification. **A letter is sent to parents when a student has been absent for 7 days or more.** This letter is sent as a matter of information for you and as a matter of concern for your child's educational progress. These letters are sent through the district's attendance accountability program.

Any pupil absent from school without a valid excuse on three (3) different school days during the school year will be declared a **truant** by school officials (suspensions excluded) and parents will be notified. This process is defined by the State of California Education Code.

Tardies

If a pupil is late to school he/she needs to stop at the office for an "Admit Slip" before proceeding to class. Hooker Oak staff is extremely aware of the effect of continual tardies on a student's classroom work. Students who come in late miss directions for the daily activities and important classroom instruction. Your help in modifying your child's morning routine in order to avoid tardiness is greatly appreciated. **Tardiness starts at 8:10 for all grades.** All external campus doors and gates are locked at 8:20, thus tardy students must report through the front door on Arbutus.

HEALTH OFFICE

Our school nurse is on site one day a week. She primarily supervises vision and hearing screening for our students. We have a health aide who helps injured or ill students and who administers medications. Medications need to be accompanied by a **MEDICINE AUTHORIZATION FORM signed by a physician**. If your child must take medication during school hours, an adult must bring it to the office in the original container. This policy includes cough drops, which are considered a medication.

Please make sure that the emergency contact form you fill out at registration is kept current. We will always try to contact parents first and then those noted on the emergency contact form. Please make sure that the people who are listed on the card are able to come and get your child if the need arises. **If your child is ill, please keep him/her at home to recover so that infections are not spread to other students and adults.**

STUDENT CLASS PLACEMENT

The Hooker Oak staff meets in late May to determine classroom placement for the following school year. Teachers work collaboratively to determine the **best placement** for our students. As a staff, Hooker Oak believes that group dynamics highly affect instruction and individual performance. Hooker Oak's teaching staff places students in a classroom creating a cohesive environment, which will foster your child's success. Each classroom is balanced for academic ability, gender, special need students, positive leaders and students in every classroom will meet his/her learning potential. **We do not accept parent requests.**

Teacher assignments may change during July due to students transferring in and out of our school. For this reason, class lists are not available until you have enrolled in the ReReg program. If you know you will not be attending Hooker Oak in the next year, please stop by or call the office and let us know.

SCHOOL BEHAVIOR GUIDELINES

Each year the school staff reviews the discipline plan and makes changes as needed. All behavior standards at Hooker Oak are based on the LifeSkills, Lifelong Guidelines, and posted procedures.

Lifelong Guidelines and LifeSkills

You may see various LifeSkills posted in classrooms. The LifeSkills are the day-to-day definition of the Lifelong Guideline of Personal Best. The LifeSkills are the personal/social parameters for everyone. The Lifelong Guidelines are the parameters for classroom/schoolwide interactions with other students and staff. Listed below are the agreed upon all-school LifeSkills:

- | | |
|--------------------|---------------------|
| 1. Integrity | 11. Patience |
| 2. Initiative | 12. Friendship |
| 3. Flexibility | 13. Curiosity |
| 4. Perseverance | 14. Cooperation |
| 5. Organization | 15. Caring |
| 6. Sense of Humor | 16. Courage |
| 7. Effort | 17. Pride |
| 8. Common Sense | 18. Resourcefulness |
| 9. Problem Solving | |
| 10. Responsibility | |

The Lifelong Guidelines are

Attentive Listening

Personal Best

Trustworthiness

Truthfulness

Respect (no put downs)

The Lifelong Guidelines and LifeSkills differ from regular school rules because they apply to all age groups and in all situations. They form the basis for agreement between teacher and students, and among the students, about behavior and expectations (social and academic). Hooker Oak encourages you to reinforce them at home.

Basic school rules follow the LifeSkills of respect, responsibility, and resourcefulness asking students to “**Be Safe, Be Responsible, Be Respectful, Follow Directions, and Be Kind.**”

- ◆ Respect the rights of others
 - ◆ Know when and how to use your hands and feet appropriately
 - ◆ Follow directions of teachers and supervisors
 - ◆ Know when to talk and when to listen
 - ◆ Use appropriate language
 - ◆ Play in designated areas only
 - ◆ Walk in all hallways and sidewalk areas
 - ◆ Take care of school property
 - ◆ Follow the playground rules
 - ◆ Remember that learning is your job.
 - ◆ May be on the school playground at 8:00 a.m.
 - ◆ Leave the grounds during the school day only with permission from the office.
 - ◆ Go home promptly upon dismissal.
 - ◆ Not be in a classroom unless a teacher is present.
 - ◆ Wait politely in lines with no “cutting.”
 - ◆ Do not trade or throw food.
 - ◆ Pick up garbage around your eating space or work area.
 - ◆ Avoid littering
 - ◆ Come in from the far fields, get drinks and/or use the restroom when the warning bell rings.
 - ◆ **Walk** bikes, skateboards or scooters when you enter school gates or on grounds.
 - ◆ Park bikes and scooters in the bike racks.
 - ◆ Obey all safety and traffic laws while walking or riding to and from school.
-
- **Respect:** Being considerate. Feeling and acting in a thoughtful way towards others. Honoring others.
 - **Responsibility:** Being accountable and dependable. Knowing right from wrong and making wise choices about how to act.
 - **Resourcefulness:** Being able to find alternative solutions to problems and situations.

Playground Rules to Support Safety and Responsibility:
Students are to avoid completely:

- ♦ Running on the blacktop unless playing basketball or a P.E. game.
- ♦ Climbing trees, poles, backstops, goal posts, drainpipes, fencing, etc.
- ♦ Playing with bicycles, skateboards, scooters or skates on the school grounds, during operation hours, AND during any school events.
- ♦ Physical contact games: tackling, wrestling, piling on, play fighting, riding piggyback, swinging people around, knocking people down, hitting, tripping, pinching, poking, Punching, etc.
- ♦ Bringing toys to school except for class or school activities. This includes all electronic games, CD players, IPODS, Trading Cards, etc.
- ♦ Gum on campus, except on special days.
- ♦ Throwing gravel, rocks, bark or any projectiles.
- ♦ Spitting.
- ♦ Inappropriate language: cursing, swearing, name-calling, teasing, rude or abusive, remarks, etc.
- ♦ Balls on the blacktop except for basketball, tetherball, foursquare or a P.E. game.
- ♦ Eating snacks outside the Snack Area.

Games and Activities:

1. Basketball: Only two teams of six may use the full court; only one ball at each basketball standard.
2. Swings: Seated position only facing towards the school; no bailing out; no walking or running through the swings or standing too close to the swings; and 100 counts forward & back is a full turn.
3. Rubber balls: These balls are not to be kicked; they can only be thrown against the backstop.
4. Bars: Any trick that involves leaving the bars during the trick may not be done. No sitting on high bars.
5. Softball may only be played on diamonds with backstops; softball catchers must wear masks; mitts may be brought to school, but they must be labeled with the owner's name. No hardballs may be used at school. An adult must supervise the game.
6. Yo-yo's: Yo-yo's may not be used anywhere inside the building. They may be used only in designated yo-yo areas (between rooms 20-22).

All Hooker Oak students are held accountable for their LifeSkills use/behavior. Staff emphasis is on intervention and positive behavior management. Staff strives to focus on what makes a school safe and why that is important.

"Sprout" awards are given for good sportsmanship, emphasizing school rules and being an all-around good Hooker Oak citizen. We want our students to be happy, safe, and proud of themselves.

A student who violates the school rules may receive a **Refocus Form** from the teacher or a staff member. Refocus Forms are given for rules infractions (see below). Lifeskills are listed on the back of each Refocus Form.

For repeat offenders or more serious behavior actions students may be given a Restorative Justice Action Plan and sent to the principal for consequences per school or CUSD policy.

- Any physical act or bullying is treated seriously and swiftly. Please note there is a difference between conflict and bullying.

Hooker Oak utilizes a system of Refocus Forms and Restorative Justice Action Plans to communicate repetitive rule violations to parents.

Students who choose not to follow the established rules expect the following consequences which may be skipped if the student has caused physical or mental abuse to another or shown disrespect.

- **First Infraction:** The student is isolated and **will need to complete a Refocus Form**, which is given to his/her teacher. This serves as a warning of unacceptable behavior.
- **Second Infraction:** The student is isolated ('on the wall,' 'benched') for the remainder of the play or lunch period and a **Refocus Form will need to be completed**. The teacher notes the Refocus Forms in the classroom folder.
- **Third Infraction:** The same procedure as above will be followed. In addition, the teacher **refers** the student to the principal. The student is notified that his/her next Refocus Form will place the student on the Restorative Justice Action Plan, possible Alternative School Environment (housed at McManus School), or suspension. The student must design a plan to "give back" to the school community.
- **Fourth Infraction:** The student must fill out a Restorative Justice Action Plan. The parents are notified, and all parties sign the contract (student, parent, teacher, and administrator). **Possible Alternative School Environment (Restart) or suspension may also occur.**

Severe Offenses:

Students will automatically be sent to the office for the following offenses:

- Physical Assault (immediate parent contact, restart school or suspension).
- Having a weapon at school (immediate suspension and possible expulsion).
- Drugs (immediate suspension and possible expulsion).
- Physical aggression, Sexual Harassment, Defiance of or showing repeated disrespect to an adult or authority; The student will be referred to the principal for appropriate disciplinary action, which can vary from a student/principal conference and review of the rules, a Restorative Justice, Restart School, student suspension conference scheduled with parents, or expulsion proceedings arranged. The teacher and the parent will be notified of any disciplinary action.

DISCRIMINATION AND SEXUAL HARASSMENT:

All members of our school community are protected by state and federal law from discrimination and harassment. A complaint procedure is in place for students who have had inappropriate conduct directed toward them by their peers or staff. Please contact

the office immediately if an incident has happened so immediate action can be taken to resolve the situation.

SNACKS/GUM AT SCHOOL

If you have ever stepped in or sat on gum or tried to remove it from your hair or from the pages of a textbook, you will understand why **NO GUM IS ALLOWED AT SCHOOL**. Candy and other foods are not to be eaten in the classroom unless teacher has so indicated. Students may bring a nutritious snack to be eaten at snack recess in the designated area. **Please caution your student if he/she has food allergies of the dangers of accepting food from other students.**

APPROPRIATE SCHOOL ATTIRE

Board Policy 5035 allows schools to disseminate appropriate dress standards. A student's appearance should not attract undue attention. The Board of Education has adopted a policy that states that student dress and grooming is the parent's responsibility. We encourage parents to dress their children in neat, clean clothing which is appropriate for K-5 school activities, is in GOOD TASTE, and **will not** be a distraction or disruption in the classroom. The school will inform parents in the event that a student's dress or grooming is not appropriate for school.

STUDENT APPEARANCE: Students are expected to dress appropriately for school. A student's appearance should not attract undue attention. Please keep the following in mind:

- Tops must be appropriately modest, have two straps measuring at least 1 ½ inches in width (no spaghetti straps) and not reveal the midriff (stomach) or underwear. Tank tops and sport jerseys with enlarged arm-holes should have a t-shirt worn under them. No bare midriffs.
- Pants may not sag, be excessively baggy or be shredded.
- Any hairstyle, clothing, jewelry, make-up that distracts others from learning is not appropriate. Any accessory such as thick chains, dog collars, items with spikes, or those that are potentially dangerous are prohibited. Facial markings are not to be worn at school. Temporary tattoos are discouraged.
- Sunglasses, unless required by prescription, must be removed upon request and while indoors.
- Clothing with inappropriate writing or symbols is prohibited from campus at all times. This includes vulgarities, sexual themes, drugs, alcohol, tobacco messages or innuendoes.
- Clothing or other items related to gangs are not permitted on campus at any time. This includes printed symbolic messages, bandanas, or other articles that communicate gang affiliation as determined by the Chico Police Department Gang Task Force.
- Shoes must be worn at all times for safety. Students must be able to participate in PE every day. Therefore, slippers, flip-flops or shoes with wheels are not allowed at any time.
- **Writing** on clothing, hats, backpacks, or skin (permanent or temporary) which is crude, vulgar, profane, sexually suggestive, racially, ethnically, or religiously intolerant, or promotes use of drugs, alcohol, or is gang affiliated is prohibited.

MEALS and Snacks

Breakfast is available at 7:45 -8:00 a.m. **Only children who are eating breakfast are to be on campus before 8:00 a.m. and are admitted to campus at 7:45. Students may not take breakfasts back to their classrooms, thus if they are having a school breakfast, it is important they arrive with time to eat.** If a student misses breakfast we offer a “Second Chance” breakfast at first recess.

Lunch with milk is available at school. For those who bring their lunches, milk is available at a cost. Hooker Oak encourages pupils to purchase lunch or milk by the week or the month. This may be accomplished by bringing the money to the cafeteria supervisor. This helps to keep the lunch line moving quickly.

Information on Free or Reduced lunches is available in the office upon request. As well, applications and information on this program are sent home with every child at the beginning of the school year and are available in the school office at any time.

Hooker Oak encourages the elimination of the use of disposable water and other drink containers to assist the school on its path to decrease our carbon footprint.

Please refrain from bringing treats to your child’s classroom without teacher permission. If approved, please only supply healthy items from the Chico Unified Snack List (on our website).

LOST AND FOUND

Smaller articles (money, glasses, jewelry, etc.) may be claimed in the school office. Lost and found items are taken to the Salvation Army the last Friday of every other month. No lunch materials (exception-lunch boxes) are kept in the lost and found due to bug attraction problems. These items will be thrown away.

SCHOOL TELEPHONE:

The school office telephone number is 891-3119.

Office Manager-extension 100

Attendance Clerk-101

Health Office-102

Principal-103

The school telephone is reserved strictly for school business. Pupils will not be allowed to use the telephone except in cases of illness or emergency. All pupil use of the telephone must be approved prior to calling.

The office staff will be answering the phone from 8:00-4:00. When you call at any other time, you will reach our automated voice mail. Enter the three-digit extension number or stay on the line to hear a directory.

If your child will be absent from CARD, please call 895-4711.

SCHOOL ORGANIZATIONS

SCHOOL SITE COUNCIL

The primary task of the School Site Council (SSC) is to ensure that the school is continually engaged in curriculum and instructional practices that result in a strong academic program which improves student achievement. This is the key operating body in the decisions regarding how the school functions within those guidelines. Their biggest goal is to help with adhering to the mission in relation to funds available.

The Council is made up of parents and staff. It has the legal responsibility for developing, monitoring and evaluating the School Plan for Student Achievement (SPSA), and for establishing yearly budgets for plan implementation. The SSC members also review progress made for the SPSA budget. Besides budget, agenda items include the School Plan, Program Objectives, and other relevant issues.

These meetings are open to the public and announced in the Sprouty

PARENT/TEACHER ORGANIZATION

The PTO meets monthly (third Thursday) to dialogue and make decisions related to the school's program. The board is co-moderated by two parents. Participation by all parents is encouraged. More information available in prior pages of this handbook.

SAFETY TO AND FROM SCHOOL

Walkers

1. Take the safest most direct route to school and to use crosswalks.
2. Never talk to a stranger or accept a ride from a stranger.

Bike Riders

1. Walk bikes on school grounds during school operation hours (7:30am-4:30pm)
2. Bicycles are to be parked in the bike racks.
3. Bicycles should have a lock. The school is not responsible for theft.
4. Double riding on bicycles is illegal.
5. On a public roadway, bikes proceed on the same side of the street as vehicles.
6. Wear bicycle helmets
7. Walk bikes in crosswalk areas

Automobiles

1. Be Patient and Kind
2. Double Parking is prohibited
3. Children to cross the street only at crosswalks with an adult
4. Children should never be left in cars unattended
5. Drivers must stay with car unless parked in appropriate spaces
6. Parking and colored curb areas have been designed for safety and efficiency, please use them as designed and stated in this publication.
7. Read and follow signage
8. Parking at red or yellow curbs is prohibited at all times.
9. White curbs are for three-minute parking only (do not park at drop-off or pick-up times)
10. Please be considerate of our neighbors and not block their driveways or park on their grass.
11. Please move forward (all the way) in the drop-off and pick-up zones as you wait for your child.
12. **If you witness a traffic infraction please contact non-emergency police at 897-4911, not the office**

DATES AND ACTIVITIES TO REMEMBER FOR THE SCHOOL YEAR

A calendar of the main school activities for this year is included on the school's web site and highlighted in the Sprouty.

ANIMALS

Animals are NOT to be brought to school unless arrangements are made with the teacher in advance.

BIRTHDAY BOOKS

Many parents like to do something to observe their child's birthday. We invite you to make a donation of a book to the library. The name of the student is listed in the book, and the gift is announced in the school newsletter. This is a safer way to celebrate the child's birthday as many students have allergies or health problems related to food and its ingredients.

PARENT INFORMATION CENTER

Located near the office in the front hallway is an area for parent information. In the front hallway, there are three parent information bulletin boards. We also have a **Targeted Case Manager** who is able to help families with community services. Her office is the door between the adult bathrooms, next to the display case in the main hallway. Her hours are posted on her door. Community information is on the first bulletin board in hallway One.