



Guiding our children toward faith, knowledge & service.
Re-imagining and Re-connecting toward the future!

OLP Family Handbook

Revised 2022

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Office Hours

7:30 am to 3:30 pm Monday - Thursday
7:30 am to 1:00 pm Fridays

www.olpeaceschool.org

<https://www.instagram.com/olpeaceschool/>



<https://www.facebook.com/Our-Lady-of-Peace-School-113531370410248>



OUR LADY OF PEACE SCHOOL

Guiding our children toward faith, knowledge and service.

Welcome Tiger Families!

Please read this updated Family Handbook to guide you through any questions you may have about daily procedures, protocols, policies and schedules. Thank you again for choosing to be part of our school family and for all the work you do to provide your children with a quality education.

In our post COVID environment, we are still maintaining current CDC and Archdiocese guidelines for safety. These will be updated on our website for the most current information. As of June 2022, mask mandates and distancing requirements have been lifted. However, anyone is free to wear a mask for added protection should that be your choice. We are hoping to continue our weekly testing with COVID Testing Today and will keep you updated with any new information.

OLP (Our Lady of Peace) has been on a journey since COVID of re-imagining our future and reconnecting with our community and families in more personal and meaningful ways. Our survey results from 2022 indicate that parents are feeling the difference: communication has improved, academic rigor is up, literacy is increasing, and we have grown our Catholicity even more with having a religious coordinator. We also have fun! Our annual events such as the Tiger Run, Halloween Festival, Mini Olympics, Readathon, and Catholic Schools' Week activities are still what kids love and families enjoy as a whole community.

The struggles of COVID were NOT wasted time. It did force us to prioritize! In the past 2 ½ years we have purchased all new standards based reading, math and religion materials. We have been busy working on creating or refreshing systems in our school regarding all events, communication and support. We have moved our STAR scores up – not quite where our goal (80% or higher at grade level or above) is set, but moving toward it at a consistent rate of improvement. To support ALL of our students we have been trained and are implementing the STEP process to give added support to students in special need.

We continue to emphasize the unique focus on our six Tiger Pillars that serve as a foundation for guiding our ethical, Catholic based behavior and moral principles. And we continue to root all that we do in our Catholic faith practices and beliefs.

Thank you for entrusting your most precious asset, your children, to our care. We take that job very seriously!

In Service to Children and Families,

Joanne Testacross
Principal

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The function of the student council is based upon parliamentary procedures. Ideas are presented, voted upon and confirmed by the student body president. Any student that is interested in leadership, organizational behavior, event planning or becoming more involved in the school are welcome to become involved. Applications and elections happen every spring.	74
Our Student Council members participate in TASC; The Catholic School Leadership Organization. Here, Student Council members learn to exemplify the pillars of being servant leaders, effective communicators, strategic real world planners, and lifelong mentors.	75
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General Information

Faculty and Staff Emails 2022-2023

Name	Position	Email & Sites
Joanne Testacross	Principal	principal@olpeace.org https://sites.google.com/olpeaceschool.org/principal/site
Jessica Cuevas	Business Manager	jcuevas@olpeaceschool.org
Sarah Camandona	Office Assistant	scamandona@olpeaceschool.org office@olpeaceschool.org
Alma Espiritu	Preschool/PreK Teacher	aespiritu@olpeaceschool.org
Jennifer Sperber	Kinder Teacher Preschool Director	jsperber@olpeaceschool.org
Ashley King	Instructional Aide	aking@olpeaceschool.org
Elizabeth Lopez	Instructional Aide & Aftercare Supervisor	elopez@olpeaceschool.org
Michelle King	1st/2nd Grade Teacher	mking@olpeaceschool.org
Anahei Alvarez	3rd/4th Grade Teacher	aalvarez@olpeaceschool.org
Crizal Moreno	Instructional Aide	cmoreno@olpeaceschool.org
Stephanie Arriaza	5th Grade Teacher	sarriaza@olpeaceschool.org
Veronique Lecomte	6/7th and 8th grade LA/Social Studies	vlecomte@olpeaceschool.org
Michael Petrochilos	6/7th & 8th Grade Math & Science	mpetrochilos@olpeaceschool.org
Michael Magallon	PE Teacher	mmagallon@olpeaceschool.org
Pablo DeLazaro	Music	pdelazaro@olpeaceschool.org
Blanca Rodriguez	Maintenance	brodriguez@olpeaceschool.org
Ana Castro	Maintenance	acaastro@olpeaceschool.org

VISION/MISSION

Partnering with our parents, Our Lady of Peace School nurtures students to know and live the Catholic faith, successfully master a challenging curriculum and be well prepared for high school, college, and eventually, a career of their choice. We strive to be active Christians, life-long learners, and productive members of our community and the world.

PHILOSOPHY

Our Lady of Peace School is a culturally diverse Catholic community of families, students and staff, centered on Christ's teachings. Partnering with families as the primary educators of their children, each student is guided to discover and explore his/her unique talents and abilities via a challenging curriculum and extracurricular activities.

MOTTO

Re-Imagining our Future and Re-Connecting with our Families and Community.

TIGER PILLARS OF CHARACTER



<p>Pillar</p>	<p>Expectations</p>
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<p>Respect</p>	<p>This trait recognizes those who really <i>see</i> others, care about them, and understand that everyone deserves to be treated with kind words, actions, and gestures no matter what circumstances besets a person. They honor their families, friends, and their workplaces. They extend kindness without being prompted to do so and they celebrate diversity.</p>
<p>Integrity</p>	<p>The root word of this trait extends from Latin meaning to be “whole.” Those with integrity, seek the truth, fairness and value the complexity of being human. This trait values honesty; about others and ourselves, even when it takes courage and is a risk to do so.</p>
<p>Growth Mindset</p>	<p>Each of us is here on Earth to be a learner. No matter how young, old or in-between. Where would our school be if we hadn’t been willing to learn in different ways? Those with growth mindsets welcome new learning as opportunities for growth and improvement and don’t worry too much about making mistakes when trying their best. Growth mindset people develop confidence and are generally risk takers, innovators, optimists and enthusiastic students of life...all their lives. They can change the world.</p>
<p>Justice</p>	<p>This trait often calls us OUT of our comfort zone and demands we view everyone as worthy of rights, education, opportunity, and equitable treatment -- regardless of income level, gender, race, language, or sexual orientation -- all deserve to be treated fairly and with respect. This trait takes true deep courage. People that excel in this trait, stand up for others and refuse to be helpless bystanders. They help us improve the quality of all lives, not just some.</p>
<p>Responsibility</p>	<p>As the word suggests, this trait refers to one’s “ability to respond” hence “<i>response ability</i>.” Responsible people do what they say they will do. They complete promises and tasks and feel an obligation to hold up their end of the expectations --- whether that means chores at home, doing school work, or remembering to help someone in need -- they are there, and the best of these people do not even need to be asked. They</p>

	simply take TIME and initiative to “be there” for others as well as themselves.
Faithfulness	As the foundation of Catholic schools, faithfulness is the trait that helps center us in the storm. Faithfulness is knowing that God hears our prayers, keeps us company and quietly calls us if we listen. In faith helps us believe. Hope reminds us we are not alone. We practice the sacraments, attend Mass and serve: altar servers, service volunteers, or simply by sharing our faith openly in conversation.

School Wide Core Beliefs

At OLP we strive to practice and continually grow in the values and core beliefs of our Vision/Mission, Philosophy and Motto. We are aligned to the broader Archdiocese vision of ongoing growth in the areas of faith, academic excellence and stewardship. We strive to follow our Pillars & live our Catholic faith and beliefs with vibrancy and love.

- ❖ We believe that Catholic education is rooted in Gospel values. and leads students to be Christ-centered stewards who manifest love, inclusivity, and an appreciation of diversity. We are called to generosity of spirit and positive contribution in service.
- ❖ We believe and are committed to high expectations and every student’s learning growth in a supportive environment that cultivates curiosity and a life-long love of learning.
- ❖ We believe academics should be focused on mastery of grade level standards, and beyond, through the use of a wide range of instructional strategies and assessments that foster critical, creative, and complex thinking and problem solving.
- ❖ We believe students should graduate well prepared for future higher level educational opportunities, with a belief in the value of hard work, perseverance, and integrity.
- ❖ We believe faith driven actions and service foster responsible citizenship that honors the dignity of all God’s creation and promotes continuous work toward social justice.
- ❖ We believe parents are the primary educators with the strongest influence in their children’s lives. We value our partnership and commitment to be mutually supportive, honest, and compassionate, while maintaining the integrity and respect of our distinct roles.

SCHOOL HISTORY

The original Our Lady of Peace church structure was built along Spanish lines and seated about 200 people. It was a little larger than a two-story stucco house. Over time, the church was moved into private homes where the Oblate Fathers of St. Ferdinand's Church and the Sisters of the Sacred Heart taught catechism classes. The OLP Church as we know it today, was built in 1937 by Father Patrick Ryan. In 1944 the OLP Parish was officially established.

In 1951 Father Leheny was dedicated to building the school and held the first classes on site that year, taught by the Daughters of Mary and Joseph. The school building was officially erected by 1954. Father Leheny was a "brick builder" and is accredited with the building's strong foundation, which has remained stable through several earthquakes. Its modest beginning included just four classrooms and teachers. By 1955, eight additional classrooms had been added and by 1956, four lay teachers were added to the staff.

In 1956, OLP was the largest elementary school in the Archdiocese of LA and remained so for two years, with a robust enrollment through 1966.

In 1967, school enrollment began to decline due, in part, to the relocation of large companies such as Lockheed, American Motors and Northrop. Such moves caused many young families within the community to migrate along with their companies.

In 1973, the Daughters of Mary and Joseph relinquished the administration of the school and it was assigned to the Sisters of Charity Leavenworth. Concurrently, due to lower enrollment, the school was cut back to one class per grade. Kindergarten was added in 1985. The school had approximately 301 students at that time.

From 2012 – 14, the neighborhood demographics had changed and there had been several years of gang reality activity in the streets surrounding the school. Enrollment continued to decline. By 2016, the school had an enrollment of approximately 184 students. By 2018, the enrollment had shrunk to just over 100 students. When the COVID pandemic hit in February of 2019, the principal left the school in March and a new principal was hired to run the school during the pandemic. Enrollment at that time was 96 students. Although the school remained open, the campus and church were shut down to comply with Public Health mandates, and all classes were conducted through a zoom platform at home.

The principal applied for a COVID waiver in March of 2020. It was approved and the campus gradually reopened on site, beginning in late March of 2020. The site has remained fully open since that time. Enrollment as of fall of 2021 was stabilized and grew to approximately 105 students with no drop in enrollment for the 2021 – 2022 school year.

GUIDELINES FOR ADMISSION

- ALL are welcome! Preferences shall be given to active members of the parish only if we are over subscribed.
- Under Archdiocesan guidelines for financial considerations, the *optimum* number of students per classroom is no more than 30 students.
- Preschool & Pre K students (ages 2-5) must be potty trained and must be 2 years old by September 1.
- The required age for Pre-K or (TK) is 4 years of age on or before September 1.
- The required age for kindergarten students is 5 years of age on or before September 1.
- All students must comply with current California immunization and health requirements prior to enrollment. COVID vaccinations are not mandatory but are highly recommended.
- The parish school will strive to make Catholic education accessible to as many students as possible, both with its educational programs and financial considerations. We work with the Catholic Education Foundation to provide scholarships to many of our students. Call the Main Office if you are interested in applying for financial aid. Applications are handled through CEF and Blackbaud/SMART Tuition. The pastor and principal will review a students' continued eligibility for enrollment in the parish school.
- The school shall establish procedures for admission and enrollment.
- Applications and commitment requirements are available in the Main Office and on our website.

SCHOOL STUDENT NON-DISCRIMINATION POLICY

The school, mindful of its mission to be a witness to Christ's love for all, and therefore we are a welcoming and inclusive environment. We do not discriminate on the basis of race, color, disability, sex, or national and/or ethnic origin in the administration of educational policies and practices, scholarship programs, and athletic and other school-administered programs, although certain athletic leagues and other programs may limit participation and some archdiocesan schools operate as single sex schools.

While the school does not discriminate against students with special needs, a full range of services may not always be available to them. Decisions concerning the admission and continued enrollment of a student in the school are based upon the student's emotional, academic and physical abilities and the resources available to the school in meeting the student's needs.

INCLUSION PROCEDURES & INTERVENTION STEP PLANS

Through the mission of the Archdiocese, our schools strive to serve children with varied learning needs. All educators in Archdiocesan schools follow "Directions for the Inclusion Process in Catholic Schools: Support Team Education Plan Process (STEP). STEP plans include collaboration among the teachers/principals/parents and sometimes students. LAUSD specialists also serve as liaisons in this process when the team feels an educational assessment is needed. These plans are continuously updated to note progress as the student goes through every grade. As appropriate, STEP plans may continue from year to year or be concluded and exited as the team designates. Parents or guardians who feel that their

student may need a minor adjustment to enable him/her to participate successfully in the general education curriculum of the school should consult the student's teacher and principal to determine how best to meet the student's needs. Parents or guardians may request the "Disability Discrimination Complaint Review Process" from the principal to address unresolved issues. STEP plans are NOT included in a student's cumulative record.

ZERO TOLERANCE POLICY

The Archdiocese of Los Angeles will not knowingly assign or retain a priest, deacon, religious, lay person or volunteer to serve in its parishes, schools, pastoral ministries, or any other assignment when such an individual is determined to have previously engaged in the sexual abuse of a minor.

Under the "Zero Tolerance Policy" of the Archdiocese of Los Angeles, any person guilty of sexual misconduct with a minor under the age of 18:

- May not have any paid or volunteer assignment in any "ministry" in the Archdiocese, and
- May not volunteer in any "non-ministerial" activity or event where he or she has any possibility of more than incidental contact or has any supervisory or disciplinary power over minors.

Any parent or guardian who is a registered sex offender must contact the principal to discuss the requirements in order to assure compliance with the Archdiocese of Los Angeles Zero Tolerance Policy.

As members of the Archdiocese of Los Angeles community, we want to assure that we are in compliance with both Megan's Law and our "Zero Tolerance Policy."

DAILY SCHEDULE

7:15 - 7:45 a.m.	Morning care available. Sign up in the Main Office.
7:30 a.m.	Teachers arrive
7:45 a.m.	Classroom doors open
8:00 a.m.	Tardy Bell: Students arriving after this time must go to the school office for a late slip.
9:20 a.m.	Outside play/snack: PreSchool
10:30 a.m.	Recess: Grades K - 5
10:50 a.m.	Recess: Grades 6 - 8
11:45 a.m.	PreSchool lunch
12:00 noon	*Lunch: K - 2 (40 minutes)
12:00 p.m.	*Lunch: Grades 3 - 5 (40 minutes)
12:40 p.m.	*Lunch: Grades 6 - 8 (40 minutes)

Monday through Thursday

3:00 p.m.	Dismissal: Drive through a car line from outside of classrooms. Tiger Club Students in lower grades are picked up by the supervisor at their classroom
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Friday & Minimum Days (K-8)

8:30 a.m.	All School Mass
9:15 a.m.	On site COVID Testing (when available)
12:30 p.m.	Dismissal: is via car line pick up from outside of classrooms. Tiger Club begins @ 12:30 p.m. Younger students are picked up by the director but students in grades 3 - 8 report directly to Room A.

Lunch Program (Preschool - 8th grade)

OLP has a new lunch program this year called Fresh Start. Parents must sign up directly with the company for this lunch service and lunch prices are: \$3.00 daily for meals. Applications are available in the Main Office (Ms. Sarah) to apply for reduced lunch prices.

NCEA ACCREDITATION

Every six years, Catholic schools go through a national accreditation process. This process involves a year long self study conducted at the school by its own self-selected team that includes the principal. The report written from this year-long self study is presented to a visiting team of administrators and teachers who evaluate the authenticity of the report with classroom visits and meetings with parents, students and staff. A Report of Findings is the culminating summary of their evaluation. It is typical for some schools to have a three year visit in between the formal, full process. OLP's accreditation was done in 2018-2019. The three year visit was completed in the spring of 2022. OLP received marks of "Excellence" in all areas of growth since the original accreditation toward its identified goals at that time. The next full accreditation process is scheduled for 2024-2025. Meanwhile, the principal submits annual updates to the NCEA.

Below are the revised goals set forth in 2022 as a focus for our school in the next three years. These are not the ONLY goals, but they are the ones that were identified for top priority with regard to NCEA.

1. **Better utilize, integrate, and internalize the 6 Tiger Pillar SLEs throughout the culture of OLP.** This should be evidenced by anecdotal narrative, monthly pillar themes, student assemblies, and student pillar rubrics as well as 8th grade Tiger Pillar Awards.
2. **Improve reading achievement as evidenced by yearly increased STAR scores** using a baseline school average of 26% at, or above standard (fall of 2020). Targeted gains include: 1) 60% of students at, or above grade level (Archdiocese standards of 65 PR) by end of school year 2022, and 70% by the end of school year 2023. By the next formal visit in 2024, OLP school-wide reading scores should average 75% of OLP students being at, or above, grade level (in the green).
3. **Improve reading achievement by encouraging and enhancing reading development and student motivation to read using a series of researched based instructional strategies and consistent standards-based curriculum scaffolded across grade levels.** Improvement will be evidenced by surveys, AR participation, reading logs and STAR scores.
4. **Use technology to improve student learning through specific use of digital assessments, curriculum materials/instruction, and digital communication among students, parents, principal and teachers.** Evidence would include work samples, principal observations, and communication samples.
5. **Implement and utilize a STEP protocol** to address the needs of students who are not progressing as expected.

PARENT REQUIREMENTS AND LEADERSHIP

Code Of Christian Conduct Covering Students, Parents, Staff, And Guardians

The students' interest in receiving a quality, morally based education can best be served if students, parents and school officials work together. Normally, differences between these individuals can be resolved. In some rare instances, however, the school may find it necessary, in its discretion, to require parents or guardians to withdraw their children.

It shall be an express condition of enrollment that students and parents or guardians shall conform themselves to standards of conduct that are consistent with the Christian principles of the school, as determined by the school in its discretion. These principles include, but are not limited to, any policies or procedures set forth in any student/parent handbook of the school.

These Christian principles further include, but are not limited to, the following:

- Parents or guardians are expected to work courteously and cooperatively with the school to assist the student in meeting the academic, moral and behavioral expectations of the school.
- Students and parents or guardians may express their concerns about the school operation and its personnel. We always invite feedback. However, they may not do so in a manner that is discourteous, scandalous, rumor driven, disruptive, threatening, hostile or divisive.
- Any parent or 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 class work or extracurricular activities or involves substantial disorder is guilty of a misdemeanor. This statement does not apply to any otherwise lawful employee concerted activity, including but not limited to, picketing and the distribution of handbills.
- Any parent or guardian, or other person who insults or abuses the principal or any teacher in the presence of other school personnel, students or parents and at a place which is on school premises or public sidewalks, streets, or other public ways adjacent to school premises or at some other place if the principal or teacher is required to be at such other place in connection with assigned school activities, risks the continuation of his or her child in the school.
- These expectations for students and parents or guardians include, but are not limited to, all school-sponsored programs and events (e.g., extended care, athletics, field trips, etc.)
- The school reserves the right to determine, in its discretion, when conduct is of such a severe nature as to warrant immediate action without warning.

Parent Support Group - PSG Leadership

It is expected that each Catholic elementary school will establish a Parent Teacher Organization and/or a Consultative Advisory Board. These groups can be separate or combined into one group. At this time, OLP has one group called the Parent Support Group (PSG).

The PSG is an advisory group to the principal whose purpose is to promote and support the school's goals. Building community, overseeing fundraising events, enriching the school's program, and serving to nurture our Catholic mission are the goals of this parent leadership group. Most important is the task of increasing and supporting the partnership between parents, teachers and leadership.

The membership of the Parent Support Group (PSG) shall include the pastor, the principal, the parents or legal guardians, staff representatives and perhaps parish members. As of 2022-2023, the PSG is under re-organization and hopes to expand its formal structure to activate the roles of official officers and members that can head committees such as facilities, strategic planning, fundraising/advancement, financial planning advice, academic enrichment, school social events, and marketing. Room parents are members of this group. Meetings occur once or twice a month via zoom or in person.

Leadership Team

Jessica Cuevas - President
Julie & Steven Sylber - Vice Presidents
Alma Vaca - Secretary
Eileen Muñoz - Room Parent Coordinator

Room Parents

Ashani Mendis - Preschool & Prekinder
Kristina Arrufat - Preschool & Prekinder
Miriam Antuna-Ternida - Kindergarten
Maria Zaldivar - 1st/2nd grade
Veronica Covarrubias - 3rd grade
Almarosa Vaca - 3rd grade
Crystal Vega - 3rd grade
Eileen Munoz - 4th grade
Annette Aquino - 5th grade
Karina Sanchez - 6th grade
Julie and Steven Sylber - 7th grade
Mylene Ylagan - 8th grade

By-Laws - Being revised

Parent/Student Complaint Review Process

Concern for the dignity and rights of each person is intrinsic to the Church's mission as a true witness to the spirit of the Gospel. Circumstances may give rise to conflicts among students, parents and school staff. All parties are encouraged to use every reasonable available means to resolve these conflicts when

they occur. However, if the involved parties are unable to resolve their conflicts, families may use the Parent/Student Complaint Review Process for additional assistance. All those participating in the Complaint Review Process are responsible to strive toward reconciliation and act in good faith. Legal representation is not permitted at any meeting or mediation of the Complaint Review Process. Any person filing a complaint is to be free from restraint, coercion, discrimination, or reprisal in any form.

School Level

- Discuss your concern directly with the person involved first. If your complaint is against a teacher, the principal or pastor will advise you to take this first step before any other action occurs. Most all issues are resolved in this manner. The exception is if you feel there is a dangerous and/or illegal situation that needs to be reported.
- If you feel the issue is not being resolved, the next step is to meet with the principal who will work with you to resolve the situation and/or provide context for the current practice.
- If the principal is unable to resolve the conflict, the principal will bring the pastor into the process as appropriate. After reviewing the facts and facilitating discussion of the problem, the principal will respond to the person bringing the complaint.

Department of Catholic Schools Level

- If the complaint is not resolved at the school or parish level, the complaint may be submitted in writing to the San Fernando regional superintendent at the Department of Catholic Schools, outlining the concerns and reviewing the local process.
- The superintendent or the assistant superintendent will review the complaint (with such consultation as may be appropriate) in a timely fashion and will endeavor to mediate and resolve the matter. However, if no agreement can be reached, the supervisor will make a final determination concerning the resolution of the complaint, based on the application of Archdiocesan and school policies and/or regulations, and communicate that determination, which will be final and binding, in writing to all parties.

Parent/Guardians Visiting The School

Parents/Visitors must sign in at the school office before proceeding to the classrooms. Parent volunteers must also check into the office before reporting to the teacher that they are going to assist. **ALL parents and volunteers are required to attend and attain a VIRTUS workshop and certificate in order to be on campus around children.** Classes are offered throughout the year and consist of a three hour training session about the safety of minors. The certificates are good for three years. The business manager has more information about dates and times of classes.

Non-Custodial Parent

A parent who does not have legal custody of his/her child, but has the right of visitation, may visit, subject to the school's parental visitation policy, unless the school has received a legal order prohibiting such a visit. The school will adhere to what is stated on the legal document.

Prior to taking any action, the principal must:

- Identify the parent, and

- Determine whether or not he/she has visitation rights.

The parent/guardian who has custody should be given the opportunity to present legal evidence regarding the extent of the other parent's visitation rights. Visitation rights are usually limited to specified days of the week and to specified hours. The principal must be aware of these restrictions. If a parent without visitation rights attempts to visit a student at school, the principal shall inform the custodial parent/guardian.

Child In Foster Care

When a parent whose child is in a foster home makes a request to visit with the child at school, the school shall inform the agency which was responsible for placing the child in the foster home. In all of the above cases, it is preferable that the principal and the parent(s) work out a mutually agreeable alternative to interrupting the student's schedule at school.

Student Work Permits

Under California law and other relevant laws, a minor student may not work without a work permit issued by the appropriate authority. To obtain a work permit, certain information is required from the student's school. Information regarding work permits and how to apply is available from the California Department of Education website: www.cde.ca.gov.

The minor/student, after obtaining a promise of employment, must obtain a "Statement of Intent to Employ Minor and Request for Work Permit." The minor, the employer and the parent or guardian must each complete their sections and submit the completed application to the school. The school will verify the information entered on the application by the minor and parent or guardian and will also examine the student's records and consult the teacher to confirm the student's satisfactory academic achievement to date. The student must then submit the form to the "work permit issuing authority." If all requirements are met, the work permit issuing authority may issue the "Permit to Employ and Work." The "work permit issuing authority" is the Superintendent of the local public school or those persons authorized in writing by the Superintendent to issue the permit. A copy of the signed work permit must be kept in the student's file. For additional information and forms see <http://www.dir.ca.gov/DLSE/ChildLaborPamphlet2000.html>

Privacy And Access To Student Records/Publishing Photos and Social Media

Maintaining confidentiality is the legal, ethical and professional responsibility of every member of the school community, including students, parents or guardians, teachers, aides, and all other employees. Every member of the school community must respect the privacy of all students, families, employees, the principal and the pastor. Parents are required to complete a form each year with their preferences for student privacy regarding social media and publishing photos for their students. No photos or videos can be used if parents mark the privacy box on the form..

Pupil Records (Cumulative Files)

"Pupil records" means any record related to a student that is maintained by a school or one of its employees. It includes health records. It does not include "directory information" or a school employee's

informal notes, if the notes remain in the sole possession of the maker and are not made available to others, except to a substitute.

Only the principal, as custodian of the records, authorizes the release of pupil records. Only teachers or administrators charged with pupil oversight have the right to view or use pupil records. A teacher's aide may view or use pupil records only with direct teacher supervision. Pupil records may be released by judicial order such as a subpoena or a search warrant. In specific cases, such as suspicion of kidnapping, police officers may be given access to records.

Parents and legal guardians of minors have the absolute right to access their child's pupil records in accordance with the school's reasonable procedures for providing such access. Parents or legal guardians may grant any specified person written consent to access specifically identified pupil records. In cases of legal separation and/or divorce, California state law gives the custodial parent and a non-custodial parent with visitation rights, the right to access and examine pupil records. However, only the custodial parent may consent to the release of records and has the right to challenge the content of the records and to write responses to information regarding disciplinary action. **A non-custodial parent without visitation rights has no right of access to records of any kind.**

Verbal/Written Confidences

Students or parents or guardians may provide confidential information to school employees in many ways. Students may confide in staff verbally, in writing, such as a note or a writing/journal assignment. All school employees must respect the verbal or written confidences of adults and students, except in cases where the health or safety of the student or others is involved. If the confidence received relates to a health or safety issue, the pastor, principal or other person in charge or appropriate authorities must be notified promptly, keeping in mind the rights of privacy that apply. Archdiocesan policy on reporting suspected abuse of children or vulnerable adults must be followed when applicable.

Transfer/ WITHHOLDING Of Records

Whenever a pupil transfers from one school to another, the former school upon a request shall transfer a copy of the Cumulative Student Report and the original Health Record from the school where the pupil intends to enroll and a release from the parent or guardian. **The original Cumulative Student Report will remain at the school.**

A record of the transfer, the reason for the transfer, and the name of the school to which the student is transferring or entering after graduation should be entered on the original copy of the Cumulative Student Report and in the Student Attendance Register.

Official transcripts are not given to students or parents. The school grants full credit for all work a student accomplishes up to the time of transfer.

Principals may be required by the County Board of Education to report the severance of attendance by any student. Under California law, a private school cannot refuse to provide student records to a requesting school because of any charges, including tuition or fees that are owed by the student or parent. However, the school may withhold from parents or guardians the grades, diploma, or transcripts of a pupil pending payment of certain amounts for damaged property, the return of loaned property or unpaid tuition or fees, in accordance with school policy.

Counseling Policy

The mission and purpose of the school is education. Schools may engage in the following activities in addition to providing classroom instruction:

- Provide advice regarding academic subjects and student progress in school;
- Give limited guidance to students who present with non-academic personal issues or situations;
- Provide referrals to marriage and family counselors, child psychologists, licensed academic psychologists, psychiatrists and similar professionals for diagnosis and treatment. If the school provides referrals to parents, the list must include at least three names of qualified persons or entities;
- Work as a liaison to assist, where necessary, in linking families to appropriate professionals to provide educational testing that is needed for assessment of a student's academic ability, learning patterns, achievement motivation, and personality factors directly related to academic learning problems, or counseling referrals.
- Hire specialists as the budget allows to assist with assessments and intervention needs. Prior to entering into such a contractual relationship, the principal will ensure that the person is credentialed, licensed or otherwise properly qualified. The school may refer a student for specific or additional testing, as appropriate, generally at the parent or guardian's expense.
- Provide high school counseling, including providing information to parents and students about high school application procedures, entrance exam tests, scholarships and financial aid. Schools may also provide high schools catalogs and information sessions.

Abuse Reporting

As employees of the Archdiocese, teachers, administrators and all staff are legally obligated to report any warranted suspicion of physical abuse or neglect to Child Protective Services. If a child states that he/she has been hurt by a parent, if the child shows physical marks that might indicate abuse or the child appears to be neglected psychologically or emotionally, a report must be made by the staff member who observes, or sees the marks. The source of the report does not have to be revealed. CPS will make a judgment about the follow up protocol and the school will cooperate. The number for CPS is 800-540-4000.

In cases of actual or suspected child abuse or neglect or abuse of vulnerable adults, the Archdiocesan Victims' Assistance Ministry is also an available resource for victims. The Victims' Assistance Ministry provides outreach and guidance to those suffering from abuse; sponsors a faith-based trauma recovery program; and assists in informing parish, school, archdiocesan and governmental authorities of allegations of abuse or neglect. Referral to the Victim's Assistance Ministry is not a substitute for mandated reporting of suspected abuse. Such a report must be made in accordance with Archdiocesan policy.

TUITION & FEES

At registration, parents sign an agreement for the school tuition and fees. The payment schedule is part of this registration packet. Registration for the 2022-2023 school year is \$475.00. In light of this agreement, fees are expected to be paid on time. Any other arrangements must be made with the business manager. Arrangements made are null and void at the close of the school year.

Please note that **registration is non-refundable**.

Payments are due to Blackbaud on the selected date chosen by the family (1st or 15th of every month). Late payments are subject to a \$65.00 late fee, which is due with the payment..

All family tuition and fee balances will be reviewed monthly. There will be a three step communication process to help those parents who are falling behind to catch up in payments. Unfortunately, if required actions are not met by the parents, as outlined below, school services to the family will need to be terminated:

- If payments are over two weeks late, a phone call and/or email reminder will be sent to the parents.
- If payments are over 30 days late, a second contact will be sent to the parents and a letter will be mailed letting them know it is vital that their past due payments be made, or if their financial circumstances have changed to make an appointment with the business manager.
- If payments are over 60 days late a third reminder will be sent and a letter will be mailed sharing with the parents that if payment is not received nor an appointment made with the business manager, within two weeks time their family will no longer receive services from the school. If these requirements are not met by the family by the end of the designated two weeks, then educational services will no longer be provided to the family.

The finances will never be discussed with the students. All past due statements will be directly mailed to the parents. Sadly, we cannot provide services free of cost. In order to keep the school open and provide a quality education tuition is necessary.

Parent Service Requirements

Parents agree to complete 40 service hours per family.

Please note: These service hours are completed through activities at the school. The school notifies parents of service hour opportunities through the weekly Parent Newsletter, our website service hour page, and our homepage. Parent's may delegate service hours to other family members but they need to be Virtus trained to volunteer on campus.

Records of service hours completed are held in the school office. Parents are responsible for reporting their service hours to the school office directly, either by signing in and out on the tablet in the front office, having a teacher submit your hours into gradelink for approval, or self submitting your hours via gradelink for approval. The form must be submitted within 5 school days of service hour completion. Families are assessed \$20.00 for each service hour not completed by the last day of May.

Middle school students are required to complete service hours as well. The student may choose to attain service hours through various activities inside and outside the classroom. Eighth graders are required to complete 25 hours, seven graders are required to complete 20 hours, and sixth graders are required to complete 15 hours by the last day of May.

Fundraising

Tuition and fees cover only a part of the total tuition cost of educating each child. Through the Parent Support Group and other Parish ministries, major fundraisers are organized each year. Each family is asked to cooperate fully toward these fundraisers. The funds are used by the school to meet expenses and to make improvements and repairs that are not covered through tuition and fees. With the registration agreement, parents agree to a minimum support of \$600.00 per family. All the fundraisers are assigned a % for the funds raised, which will be credited to the family's fundraising obligation. See below:

- The Tiger Run: 100% credited to fundraising obligation (September 6 - November 5)
- See's Candy: 30% credited to fundraising obligation (November 7 - December 1)
- Raffle Ticket: 100% credited to fundraising obligation (December 12 - January 9)
- Wine Tasting: 50% credited to fundraising obligation (January 23 - February 10)
- World's Finest Chocolate: 40% credited to fundraising obligation (February or March)
- Gala Dinner & Auction: 50% credited to fundraising obligation (March - April)
- The Read-a-thon: 70% credited to fundraising obligation (May 8 - May 19)

Outstanding Fees at the End Of School Year

All fees (service hours, fundraising, past due tuition, etc.) must be fulfilled by the last day in May 2023.

All 8th grade families must fulfill the above by March 31, 2023. Report cards will be held and parents will not have access to Gradelink until all fees have been paid.

COMMUNICATION

General Information

Our goal at OLP is to provide welcoming, accurate, and timely communications as we partner with our parents for the success of every child. As per our motto: our goal is to reconnect with our parents and provide excellent customer service. If you do not get a timely, friendly or efficient response, please contact the business manager or principal to let us know. Please review the following methods we currently utilize to send important information as well as how you can contact us with any questions, concerns, or additional needed information. We do ask that you understand that there are times that we may need to assist in the building somewhere and may not answer the phone immediately. We operate with a lean office team. But we will get back to you as soon as possible - within the hour or less.

If you are unable to find what you need below, contact the Main Office for assistance. For tuition and business issues, contact our Main Office and ask for the business manager. Every attempt is made to return calls and emails within 24 hours or sooner during the business week.

Please be advised that our guideline for communication is to ask you to contact the person closest to the source first. If there is a classroom concern, contact the teacher first. If you are unable to resolve the issue directly with the teacher, contact the principal (academics, instruction, faculty issue). Contact the pastor as a last resort, only if you have already directed your concerns through this protocol.

To contact the school principal, you are welcome to stop by informally and see if she/he is available. If not, and you wish to make an appointment, you can contact him/her directly via email or through his/her administrative assistant to schedule the first available date. Letters and phone calls are additional means to reach the principal's office.

FORMS OF COMMUNICATION

Parents are informed of school activities through the following:

Social Media

- Website: <https://olpeaceschool.org>
- Instagram: <https://www.instagram.com/olpeaceschool/>
- Facebook: <https://www.facebook.com/Our-Lady-of-Peace-School-113531370410248>

Teacher/Principal Sites:

Teachers can be reached via the website for direct emailing. They also can be reached through their class dojos, google classroom accounts or google sites. If none of these work, please call the main office to leave a message. Teachers cannot return messages during class instruction time generally, so if it is urgent, call the Main Office at 818-894-4059.

Other Digital Communications for Schoolwide Needs

1. Gradelink Email/Text/Phone:

- is an automatic Email & phone messaging system that enables us to communicate with parents within 5 minutes. Special and/or emergency information, along with time sensitive issues can be communicated in this manner via the principal or the Main Office. This is why it is SO important for us to have your updated contact information at all times! In the case of an emergency or local issue of concern, we will always text you as soon as possible so look for those texts in cases of area emergencies.

2. Newsletters:

- are published weekly and they generally are posted to parents on Tuesdays. The newsletter has a plethora of current news for that week plus spotlights our Pillar of the Month, and other spiritual and celebratory articles. A letter from the principal is also a main feature of the newsletter. Teachers generally produce and share their class calendars on their own website apps. We also post a hard copy outside the office door each week on the bulletin board.

3. Our revised Handbook:

- is posted digitally online. This way, we can keep it updated. Parents are responsible for knowing what is contained in the Handbook and following the guidelines and protocols. The Handbook is posted on the school website.

4. Gradelink:

- is our system for posting grades and attendance. It is our main information system. Parents and students can have separate accounts to access their own gradelink file. These accounts remain active once you set one up. If you have questions about this and need assistance, please contact the Main Office. **This system allows you to get current (within two weeks) information about your child's grades and assignments. Many teachers use Google Classroom as well but Gradelink is required for all teachers.**

Hard Copy and/or Digital Communications

5. Classroom Folders:

- may be sent by teachers on a daily basis dependent on your child's grade. Please be sure to talk with your child's teacher about these folders and announcements. **These are hard copy notices.**

6. State of the School:

- is an annual multi-media presentation hosted by the principal in the spring. All aspects of school programs, strategic goals, faith, academics, and stewardship are reviewed for the year, including annual budget highlights and tuition information. The principal

delivers an in-depth look at our yearly progress and provides tuition and budget information for the following year. Parent attendance is mandatory and earns service hours. School videos and photos serve to provide evidence of our school's progress and enjoyment of our culture.

7. Parish Bulletin:

- weekly publication by the Church Rectory distributed at every Mass; weekly.

8. Progress reports:

- sent home by teachers mid trimester to parents regarding student academic performance. Parents must receive a progress report if a student is at risk of earning a "D" or "F" grade. If there is a sudden fall in a student's grades the last few weeks of school, then the teacher will contact you directly if not able to do so via the Progress Report.

9. Report Cards:

- are distributed in hard copy form three times per year via hard copy. The first report card is given to parents at the Parent/Teacher/Student Conferences in the fall. The second report card is sent home to parents and contains a more in-depth narrative about your child's progress. The third report card is given out on the last day of school.

In Person Meetings

1. In Person Conferences/Meetings:

- with teachers, the business manager or principal are available via scheduled appointment. Teachers, in particular, have limited time and need to schedule meetings after school in most cases. The office and principal are happy to meet any time they happen to be available, but will always respond to making an appointment.

2. Fall Family Conferences:

- The goal of these conferences during the first week of school are simply to welcome your entire family back to school and get to know each other more personally before school begins with full days. These are favorite meetings for both teachers and parents!! Sign up Genius is sent by the teachers for you be sure to secure this time!

3. Back to School Night:

- is held either on zoom or in-person as COVID circumstances dictate. There is always a welcome by the principal and then families go to their children's classrooms to get important information regarding curriculum, homework, grading, routines, and communication information. We schedule these for one night in the fall and teachers present twice to accommodate multi-grade families.

4. Parent/Teacher/Student Conferences:

- occur just prior to Thanksgiving break. Our goal is 100% participation as these conferences are critical in actively engaging in your child's growth and success. STAR scores and report cards are distributed in these meetings, student work samples are reviewed and 3rd through 8th grade students are required to participate in these conferences as well. Students are encouraged to share a piece of work or a project;

explaining the learning objectives, the assessments and what they learned. They discuss how they see their strengths and learning challenges. One night during the week is scheduled for late conferences to accommodate parents who cannot attend prior to 4:00 pm. Sign ups are done through Sign Up Genius which is provided by the teacher.

5. Catholic Schools Week And Open House:

- Open House is celebrated in late January as a kick-off event to celebrate National Catholic Schools Week. ALL parents, friends and prospective families are invited to visit our campus, view student work in classrooms, and see performances by our choir, Readers' Theater students, and speech and debate students. Students and current parents host room visits with the teacher and tours for interested parents are conducted. PE, faith, and other special subjects have welcome tables.

Communication Protocols

Every attempt will be made to respond to inquiries within 24 hours or sooner. However, please be aware that the faculty's first responsibility/priority during school hours is to supervise and care for your children. Therefore, if you need an immediate or same day response, contact the receptionist in the Main Office to assist you.

Our entire school team is focused on children first! To help your child have the best school year possible, please inform us about important matters in the following manner:

Contact the teacher via email, sealed note, or in person when:

1. Something is going on in your child's home life which would affect his/her school performance.
2. Your child is complaining of an ongoing problem at school.
3. When a legitimate reason exists for your child to be excused from homework or have a deadline extended.
4. Any time your child appears to be struggling with school work, emotional issues, illness, or having continuing problems with peers.

Contact the Main Office:

1. To report an absence, accident/emergency, or need not directly related to the classroom.
2. Change of address or contact information
3. To reach the business manager for issues of payment and accounting
4. To schedule an appointment with the Assistant principal and/or principal
5. To schedule a tour for a guest and/or get admissions information

Parent / Teacher Meetings

When an individual student or classroom concern arises, parents are advised to check with the homeroom teacher first. The teacher is the closest to the situation. Parents can make an appointment or time to talk with the teacher to discuss a specific situation or need.

Parents should not initiate unscheduled conferences with a teacher, especially when he/she is going to the classroom in the morning or leaving at the end of the day.

Types of meetings may include:

- STEP meetings for individual students pre-arranged by the teacher and assistant principal
- Parent/Teacher Conferences held annually in the fall
- Informal meetings to discuss a specific student situation
- Meetings that are called by the principal to discuss a disciplinary issue

Teachers, counselors, retreat leaders, and other school personnel must respect the verbal or written confidences of adults and students, except in cases where the health or safety of the student or others is involved. Medical, personal and academic information should never be shared outside of the necessary staff and without specific written parent approval.

TRADITIONS

Fundraisers

Tiger Run - New Tradition

Tiger Run is an all school event where students walk/run laps for sponsorships. This event is in the fall.

Readathon - New Tradition

The Readathon is a spring time all school event that supports fun activities for reading at home. Students collect sponsorship funds and earn prizes at different levels of giving. There are class competitions with this event which was initiated in 2021-2022. The school earns 70% of the gross funds.

Wine Tasting - A group of our parents organizes this wonderful parent event for tasting different wines, enjoying appetizers and socializing together. Generally this event takes place in the spring.

Gala - The Gala is an auction event, generally with dinner provided, for the entire community. Parents and local businesses donate awards and products that are up for bid at the GALA. A live auction component is often included.

Student Council Sponsored Events:

Red Ribbon Week – Drug free events/activities for one week in the fall

Halloween Festival - A school-wide Halloween celebration where all the classrooms participate. Students are allowed to dress up in costume and parents are key co-planners.

Mini Olympics & Field Day - Both of these days in the spring involve a lot of physical activity!

Catholic Practices and Service

Catholic Schools' Week - This is a nationally celebrated week across the nation. OLP welcomes all current and prospective parents and students to a special Mass celebration followed by an Open House on campus.

Friday All School Mass and Family Masses – Our students and staff attend Mass every Friday morning and parents are encouraged to join us. Additionally, once a month, each class plans and serves at the 9 am Sunday Mass where we strongly encourage all families, but definitely that specific grade's family to attend.

1st Reconciliation and Communion, May Crowning, Stations of the Cross are all Catholic ceremonies that our students and parents participate in each year.

Toy Drive, Sparks of Love, and Rice Bowl Project are all service projects designed to teach our students how to give back to those in need. The Rice Bowl is done as part of Lent and is sponsored by Catholic Relief Services.

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ACADEMICS

Context

In 2021, following the COVID crisis, we began to re-imagine all aspects of our academics toward the goal of setting higher expectations for ALL of our students, while supporting them to be actively engaged in their own learning. As with all Catholic schools, our work is deeply rooted in Gospel values. We nurture every student to discover, develop and actualize their own unique God given talents and skills. Every student, from preschool to 8th grade graduation should feel visible and loved.

In 2022, OLP received all “highly effective” scores from the NCEA (National Catholic Education Association) accreditation site visit for its work on defining specific goals and showing evidence of growth toward achieving them.

Academic Philosophy

Students will graduate with strong faith, morals and academic mastery of Common Core State Standards; ready to pursue a successful high school and later, college experience if they choose. Our students will be curious and agile thinkers, compassionate people, and relentlessly interested in making positive contributions to the world around them. They will confidently explore and develop both their gifts and challenges. They will know their own value and attain their goals with curiosity and perseverance. By virtue of their example they will become leaders; whether informally or formally. They will be confident enough to use their Voice in pursuing truth, justice, faith, and their own opinions; doing so with grace and courage.

Educators at this school believe in the capacity of children to flourish and learn at high levels. We nurture them to feel safe and visible and we differentiate (customize) learning to meet student needs. To accomplish this, our curriculum, instruction, and assessments must be closely and intentionally aligned. As part of our academic practice we:

Tenets Of Excellence In Teaching And Learning

- **Teach and nourish early foundations in our Catholic faith** through a comprehensive study of Catholic liturgy, practice, and traditions with emphasis upon moral development and service to others. Our faith is integrated in all subjects as feasibly reasonable. OLP is transitioning to the new Archdiocese religion standards.
- **Place Literacy at the TOP of our academic goals**— instilling a growing curiosity, engagement, and joy for reading through exposure to diverse genres, topics and cultural traditions. We focus on foundational phonics and phonemic awareness skills and fluency; moving to deeper levels of

comprehension across all subject areas of informational and literary text. The Common MCore State Standards are used as our learning goals.

- **Establish a foundation of strong academic vocabulary** in all subjects that help students have meaningful conversations and self reflection. This is done primarily through explicit teaching of strategies and prompted questioning where students emerge as self aware learners who know how to learn.
- **Practice critical, comprehensive thinking & reasoning in setting up and solving problems.**
- **Provide varied learning experiences:** students work in whole groups, collaborative small groups, partners and individually as they eventually take responsibility for their own learning. Teachers optimize every minute by establishing **clear student expectations, routines, and transitions from one activity to the next.**
- **Plan our lessons with active student engagement that is purposeful** – fostering good work habits, citizenship toward peers, and optimal learning.
- **Understand that we are ALL creative and creativity is expressed in many different ways.**
- **Never presume to know the limits of a child’s learning capacity, ability and potential!**
- **Manifest a growth mindset. Every day, EVERYONE is a learner.** Mistakes are expected; failure is not permanent. The point is to analyze and improve ourselves. For teachers this means reflecting upon our instruction through the use of data, student observations, technology, and research based practice. For students, this means understanding that all growth entails, mistakes, setbacks and failures from time to time. Growth mindset takes courage and perseverance combined with a strong belief in one’s self.

Academics are focused on mastery of grade level standards and beyond. As per LA Archdiocese expectations, we utilize the Common Core State Standards (core subjects) and Archdiocese religion standards. We differentiate instruction through the use of a wide range of instructional strategies and assessments that foster critical, creative, and complex thinking and problem solving. **The common core standards emphasize increased use of academic vocabulary, informational text, using evidence of research and primary sources to support opinions.** They create a higher demand for developing complex critical thinking skills in students. Beyond what students learn, they are expected to demonstrate how they will apply what they are learning.

For more detailed information regarding these grade levels go to:

OLP website

<https://olpeaceschool.org>

Common Core and State Standards website

<https://www.cde.ca.gov/re/cc/>

Archdiocese of Los Angeles

<https://www.la-archdiocese.org/org/dcs/curricula/Pages/default.asp>

KINDERGARTEN - 2nd GRADE (OVERVIEW)

WHAT DO WE TEACH?

CCSS standards are used as a foundation for learning targets in social studies and science. Religion instruction is derived from the Los Angeles Catholic Archdiocese. Music and PE are taught weekly and integrated throughout all daily instruction.

Religion:

Religion is integrated throughout the day. Students learn basic prayers, the sign of the cross, and begin the study of Jesus' life. **(source: Archdiocese religion standards)**

Reading:

Reading acquisition is based on teaching strong foundational skills in sound:letter correspondence (phonics), basic sight words, and initial fluency in reading aloud. Comprehension is developed through specific instruction of reading strategies, prompted questioning techniques, and rich conversation where children make connections to text and self. With Common Core, we focus on developing BOTH literary and informational text skills. **(source: CCSS, Benchmark Advance & independent classroom libraries with Accelerated Reader technology)**

Writing:

Writing instruction utilizes both Common Core writing standards using Benchmark Advance curriculum materials and other topics researched by the teacher. Students learn early that they are all writers with something important to say. Using phonetic spelling and sketching, students produce short narratives, informational "how to" writing, and simple persuasive paragraphs. They learn the basic grammar of sentence construction, craft, organization, and elaboration while engaging in the writing process. **(source: CCSS, Benchmark Advance & independent classroom libraries with Accelerated Reader technology)**

Math:

Mathematical skills focus on counting, cardinality and overall number sense. Students learn that numbers represent quantity and can be used to solve simple addition/subtraction computational problems. We establish basic foundations in the areas of algebra, measurement, geometry, and mathematical reasoning. Math is applied to real life situations. **(source: CCSS and Envisions math curriculum)**

Science :

Science study provides hands-on activities and exploration to help students develop skills of scientific concepts and vocabulary in areas of physical, life and earth science. Focusing on their five senses, students investigate a variety of objects: classifying, comparing and sorting. With prompting from the teacher as needed, they learn to ask questions, make observations, collect simple data, and make predictions in preparation for more formal scientific inquiry in later grades.

Social Studies:

Social studies begins with a focus on what it means to be a good citizen. We discuss feeling and problem-solving tactics. Throughout the year we learn about holidays and important historical figures.

Further areas of study include map skills, past and present, community helpers and American symbols. (source: CCSS, Benchmark units, and other primary historical document sources)

HOW DO WE TEACH?

Instructional methods include a variety of individual, partner, small group and whole group instruction and support. Daily conversations and conferences with, and among students, under teacher guidance, are designed to motivate, engage, and increase learning. We recognize that even in kindergarten students are at different levels of learning and not all are at the same pace. Therefore, we differentiate our instruction to provide all students with an “achievable stretch”.

Kindergarten materials/strategies include:

- Use of leveled books & decodable texts for small group & guided reading
- Prompted questions and conferencing with students
- Sketching and writing basic words and learning about features of print
- Independent reading time (20-30 minutes in class per day)
- Read-alouds (done by the teacher with a teaching objective in mind)
- Use of concrete objects for math (manipulatives)
- Use of Ipad technology in centers
- Use of multiple theories of learning styles – movement, song, visual, auditory, etc.
- Mini lesson full group instruction
- Structured student choice whenever possible
- Continual individual progress assessments
- Establishing clear routines and high expectations to maximize instructional time & Transitions from one activity to another.

We deploy instruction in ways that encourage students to see themselves as thinkers, writers, and mathematicians in every learning experience. In Kindergarten, we begin the journey towards assisting students to understand HOW the learning process works.

HOW DO WE KNOW STUDENTS LEARNED?

Assessments are done in consistent and ongoing ways. At these levels, assessments include:

- Informal anecdotal record keeping done by the teacher
- Classroom based assessments (CBAs) and tests including beginning use of Core Instructional Model
- Rubrics (both student and teacher based)
- Report cards
- Writing samples/published pieces – evaluation
- Sight Word Assessments
- STAR online assessments in reading, math, and literacy depending on grade

GRADES 3RD - 5TH OVERVIEW

WHAT DO WE TEACH?

Religion:

Religion is integrated throughout the day. Students will engage in various prayer opportunities, and develop a stronger relationship with God through the Rosary, Scripture, and participating in the liturgical seasons of the Church. Knowledge of the signs and symbols of the Sacraments are strengthened, and students will learn how to model their lives after the saints. Furthermore, these grades work together to lead the school in the Living Stations of the Cross during Lent. **(source: LA Archdiocese standards).**

Each year students take a one to two day course called Empowering God's Children. This is a required series of lessons that supports children with safety guidelines and boundaries. Additionally, grades 5 and 8 take a summative religion exam called ACRE (Assessing Catholic Religious Education).

Reading:

Reading instruction begins to scaffold to deeper comprehension skills during intermediate grades. Students experience reading more focused selections, mentor texts, multi-media texts, and novels. In Benchmark Advance, thematic units with integrated subject matter help students to read more closely, annotate, find key details and write a summary. Students compare texts and do more in-depth character and plot study. Direct instruction is given in practical reading strategies, while students gain understanding in a variety of genres including literature, biographies, informational text, poetry, fantasy, sci-fi, and opinion writing. Students examine author's purpose, style and how to show evidence of their opinions. **(source: CCSS, Benchmark, ACT Vocabulary, independent classroom libraries)**

Writing:

Writing is taught using the writing process of "Prewriting, Drafting, Revising, Editing, Publishing". Areas of concentration are personal and fictional narratives, persuasive essays, letters, and informational/research reports. Special emphasis is given on the mechanics of writing including capitalization, spelling, punctuation, sentence structure in addition to generating ideas. (source: common core standards, Benchmark, and ACT (Accessing Complex Text grades 3-8))

Math:

Mathematics is taught using the Envisions program that was introduced in the primary grades. Students are encouraged to use their critical thinking skills in approaching word problems, and use strategic tools to solve numerical expressions. Math lessons include study of concepts in place value, operations (with a special focus on multiplication and long division in 4th and 5th grades), fractions,

interpreting data, algebra readiness, and geometry. Daily review in previous concepts learned contributes to mastery in mathematical fluency. (source: CCSS, Envisions math)

Science:

Science instruction provides hands-on activities and exploration to help develop skills of scientific concepts, critical thinking, and vocabulary in areas of physical, life and earth science. Students investigate a variety of topics and learn the steps of the scientific method. They learn to ask questions, make observations, collect data, and formulate hypotheses when conducting experiments. (source: NGSS and Benchmark text)

Third graders study landforms, geography, map skills, Native American cultures, and how early communities formed and differ from today. They learn about fossils and study animals and nature.

Fourth graders study California history and geography through hands-on activities that result in a final Mission Project, presented to the class. **Fifth graders** discover the founding of our country, the Thirteen colonies, and the American Revolution. (source: CCSS)

Social Studies:

In 3rd - 5th grades students are introduced to the concepts of culture, change, people, places and environments of those who are within and outside our own neighborhoods. They study individual development and identity, institution, power, authority and governance, and product manufacturing, distribution and consumption.

Students learn how to read maps and understand how geography affects lifestyle. 4th grade does focused study on California history and in particular, the Missions that were created throughout the state. Students in grade five study the development of the American nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Additionally, they learn the location of each state and capital.

HOW DO WE TEACH?

Instructional methods include a variety of individual, partner, small group and whole group instruction and support. Daily conversations and conferences with, and among students, under teacher guidance, are designed to motivate, engage, and increase learning. We recognize that even in kindergarten students are at different levels of learning and not all are at the same pace. Therefore, we differentiate our instruction to provide all students with an “achievable stretch”. **We utilize a lesson design called Core Instructional Methods or CIM.** As part of this structure, every lesson has clear, targeted objectives that are shared with students. The teacher provides a mini-lesson from 10 - 15 minutes, then students practice and apply in small groups, pairs and individually. All students are informally assessed for individual learning.

3rd - 5th Grade materials/strategies include:

- Use of leveled books for small group & guided reading
- Mastery of foundational skills by 5th grade
- Accountable Independent reading time (20-30 minutes in class per day)
- Read-alouds (done by the teacher with a teaching objective in mind)
- Use of concrete objects for math (manipulatives) plus more abstract concepts from Envisions
- Use of Ipad technology in centers
- Use of multiple theories of learning styles – movement, song, visual, auditory, etc.
- Mini lesson full group instruction
- Structured student choice whenever possible
- Continual individual progress assessments
- Establishing clear routines and high expectations to maximize instructional time & Transitions from one activity to another.

HOW DO WE KNOW STUDENTS LEARNED?

Assessments are done in consistent and ongoing ways. At these levels, assessments include:

- Informal anecdotal record keeping done by the teacher
- Classroom based assessments (CBAs) and tests
- Rubrics (both student and teacher based)
- Provisional writing
- Report cards
- Writing samples/published pieces – evaluation
- STAR online assessments in reading, math, and literacy depending on grade (early literacy in 3rd, and math and reading in all three grades)

MIDDLE SCHOOL GRADES 6TH THROUGH 8TH

WHAT DO WE TEACH?

Religion:

Religion is integrated throughout the day. Students will engage in various prayer opportunities, and develop a stronger relationship with God through the Rosary, Scripture, and participating in the liturgical seasons of the Church. Knowledge of the signs and symbols of the Sacraments are strengthened, and students will learn how to model their lives after the saints. Furthermore, these grades work together to lead the school in the Living Stations of the Cross during Lent. **(source: LA Archdiocese standards)**

Reading:

Reading instruction continues to deeper and more complex comprehension skills during middle school grades. Students gather, comprehend, analyze, evaluate, synthesize and summarize reading material to write, present, and speak about their reading. Students experience reading more focused selections, mentor texts, multi-media texts, plays, poetry, and novels. Online and in print research is part of every subject. Through reading primary texts and books, thematic units with integrated subject matter help students read more closely, annotate, find key details and integrate their learning with personal experience. Students compare texts and do more in-depth character and plot study. Direct instruction continues to utilize reading strategies, while students gain deeper understanding in a variety of genres including literature, biographies, informational text, poetry, fantasy, sci-fi, and opinion writing. The text becomes more complex in all subjects and we prepare students for reading across the subjects. **(source: CCSS, ACT Vocabulary, independent classroom libraries).**

Writing:

Writing is taught using the writing process of “Prewriting, Drafting, Revising, Editing, Publishing”. Areas of concentration are personal and fictional narratives, persuasive essays, opinion letters, memoir, and informational/research reports. Students are expected to write more, publish more in depth narrative, opinion and informational pieces throughout the year. Students also focus on writing essays that demonstrate strong organization, ideas, personal craft and voice,, elaboration, evidence, more complex vocabulary and conventions. (source: CCSS, ACT word study, primary sources)

Math:

Math is taught using the Envisions program that was introduced in the primary grades. Students are encouraged to use their critical thinking skills in approaching word problems, and use strategic tools to solve numerical expressions. Math lessons include study of concepts in number sense,, fractions, decimals, equations, interpreting data, algebra readiness, and geometry. Daily review in previous concepts learned contributes to mastery in mathematical fluency. (source: CCSS, Envisions math)

Science:

Science instruction provides hands-on activities and exploration to help develop skills of scientific concepts, critical thinking, and vocabulary in areas of physical, life and earth science. Students investigate

a variety of topics and learn the steps of the scientific method. They learn to ask questions, make observations, collect data, and formulate hypotheses when conducting experiments.

Social Studies:

Students study Ancient, Medieval, and American history: focusing on one topic each year. Students read from primary sources, study the cause and effect, and the impact of history on our current world. In 2022-23, current events will also be introduced as part of class study.

HOW DO WE TEACH?

Instructional methods include a variety of individual, partner, small group and whole group instruction and support. Daily conversations and conferences with, and among students, under teacher guidance, are designed to motivate, engage, and increase learning. We recognize that even in kindergarten students are at different levels of learning and not all are at the same pace. Therefore, we differentiate our instruction to provide all students with an “achievable stretch”. **We utilize a lesson design called Core Instructional Methods or CIM.** As part of this structure, every lesson has clear, targeted objectives that are shared with students. The teacher provides a mini-lesson from 10 - 15 minutes, students engage with each other and practice what is learned, then all students are informally assessed to evaluate learning.

Middle school materials/strategies include:

- Use of leveled books
- Trade books
- Prompted questions and conferencing with students
- Essay and provisional writing in opinion, informational and narrative types
- Independent reading time (20-30 minutes in class per day)
- Read-alouds (done by the teacher with a teaching objective in mind)
- Use of more abstract conceptual models with visual depictions in math
- Use of iPad technology
- Use of multiple theories of learning styles – visual, auditory, etc.
- Mini lesson full group instruction
- Structured student choice whenever possible
- Continual individual progress assessments

HOW DO WE KNOW STUDENTS LEARNED?

Assessments are done in consistent and ongoing ways. At these levels, assessments include:

- Informal anecdotal record keeping done by the teacher
- Classroom based assessments (CBAs) and tests
- Rubrics (both student and teacher based)
- Report cards
- Writing samples/published pieces – evaluation
- STAR online assessments in reading, math, and literacy depending on grade

Reading and math only

For more detailed information regarding these grade levels go to:

OLP website: <https://olpeaceschool.org>

Common Core and State Standards website

<https://www.cde.ca.gov/re/cc/>

Archdiocese of Los Angeles

<http://www.la-archdiocese.org/org/dcs/curricula/Pages/default.aspx>

Homework

The purpose of homework is to reinforce material already taught, prepare students for the following day's lessons, and foster habits of independent study and research. Assignment of written homework is limited to days on which the school is in session, unless make-up work or long-range projects are involved.

Consideration is made for deferment of homework due to home conditions such as illness in the family, but a note of explanation must accompany the student on his/her return to school. Homework is based on the average student's ability to complete the assignments. Your child's time to complete the work may be shorter or longer than the suggested time depending on his/her work habits, abilities, and the environment provided.

Kindergarten – Grade 2	15 - 20 min. plus 20 minutes of independent reading w/ parents
Grade 3 – Grade 5:	60 min. plus 20 minute of independent reading
Grade 6 – Grade 8:	90 min. plus 20 minutes of independent reading

Specialist/Exploratory Subjects

Music

Our music program includes a school choir, bi-weekly class instruction, beginning instrument instruction and two major performances: a Christmas program and our Spring Sing. Additionally, we host a Talent Show each spring, encouraging students to demonstrate their unique talents in a performance setting, from joke telling to dance, to music.

Speech And Theater

We launched an after school drama program in 2021-22. Our first play was performed in the spring of 2022 to “rave reviews” and a hunger for more. The theater teacher also coaches Speech and Debate. The National Speech & Debate Association recognizes middle and high school students for their participation in speech and debate activities. Students earn distinction through competition, community service, public speaking, and leadership. The National Speech & Debate Association highlights the academic value of speech and debate activities at your school. Schools are awarded for their commitment to speech and debate activities and the learning

opportunities they provide to their students. National Tournament recognition also helps increase local administrative support for your speech and debate program. Participation in the largest national honorary for speech and debate will increase student engagement and college preparedness, strengthen your school's reputation, and build stronger connections within your community. Inquire in the Main Office to get more information about these wonderful programs!

Physical Education

Students participate in physical education 2 to 3 times per week. The goal of this class is to optimize student physical development in coordination, sports skills, personal health, and teamwork. Student dress on PE days is modified. They wear their PE clothes, including shorts and a designated t-shirt. Grading policies are found within the academic assessment area of this handbook. It is largely based on attitude, effort and teamwork as observed in the class.

ASSESSMENTS

School-Wide Assessments (STAR)

Students in grades K through 8 take the STAR Enterprise test. Students in grades 5 and 8 take the Assessment of Catholic Religious Education Assessment (ACRE) in December. ACRE is used to guide our religious instruction and the tests are analyzed by teachers every year. STAR assessments are done 3 - 4 times per year. These assessments are used to guide our instruction, determine overall school patterns of strength and weakness and help us collaborate for a consistent instructional journey across all grade levels. Scores are shared with students and teachers help students set individualized goals toward improvement. Most students enjoy this as they have some control over their growth. It's not random or a guessing game. Scores are shared with parents at Parent/Teacher Conferences and in the spring. Parents can also create their own portal to view their student's scores. Contact our office to set up your account or if you forgot your password. *Only your school can provide you with student login and parent login credentials for Gradelink accounts.*

1. Click the LOGIN button on the upper right corner of the screen.
2. Enter your school ID, username, and password, and click LOGIN.

There are three tests: early literacy (Kinder through 3rd grade), math (1st through 8th grade), and reading (1st through 8th grade). Sometimes we assess kindergarteners who are showing readiness.

Classroom Based Assessments (CBA)

Teachers use appropriate curriculum-based tests such as pre- and post-tests, chapter tests, and cumulative unit tests to determine achievement levels on a consistent basis. Parents should review curriculum-based

tests to obtain a continual broad picture of their child's performance and progress. These grades are listed and entered in Gradelink and accessible to students and parents. Other types of informative lesson assessments include such things as: exit tickets, 4,2,1, short answer response, graphic visual organizer assessments, summaries, etc.

Report Cards And Progress Reports

Report cards are issued at the end of every trimester and Progress Reports are published in the middle of each trimester. These reports must be signed and returned within three school days to assure us that you have seen them. Parents are strongly encouraged to check their child's progress by logging on to Grade-link regularly. Teachers must alert parents directly (Progress Report, email, phone call or through meetings) if a student is at risk of failing which means they have a "D" or "E" in any subject. In this way, students can often turn their poor grade around by doing the work with more focus. In many cases, students fail because they have not submitted the required work assignments.

Promotion/Retention/Graduation

Ordinarily, pupils who satisfactorily complete the course are promoted to the next highest grade at the end of the school year.

Teachers are obligated to initiate contact with the parent if there is any concern about a child who may be at risk of failing. Sometimes that contact is enough for a student to make more effort. In some cases, the student may be academically very far behind grade level or showing behaviors that might warrant a STEP evaluation.

The decision to retain a student is never made capriciously. The teacher, parents and principal will work collaboratively to make the decision. The final decision to retain lies with the principal however. Any final decision will be made at the end of the third trimester. The decision to retain a student will be based with serious consideration of the overall welfare of the pupil's success academically, emotionally, and socially. In numerous situations, the student may be required to attend summer school for further consideration about promoting the student to the next grade. If the family decides against summer school, then the school may have no choice but to retain the student.

All tuition, fees, and service hours must be up to date before graduation. This includes tuition, fundraising, service and other fees, prior to receiving the diploma. All course work must be completed with a passing grade (above "F") and behavior grade above an "NI". Attendance is extremely important. Excessive absences may result in incomplete courses of study. Graduation fees must be paid when due. This fee includes but is not limited to the retreat, gowns, diploma, graduation ceremony, and graduation field trip. Participation in all graduation activities is earned through good behavior and completion of the required 25 hours of Christian service. Parents must have completed ALL service hours (or buy out) and fundraising obligations for their students to participate fully in graduation activities.

Step Process

As an inclusive community, we are committed to the success and welfare of ALL our students. In the case of students with diagnosed or other learning disabilities, we will work closely with the parent in creating a STEP (Support Team Education Plan) plan that considers what minor adjustments can be made to help the student progress. STEP meetings can occur as often as the team decides. The STEP Coordinator is in charge of setting up the meetings, taking notes and keeping plans updated. STEP plans continue through each grade or until the team (parent, staff, and principal) decides to exit a student. These plans do not go into a student's cumulative record, but parents are encouraged to use them if helpful when or if they transition to another school.

OLP, as with other Catholic schools, does not have access to the multiple resources and specialized staff available in public schools. But we are able to work our LAUSD liaison to support parents in the process of having their students assessed by the public school nearest them. In the case of a pupil with several learning disabilities, it may be necessary to recognize that the parochial school is not equipped to meet the needs of every student and therefore, a recommended transfer may be necessary. If a child is required to attend summer school and does not attend Our Lady of Peace, proof of attendance including summer school grade must be provided. If a child is required to attend summer school and does not he/she may be retained.

Tutoring

- If a student requires private tutoring or parents wish to have a student tutored in school subjects, the parents are responsible for engaging the tutor and paying all tutoring costs.
- With prior permission from the principal, the school may set up an after school tutoring program that is part of an extended day program. This would incur a fee that would be paid to the school. Teachers would be compensated by the school.
- All tutors and entities must comply with the procedures and policies of the extended school day program and the Archdiocesan Guidelines for Adults Interacting with Minors at Parish or Parish School Activities or Events.

Academic Integrity

In light of our school philosophy and Catholic identity, the process of learning and developing skills of integrity and values central to scholarship must be addressed. All students are expected to do their own work. All forms of cheating, dishonesty, and plagiarism are forbidden. Judgment of violation is based on observable behavior, written evidence and/or consultation with students and witnesses.

Honesty is the responsibility of each student. Cheating is a voluntary act for which there may be reasons, but for which there is no acceptable excuse. The term "cheating" includes, but is not limited to:

- Plagiarism (including cutting or pasting off the Internet or other computer sources)
- Receiving or knowingly supplying answers or information on a test or quiz
- Copying the work of another student

- Possession of any unauthorized materials during an exam
- Changing an answer after work has been graded
- Permitting others to copy your work and claim it as their own
- Forgery

Students will receive no credit (receive a zero) for assignments, quizzes, or tests if it is judged by the teacher that they were involved in academic dishonesty. Assignments must be redone and turned in to the teacher, but no credit will be given. Tests and quizzes may not be retaken.

Academic Grading Policies & Standards

Within the archdiocesan regulations and approval of administration, each teacher is expected to fully explain his/her grading policy to classes and parents. Student achievement and progress are recorded as percentages and may be converted into letter grades. The following is a general guideline to explain grading:

Primary Grading Code (1-2)

O	Outstanding work
G	Very good work, above average
S	Average work expected at grade level
NI	Needs improvement, below grade level work

Intermediate (3-5) And Jr. High Grading Code (6-8)

A+	=	100%		
A	=	97 - 98%	C+	= 77 - 79%
A-	=	90 - 92%	C	= 74 - 76%
B+	=	87 - 89%	C-	= 70 - 73%
B	=	84 - 86%	D	= 65 - 69%
B-	=	80 - 83%	F	= 64% and below

Descriptors:

A (90-100%, Outstanding)

- Student does all work assigned in a superior manner.
- Has sufficient interest and initiative to do supplementary work.
- Demonstrates unusual dependability, promptness, neatness, and attention in class and participates in an outstanding manner.

B (80- 89%, Good/Above Average)

- Student does all work assigned in an above-average manner.
- Gives evidence of good study habits, attention in class, and participation

- Shows interest in doing some supplementary work.

C (70-79% Satisfactory/Average)

- Student does what is required in class and assignments.
- Maintains a 70-84% average on tests and graded assignments.
- Demonstrates average neatness, accuracy, participation, and attentiveness.

D (65-69%, Needs Improvement)

- Student works in below-average manner, has incomplete, unacceptable, or missing assignments.
- Maintains a 65-69% average on tests and graded assignments.
- Shows poor study habits, lack of concentration in class, little or no participation.

F (64% and below, failing at this time)

- Student fails to do required work and assignments.
- Maintains a 64% or below average on tests and graded assignments.
- Is listless, inattentive, lacks interest in class work.

Grade of "I" – Incomplete

This grade indicates incomplete work. It may be given in cases where some legitimate reason (e.g., illness) has hindered the completion of necessary work. Work must be made up before the grade of "I" can be changed.

Physical Education Grading

The goal of our physical education program is to create a community which enjoys a lifetime of healthful physical activity. Parents should review the uniform policy for Physical Education classes. P.E. clothes are to be worn every P.E. day, rain or shine. If a student has a medical reason for not participating on a given day, please send a note to school on that day addressed to the P.E. teacher.

- 50% of the grade reflects the student coming to class in proper PE uniform. Students with **3 "no dress" days** will have their **trimester grade lowered by one letter grade.**
- 50% of the grade reflects the students participation in class. We recognize that each student will be at a different level of skill development but all students are expected to participate in all class activities. Students with **3 "no participation" days** will have their **trimester grade lowered by one letter grade.**
- Sportsmanship is required at all times. PE class is a learning environment just the same as all other subjects. Therefore sportsmanship and citizenship will be noted and graded. If a student **struggles with sportsmanship or exhibits behaviors disruptive to the learning environment, the student will be removed from participating in activities and receive a "no participation" mark for the day.**

Music Grading

- 30% of the grade represents class participation including, but not limited to: in-class performances, engaging in discussions when called upon by the teacher, and asking/answering questions.
- 20% of the grade represents participating in the Christmas Program and the Spring Sing.
- 15% of the grade reflects on all written assignments.

- 15% of the grade reflects on class projects.
- 10% of the grade reflects on practicing outside of class.
- 10% of the grade reflects one’s conduct in class includes, but not limited to: working cooperatively, focusing in class, and refraining from talking among themselves.

Speech and Debate

In 2022 Our Lady of Peace School became a member of the National Speech and Debate Association. The National Speech & Debate Association is the largest interscholastic speech and debate organization serving middle school and high school students in the United States. The Association provides competitive speech and debate activities, high-quality resources, comprehensive training, scholarship opportunities, and advanced recognition to more than 150,000 students and coaches every year. For more than 90 years, the National Speech & Debate Association has empowered more than 1.5 million members to become engaged citizens, skilled professionals, and honorable leaders in our society. Middle School Students who compete outside of the school grounds will also be able to become members of the National Honor Society

- 15% of the grade represents homework, students have a current events assignment due every week on Friday and to finish any work left over from the previous week's lesson
- 35% of the grade represents participating in the class final
- 50% of the grade reflects class participation

End Of Year Awards (Grades 1st - 8th)

These awards are not intended as a competition. They are awarded by teachers and/or the principal at an end of year Awards Assembly.

- | | |
|--------------------------------------|--|
| ● Most Improved: | Teacher discretion |
| ● Outstanding Effort: | “O” in Work Habits. |
| ● Christian Citizenship: | Two (2) students in each grade (Must earn “O” in behavior.) |
| ● Outstanding Academic
1st HONORS | “G” in all individual subjects for Grades 1 – 2,
85%-92% in all subjects for Grades 3 – 8 (At least satisfactory grades for behavior and work habits are required.) |
| ● Academic Excellence
2nd HONORS | “O” in all subjects for Grades 1-2, 93%-100% in all subjects for Grades 3 – 8 (At least good grades for behavior and work habits are required.) |
| ● Altar Server Awards | Consistent service and faith in being an altar server for Masses |

- Perfect Attendance No absence or days tardy for the school year
- PE Good sportsmanship and effort
- Speech, Theater & Debate Participation, work effort, improvement, outstanding performance
- Principal Leadership taking Demonstrates either informal or formal leadership skills in taking initiative, collaborating and influencing others in good ways

TIGER CLUB - AFTER SCHOOL ENRICHMENT

TIGER CLUB BEFORE AND AFTER SCHOOL EXTENDED CARE PROGRAM

OLP is pleased to offer both a “before school” and “after school” extended care program. We call this program “Tiger Club.” This is an optional, added fee program provided for any of our families who need it. Please contact the Main Office to register your child.

Afternoon Tiger Club Program

Monday - Thursday

3:00 - 3:30 p.m.	Homework/Free Play
3:30 - 3:45 p.m.	Snack Time
3:45 - 4:45 p.m.	Outdoor Play (weather permitting)
4:45 - 6:00 p.m.	Homework/Free Play

Friday

12:30 - 1:00 p.m.	Student Lunch
1:00 - 1:45 p.m.	Homework/Free Play
1:45 - 2:30 p.m.	Outdoor Play (weather permitting)
2:30 - 3:00 p.m.	Snack Time
3:00 - 3:45 p.m.	Arts & Crafts/Free Time
3:45 - 4:45 p.m.	Homework/Free Play
4:45 - 6:00 p.m.	Homework/Free Play

Program Times

Before school

Monday - Friday 7:15 to 7:45 a.m.

After school

Monday - Thursday 3:00 to 6:00 p.m. and Fridays from 12:30 to 6:00 p.m.

Cost

Before school

One child monthly rate	\$60
Two children or more monthly rate	\$75
Drop In Monday-Friday	\$5 (paid at entry)

After school

One child monthly rate	\$200
Two children monthly rate	\$275
Three children monthly rate	\$300
Drop In Monday-Thursday	\$15 (paid at entry)
Drop In Friday (extended time)	\$25 (paid at entry)

SUMMER SCHOOL

Our Lady of Peace School offers a comprehensive Summer School and Summer Camp program. Summer School is typically a five-week program Monday through Friday. The program is taught by our own teachers and is well structured. Non-students are also welcome to attend and experience the OLP vibe.

The daily program generally runs from 8 a.m. to 1 p.m. Mondays through Friday. Friday are special event days to celebrate thematic, integrated studies.

Summer Camp operates from 1:00 to 6 p.m. to accommodate parents' work schedules.

The goals of summer school and camp are:

- 1) to *provide academic support* in literacy (reading, writing, speaking, and listening) and math
- 2) to provide *FUN, CREATIVE experiences* with integrated themes. The themes may include camping fun, astronomy, water, art, passport "travel" and other ideas depending on the staff.
- 3) To help students complete their summer reading and prevent "summer slide" academically.
- 4) To encourage active play and social interaction among students

More information about classes and fees can be obtained on our website and in the Main Office.

BEHAVIOR EXPECTATIONS & DISCIPLINARY PROCEDURES

TIGER PILLARS

The ultimate goal of schools and parents is to nurture students to be compassionate toward self and others using internal motivation and control. Actions toward misbehavior or breaking of rules is always meant to be a teaching opportunity toward more respectful and safer behavior. Our Tiger Pillars, described in the front of this handbook, detail behaviors that promote good character. Teachers and the school have their own developmentally appropriate way of reinforcing positive and healthy behavior. Students also learn the Pillars and evaluate themselves on the Pillars each grading period at minimum.

When behavior infractions occur tiered responses will include:

- Warnings
- Parent Contact and/or Conference
- Temporary time out from recess and/or lunch playtime
- Reflection writing and apologies to others

More serious and also repeated offenses may include:

- Removal from class with a behavior incident report. Student will report to the principal or assistant principal and parent will be contacted (unless it is minor and the teacher has asked for a simple warning/reprimand)
- Removal from school for a timeout, formal suspension (1 - 3 days), or long term suspension.
- Students who litter or don't clean up after themselves, if caught, will be assigned to lunch clean up duty by the outside supervisor for the next day. Repeated offenses or failure to comply will result in a referral to the principal.

Expulsions in K-8 at OLP are very rare and would only happen with repeated and severe behavior disruptions that are unsafe to others, drug use, carrying a weapon or weapon like device, extreme threats made to the teacher or other students, continued bullying, and physically dangerous behavior, including running out of the classroom. Mild infractions that happen over long periods of time might also result in expulsion if severe enough.

It should be noted that the legitimate interests of the school extend beyond the school day, the school facility, and beyond the school hours.

PROHIBITED DISCIPLINARY MEASURES

The following disciplinary measures are unacceptable:

- All corporal punishment, including shaking and slapping
- Language that is sarcastic or calculated to ridicule or demean the student, his or her parents, or background
- Using religious exercises or class assignments, and writing standards as punitive measures
- Withholding or altering rightfully earned academic grades
- Any disciplinary action that isolates a student without proper supervision

Norms/Rules

School rules appear in this Parent-Student Handbook. Playground rules and designated play areas are posted in the classrooms. Classrooms are recommended to develop class “Agreements/Norms” together so that students are personally invested in at least some of those guidelines. Research shows that students who have some input to the “rules” follow them with more genuine feeling.

PLAYGROUND RULES

- Respect and obey the adults on duty.
- Play safely.
- Be respectful of self space and keep your hands to yourself
- Be kind to others.
- Be respectful by using proper names for students (no nicknames or racially offensive names)
- Take care of the equipment.
- Stay in assigned areas.
- Eat only at the lunch benches.
- Throw away trash in trash cans.
- Line up quietly at the assigned area when the first bell rings.
- Only walking in the breezeway.

TYPICAL PROCEDURES WHEN RULES ARE BROKEN

Consequences of a student’s actions follow this four-tiered model unless the infraction is of a serious nature, in which case one or more tiers may be skipped.

Offense	Consequence
1st Offense -	Student receives a verbal warning to redirect behavior.
2nd Offense -	Teacher holds a conference with the student to discuss the offending behavior. The teacher/staff will send the student’s parents an email.
3rd Offense -	Parents are notified in writing, in person or by telephone. The student may receive lunch detention and/or clean up duty. .
4th Offense -	The student receives a conduct referral. The principal will handle the situation and Contact parents.
5th Offense -	If the behavior continues or student exhibits continued defiance, a parent conference with the teacher and/or principal will be required.

Behavior Incident Student Reflection

Student
Name _____

Grade/Teacher _____

Date _____



On a scale of 1 to 5 (5 is the most mature, caring behavior and 1 is the lowest immature or even dangerous behavior) circle the number you think represents your behavior in this incident.

1

2

3

4

5

Explain the **FACTS** of what happened (Summarize). What was the **CONFLICT**?

CONFLICT:

FACTS:

Explain **YOUR** behavior

I....

Explain how you can grow better from this incident. What do you need to handle problems better and be a kinder person? What do you need from the other person?

Parent Signature _____

Our Lady of Peace Behavior Infraction (Offense)

Student: _____

Teacher: _____

Date: _____

Type of Infraction:

- bullying/harassment
- failure to line up on time and quietly
- destructive to school property
- unprepared for class / disorganized belongings
- excessive talking / disruptive behavior

- littering
- failure to return play equipment
- lying / stealing / cheating
- defiance to faculty or staff
- physical altercation with another student

- 3 or more unexcused tardies to class

- Plagarism and/or violation of devise/internet use policies

- other: _____

Description: _____

Action Take: _____

(attach any additional notes)

Parent Signature: _____

CELL PHONES/ELECTRONIC DEVICES

The school discourages students bringing cellphones to school. However, if the parent believes it is necessary, students must store their cell phones in their bags all day. The **use** of cell phones, cameras or any other electronic devices is strictly prohibited on campus during school hours. Ipads are not allowed to go outside during recess or lunch periods.

DETENTION

Detention is a means of discipline given for the violation of school rules. Parents will be notified of the student's misbehavior and detention in advance. A detention slip will be sent home for the parent's signature and returned to the teacher no later than the day of the detention. Detention will be given at the discretion of the teacher and is an automatic S in behavior on the next report card. The following are examples of some reasons for detention:

- Use of a cell phone, camera, or any electronic device on campus during any school sponsored event without any adult supervision.
- Disregard for playground rules (posted in all classrooms).
- Disrespect to playground supervisors.
- Disrespect to teachers, staff and any supervising adult.
- Noncompliance of the uniform policy

As the representatives of Catholic Education, students are expected to conduct themselves with Christian love and charity. All teachers, staff members, volunteers, custodians, and parents are to be treated in a courteous and respectful manner. Failure to do this is extremely serious. Repeated offenses in this area will lead to suspension or expulsion.

SUSPENSION

- Any of the reasons listed for expulsion without mitigating circumstances are adequate cause for suspension of a student
- No student shall be suspended from school for more than two consecutive weeks, unless there is an ongoing police investigation of a possible crime, in which case the student may be suspended during the entire investigation
- Notice of suspension must be given to the parents or guardians by telephone or in a conference
- The principal shall schedule a conference with the suspended student's parents or guardians to discuss matters pertinent to the suspension, especially the means by which the parents or guardians and the school can cooperatively encourage the student to improve behavior. The suspended student may be present at the conference
- In no case will a teacher on his or her own authority suspend a student

EXPULSION

Reasons for Expulsion

Reasons for expulsion are, but are not limited to, the following offenses committed by students:

- Actions gravely detrimental to the moral and spiritual welfare of other students
- Habitual profanity or vulgarity
- Assault, battery or any threat of force or violence directed toward any school personnel or student or parent
- Bullying, harassing or hazing school personnel or other students
- Open, persistent defiance of the authority of the teacher
- Continued willful disobedience
- Use, sale or possession of narcotics, drugs or any other controlled substance
- Use, sale, distribution, or possession of any alcoholic beverages on or near school premises
- Smoking or having tobacco
- Stealing
- Willful cutting, defacing or otherwise injuring in any way property, real or personal, belonging to the school or school employees
- Habitual truancy
- Possession of harmful weapons (e.g., knives, guns, etc.) or materials that can be used as weapons
- Membership in, active involvement in, or affiliation with a gang or group responsible for or connected with any coercive or violent activity
- Actions in or out of school which are detrimental to the school's reputation
- Violation of the Electronic Use policies and guidelines
- Inappropriate conduct or behavior unbecoming a student in a Catholic school.

Procedure for Expulsion

Except in cases involving grave offenses, the following steps must be taken:

- A conference must be held with the parents or guardians, student, teacher, and principal present to advise the family that serious action is contemplated unless there is immediate improvement in behavior. In parish schools, the pastor should be notified of the conference, given an opportunity to attend and provided a report of the discussion.
- If there is no improvement in behavior, the final decision will be announced at a second conference attended by the principal, teacher, and parents or guardians. If the parents fail, without cause, to attend the conference, the pastor, principal, and teacher will reach a final decision. The final decision rests with the pastor in consultation with the principal.
- In no case will a teacher on his or her own authority expel a student.
- Full credit will be given for all work accomplished by the student up to the moment of expulsion.

Written Record

A written record of the steps leading to expulsion must be kept on file with copies of all communications and reports.

Cases Involving Grave Offenses

- In cases involving grave offenses, which may include a violation of criminal law or actions so outrageous as to shock the conscience or behavior of the community, the student is immediately suspended and there is no requirement to hold the initial parent-principal conference.
- The procedure involving cases of grave offenses should be followed when the continued presence of the student at school (even for a short period of time) will, in the reasonable judgment of the principal, pose a serious threat to the health and welfare of another student or students, or faculty members.
- When immediate suspension is imposed, with probable expulsion, while the case is being investigated, the rules and the consequences of the violation should be clearly explained to the student and parents or guardians.

Time of Expulsion

- An expulsion may result immediately if the reasons are urgent.
- Only in exceptional cases shall expulsion of an eighth grade student who has been in the school one or more years be allowed.
- If an expulsion is to take place during the last quarter of the school year or during the last semester in the case of an eighth grade student, prior approval of the Department of Catholic Schools is required before the expulsion can take effect.
- If such action is contemplated, approval shall be obtained before the announcement of the final decision to the parents at the meeting described above.

Reporting of Expulsions

- All expulsions, even if they occur at the end of the year, are to be reported by telephone to the elementary supervisor at the Department of Catholic Schools within 24 hours. The elementary school written report, Notice of Dismissal, should be mailed promptly to the supervisor.
- The County Office of Education shall be notified immediately of expulsions. A copy of the Cumulative Student Record should be held until requested.

Right to Make Exceptions

The principal, in consultation with the pastor of a parish school, retains the right to make exceptions in cases where mitigating circumstances call for a different response than policy suggests.

Home Study

Circumstances may arise which dictate that a student, at the discretion of the principal, be excluded from school attendance for a period of time. This is a remedy for unusual situations and is not considered a suspension. Students may be given tests, etc. outside school hours so that grades can be reported.

HARASSMENT, BULLYING and HAZING POLICY

Our Lady of Peace School is committed to providing a safe and comfortable learning environment that respects Christian values and is free from harassment, bullying or hazing in any form. Harassment, bullying or hazing of any student by any other student, lay employee, religious, clergy, or school volunteer is prohibited. The school will treat allegations of any such conduct seriously and will review and investigate such allegations in a prompt, confidential and thorough manner. This policy shall be communicated clearly to faculty, staff, volunteers, parents or guardians and students.

Substantiated acts of harassment, bullying or hazing by a student will result in disciplinary action up to and including dismissal of the student. Students found to have filed false or frivolous charges will also be subject to disciplinary action up to and including dismissal. For students in grades K-3, this disciplinary action shall depend on the maturity of the students and the circumstances involved. For students in grades 4 through 8, the disciplinary action may include suspension or dismissal.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating. It includes, but is not limited to, any or all of the following:

- Verbal harassment: Derogatory comments and jokes; threatening words spoken to another person.
- Physical harassment: Unwanted physical touching, contact, assault, deliberate impeding or blocking movements, or any intimidating interference with normal work or movement.
- Visual harassment: Derogatory, demeaning or inflammatory posters, cartoons, written words, drawings, and gestures.
- Sexual harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Bullying is the *habitual* harassing, intimidating, tormenting, browbeating, humiliating, terrorizing, oppressing and/or threatening of another person with a *targeted intention* to harm.. Bullying typically consists of direct behaviors, such as teasing, taunting, threatening, hitting, shoving, and stealing that are initiated by one or more students against a victim or victims. In addition to direct attacks, bullying may also be indirect, such as spreading rumors that cause victims to be socially isolated through intentional exclusion. Whether the bullying is direct or indirect, the key component of bullying is physical or psychological intimidation that occurs repeatedly over time to create an ongoing pattern of harassment and abuse.

Students also may be involved in cyberbullying, which occurs when they bully each other using the Internet, mobile phones or other cyber technology. This can include, but is not limited to:

- Sending inappropriate text, e-mail, or instant messages.
- Posting inappropriate pictures or messages about others in blogs or on Websites.
- Using someone else's username to spread rumors or lies about someone.

Hazing is any method of initiation or pre-initiation into a student organization or student body or any pastime or amusement engaged in with respect to these organizations which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person.

It is the responsibility of the school to:

- Establish practices and provide staff development training and age-appropriate information for students, designed to create a school environment free from discrimination, intimidation or harassment.
- Make all faculty, staff, students, parents or guardians, and volunteers aware of this policy and the commitment of the school toward its strict enforcement
- Remain watchful for conditions that create or may lead to a hostile offensive school environment.

It is the student's responsibility to:

- Conduct himself or herself in a manner that contributes to a positive school environment.
- Avoid any activity that may be considered discriminatory, intimidating, harassing, bullying or hazing.
- If possible, inform the other person(s) that the behavior is offensive and unwelcome.
- Report all incidents of discrimination, harassment, bullying or hazing to the principal or teacher.
- As appropriate, the students involved may be asked to complete a formal, written complaint which will be investigated thoroughly and will involve only the necessary parties. Confidentiality will be maintained as much as possible.

STUDENT THREATS

All threats by students to inflict serious harm to self or others, or to destroy property, will be taken seriously. Whoever hears or becomes aware of any threat made by a student should immediately report it to the pastor, principal, or a teacher.

The student who has made the threat will be kept in the school office under supervision until the police arrive. The parents or guardians of the student who has made the threat will be notified. Any adult or student who has been identified as the potential victim, or mentioned in writing as a potential victim, will be notified immediately.

The police may be notified, and these actions may result in suspension or removal of a student from school.

SCHOOL SEARCHES

A student's legitimate expectation of privacy in their person and in their personal effects they bring to school must be balanced against the obligation of the school to maintain discipline and provide a safe environment for the school community. Accordingly, school officials may conduct a search of the student's person and personal effects based on a reasonable suspicion that the search will disclose evidence that the student is violating or has violated the law or a school rule.

School officials do not need a warrant or a parent's permission to conduct a search of the student and/or the school's or a student's personal property, as long as they have a reasonable suspicion that a law or school rule is being, or has been, violated. Whenever a school principal conducts a search of a student's person or personal effects, an adult witness should be present.

Students do not own their lockers or other school property. Lockers are made available to the student by the school. The student does have some expectation of privacy in his or her locker from other students. However, a student may not exclude school officials in the event the school official has a reasonable suspicion that a law or school rule has been violated.

A student has a greater expectation of privacy concerning his or her backpack, purse, clothing and other personal effects. A school official who finds it necessary to conduct a search of a student's backpack, purse, clothing or personal effects, must have a reasonable suspicion that the student is violating or has violated a law or school rule. The student's parents should be notified of any such search.

In addition to this policy on searches by the school, every student is subject to the Archdiocesan and school use and privacy policies concerning cell phones and other electronic devices, whether the devices belong to the school or to the student.

If a student refuses to cooperate in a reasonable search of the school or student property (including electronic devices), the student's parents and/or the police may be called for assistance or referral.

In the event that any items belonging to a student are confiscated, the principal should document that fact and, when possible, take a photograph of the place where the confiscated object was found and of the object itself. It is also recommended that the school obtain a signature from the student acknowledging that the item was in his or her possession at the time it was found.

UNIFORMS

Regulation school uniforms are worn all year, and they must be neat and clean. If a student is out of uniform, he/she will be given a warning. If he/she is out of uniform a second time, the student will be sent to the office, the parent will be called to bring the correct clothing to school so that the student may return to class. After the 1st warning, if a student is missing only their navy blue bow tie or navy blue tie, the office will provide one for the day or the 1st time. The 2nd time, the bow tie/tie will be sent home and the family will be charged for the bow tie/tie.

Dress Code

Regular uniforms for boys and girls will wear gray or navy blue uniform polo shirts with the school logo. Mass uniform for boys is a white dress shirt (short or long sleeve), a solid navy blue tie, navy blue pants with a black or blue belt, black, navy blue, or white socks, and all black shoes. Mass uniform for girls is a white dress shirt with a navy blue bow tie, a uniform shirt/skorts or jumper, navy blue, black or white socks, and all black shoes. All tops must be tucked in. White, gray or navy blue LONG-SLEEVED SHIRTS MAY BE WORN UNDER UNIFORM BLOUSES OR POLO SHIRTS in cold weather. Only plain white undershirts or P.E. t-shirts can be worn under the uniform tops.

Uniform walking shorts may be worn by boys and girls. Girls in grades Preschool through 5 may wear the plaid uniform jumper. Girls in grades 6 – 8 may wear the plaid uniform skirt/shork. All girls may wear the uniform skort. All shorts, skirts, skorts, and jumpers are worn no more than 5 inches above the knee.. Boys and girls may wear uniform pants hemmed at floor length when measured without shoes.

A black or navy belt must be worn with pants or shorts by boys and girls, except in Preschool through Grade 2, due to their particular developmental needs.

Sweats may be worn on days when a student's class is having a scheduled P.E. class.

Our uniform jackets, sweaters, and sweatshirt (all from Michael's Uniforms) are the only outerwear that is permitted at any time inside the classrooms, hall, or church during the school day. Jackets will be permitted outside on cold days, before school, at recess, at lunch, and after school.

Boys will wear navy, black or all-white crew socks. Girls will wear navy, black or all-white crew socks, knee-highs or tights. No ankle (or lower) socks are allowed. (Please be sure the package reads crew.) Girls are only allowed to wear leggings (white, gray, black or navy blue on cold days).

Boys and girls will wear solid black athletic or leather shoes with matching laces worn tied at all times. Students in Preschool through Third Grade may use Velcro fasteners. Preschool through third grade girls may also wear polished black leather shoes with straps, and rubber soles, but without a raised heel. No shoe above the ankle, this means no part of the shoe may be above the ankle. There may be no characters, no lights, no wheels, and no designs on any part of the shoe. No slip-on shoes of any kind are permitted.

For Physical Education, students wear uniform gym shorts and either the P.E. uniform t-shirt or an OLP t-shirt from any year. Students may also wear the sweats outfit for scheduled P.E. classes. No athletic compression tights allowed.

Alternative Dress/Jean Day

This code will be enforced for all school events on or off campus.

Alternative dress must be modest in appearance for all grade levels. No halter-tops, tank tops, spaghetti straps, short-shorts or short skirts (Skirts and shorts may be no more than 5 inches above the knee when kneeling.) or exposed skin will be permitted. No baggy pants or baggy shorts will be permitted. No athletic leggings or tights will be permitted. Shorts may not be below the knee and pants and shorts must be worn at the waist. No athletic compression tights allowed. For safety reasons, students may not wear sandals, open-toed shoes, platforms, or boots and shoes of any kind with heels over an inch. T-shirt designs must be appropriate. Girls may wear one (1) pair of stud earrings. (No hoops or dangling earrings allowed) No bracelets or rings of any kind.

All student clothing is to be clearly and permanently marked with the child's last name.

Jewelry is limited to:

- One (1) chain with or without a religious medal (boys and girls). A chain must be worn inside the shirt or blouse
- A watch that does not have an alarm-type signal (boys and girls).
- Headbands or scrunchies may be worn if they are solid-colored navy, blue, white or black (No flowers or other ornate hair accessories may be worn.)
- Girls may wear one (1) pair of stud earrings. (No hoops or dangling earrings allowed)
- No bracelets or rings of any kind. No Nail Polish!
- Boys may not wear earrings.

Hair Code

Boys and girls are expected to wear hair clean, neat, and styled off the face to allow the student to see clearly. No colored or bleached hair is allowed. Boys' hair is to be cut in a style one inch off the collar and no shorter than one clip of the barber's clippers. NO spiked hair. Hair gel may only be used in moderation. No distracting or extreme hairstyles will be permitted.

Hair must be properly groomed, clean, neat in appearance and must be a natural color. Exaggerated or extreme hairstyles, hair that hangs in the face or that emulates gang or criminal affiliations distract from the educational experience and are not permitted. School administration shall determine if a student's hairstyle violates this policy.

Students who are in violation of the uniform code will be asked to call parents immediately and have the correct uniform brought to school.

HEALTH & COVID PROCEDURES

ILLNESS AND MEDICATION GENERAL POLICY

Children should not be at school when they do not feel well and/or have been exposed to COVID. Weekly testing is offered onsite to prevent pandemic breakouts. If your child has been exposed, please report this to your child's teacher and to Ms. Testacross right away. The student will need to stay home for 5 days in quarantine from the date of exposure or symptoms. Testing is advised prior to return. If a school testing date falls within the quarantine time period, contact our office and we will allow you to have the student tested onsite and then leave campus.

If your child has been in quarantine and shown NO signs of COVID after 5 days, she/he can return to school, wearing a mask for a week. Students need to be tested on Fridays or at the parents' personal effort. When the test is negative, the child is considered free of COVID. Home tests are not as reliable as our weekly testing at the school. In some instances, children continue to test positive for a couple months after they have recovered from the virus. In this case, contact Ms. Testacross. Children who are ill with fever, heavy cough, diarrhea, or vomiting should remain home until symptoms have been clear for 24 hours. If students develop symptoms of illness at school, including COVID, the parent will be called to pick up their child immediately. **Students may only be released to parents and persons on the emergency card.**

Weekly COVID Testing

OLP has been fortunate to have a free, onsite test for all students and parents. This opportunity began in the fall of 2021 and continues this year in 2022-2023. The company's name is COVID Testing Today and the lab is Avellino lab. **These weekly tests are free to all parents who register themselves and their children and send copies of their insurance information in the registration process. We must have 100 people tested each week to retain this FREE service. We urge every family to register!! At least 80% of our registrants must also submit their insurance information.**

Once registered for the school year, you do not have to register each week. Students are automatically listed for testing each week. Any negative tests are reported to the principal and Main Office on Saturday or Sunday following the testing. The principal or designee will contact the family's home along with the testing lab to confirm a positive test. All test results, positive or negative are sent to the parents each week. Go to: <https://book.covid-testing-today.com/?OurLadyOfPeace>

No pupil shall be given medications during school hours except upon the written request from a licensed physician who has the responsibility for the medical management of the pupil. All such requests must be signed by his/her parents or guardian and given to the school. Students **may not** carry any medication with them (this includes over the counter aspirin, Tylenol, cough syrup, etc.). Exceptions may be made

for specific medications such as asthma inhalers or epi-pens on a case-by-case basis, when approved with a doctor's written orders. Students with chronic health issues should have a STEP plan on file.

The school shall not furnish medication. School personnel shall only administer medication that is prescribed by a licensed physician who has the responsibility for the medical management of the pupil.

PROCEDURE AND REGULATIONS FOR MEDICATION AT SCHOOL

- A release (Medication Authorization and Permission Form) stating the nature of the medication, signed and dated by the doctor and also by the parent, must be provided.
- Medications administered at school must be in the original container and labeled. The day's dosage must be sealed, labeled and have the student's name attached. It shall be in an appropriate container, and kept in the school office.
- The student shall come to the office for medication.
- A student's medication shall be self-administered under the supervision of the office staff.
- Students may not carry medication of any kind to be self-administered at school. (An exception for an inhaler or epi-pen requires a special release form from the doctor and parent/guardian.)
- Students **may not** carry medication prescribed for other family members.
- The medication regulations apply to both prescription and non-prescription medications.

NO EXCEPTIONS TO PROCEDURE FOR MEDICATION AT SCHOOL

No exceptions will be made to the procedure for medication. If parents/guardians do not provide the completed medication form with the prescribed medication, they will have to come to school and personally administer the medication. (Medication form can be found in the handbook appendix.)

STUDENT ACCIDENT INSURANCE

The Student Accident Insurance Program is provided for all full time students in Archdiocesan schools/parishes. This program assists only with medical expenses incurred because of accidental bodily injury sustained by students while attending school, while traveling to or from school or while participating in a school sponsored and supervised activity, including school sponsored sport and extended day programs.

EMERGENCY PROCEDURES

MOVING TOWARD EMERGENCY PREPAREDNESS

In the event of a regional emergency, such as an earthquake, the school will be prepared to care for students for up to 3 days. Students will always be released to parents/authorized persons as soon as possible in an organized manner. We will try to contact families through text message and Mail Chimp. The school will not contact families individually, and we ask that families not telephone the school. We are advised to follow instructions given on local radio stations.

Emergency Evacuation Information/Release

If you have any changes to your emergency form or wish to add any persons to your emergency form that you authorize to pick up your children, please notify the office. Be certain you name persons who will be able to come to the school for your children. Be certain you notify them that they are authorized and expected to take your children in the event of an emergency, as no initial contact will be made by the school. It would be a good idea to determine now where your children will be taken.

UNDER NO CIRCUMSTANCES WILL CHILDREN BE RELEASED TO PERSONS NOT NAMED ON THE STUDENT RELEASE FORM. ALSO, PLEASE MAKE SURE ADULTS HAVE A VALID ID WITH THEM.

Individual Student Emergency Needs Packs:

We ask each family to fill a one-gallon size zip lock bag with the following items for their child(ren) and print their name on the bag. These bags will then be stored in a container on the school property so that, in the event of an emergency, each class will have on hand some basic supplies for their students.

We suggest at least:

- 2 drinks, juice in aluminum cans are best
(no plastic or cardboard juice boxes; they leak) no carbonated beverages, **NO GLASS**
- 2 meats, such as tuna, chicken, Vienna sausage
- 2 sweets, such as puddings, granola bars
- 2 “fruits”, such as fruit rolls, raisins, dried fruit or trail mix
- 2 plastic spoons,
- 1 disposable mask
- 1 change of underwear (please pack discreetly in the bag).

Foods must be commercially sealed in paper, plastic or pop-top cans, **NO GLASS**.

Please send items that your child will eat. Foods that are specially packed by parents can be a great comfort to a child during an emergency related separation. Perhaps a little note from Mom and/or Dad would also provide extra comfort/security.

Please send in all items by Monday, August 29th to your child’s classroom.

FIRE DRILL PROCEDURES

(revised 11/11/21)

1. **All students, visitors, and personnel should stop work immediately** when the alarm sounds.
2. Exit the building. Teachers should review how to exit the classroom with their students so they know, and practice, how to do so calmly, together and SILENTLY. Exit maps are posted in every classroom.
3. Leave all personal belongings in the classroom.
4. Teacher takes emergency kits, with attendance sheets, signal cards and lanyards. **Please take your cell phone for communication.**
5. Everyone should proceed to the evacuation area (see map) and line-up by classes. This area is located on the big playground away from the buildings.
6. The teacher leads the students out but should be sure to check that ALL students are OUT of the classroom and it is empty.
7. **Close but DO NOT lock your classroom door.**
8. Once outside, the teacher takes attendance. Students are quiet and in a predetermined line up to expedite taking attendance.
9. Select a student to be the fire drill monitor to be at the front of the line to hold up the red/green laminated “signal card.”
 - **Red side** displayed indicates: There are **unaccounted for students. Do NOT include students who you know are absent and already accounted for at home. Green side** indicates: **All students are accounted for.**
10. Stay in the evacuation area until the principal indicates the drill is over and everyone can return to their classrooms.

If the fire alarm sounds while students are out at recess or lunch:

1. Students and all staff drop everything and go to their assigned lines and wait for their teacher if he/she is not already there. Line up QUIETLY! Teachers join their students as quickly as possible and take attendance.

NO RUNNING to the designated areas.

The principal/ business manager will trigger the alarm using the pull station # next to the Office.

- After approximately 30 seconds to 1 minute, he/she will lock the pull station, then silence and reset the fire alarm on the fire panel located in the copy room.
- The office assistant is responsible for opening the two gates leading to the playground area for PS - 2nd grade to evacuate. Teachers also have keys as a second level of doing this task and the PE teacher will assist if onsite.
- Grades 3rd to 8th go directly to the evacuation area from their rooms
- Stay in the evacuation area until the principal or designee dismisses you back to class.

LOCKDOWN PROCEDURES

Lockdowns (where all students are locked down with their teachers in the classroom) may occur in basically 3 situations:

- OLP gets a text warning or call from local police advising lock down due to some criminal behavior in the neighborhood.
- There is suspicion of a possible hazardous material or unidentified object located somewhere on campus playground or outside that could be dangerous.
- In a more serious scenario, there may be a person/s on our campus who is perceived to be dangerous, mentally unstable or armed.

In any of these situations, the administrator in charge and available will announce a code word on the speaker (that teachers all know) and students will be gathered by the teacher to the most optimal safe place in the room, Doors are locked and window openings are covered, including the small classroom windows. Text messages will be used to check to see that all students are accounted for.

Teachers are instructed NOT to open the door under any circumstances, even if an administrator directs them to do so (in case admin. Staff is at gunpoint). Doors will be opened by the administrative designee with a key to signal when all is clear or to provide evacuation instructions.

Parents will be notified as soon as possible via emergency text with any possible safety instructions possible.

It is very important that students remain VERY QUIET during a lockdown and follow teacher instructions. If students are outside the classroom after it is locked (like a bathroom) they should stay hidden until a staff person can get to them safely.

In the case of an intruder or even suspected dangerous intruder, ANYONE is advised to call 911 and then inform the Office right away.

We are working on other coded messages to teachers that may contain instructions.

BOMB THREATS

In the rare event of a bomb threat, the school will take key information from the caller or informant, notify the police, and evacuate the building as indicated regarding the whereabouts of the bomb. We follow bomb threat protocols from the Archdiocese. Parents would be notified in the same way as other emergencies.

EARTHQUAKE DISASTER DRILL

As we all know, Los Angeles is an earthquake area. Procedures for dealing with an earthquake (any local or national disaster) are somewhat different than a fire drill. In a disaster, the following basic protocols are implemented:

- Students and teachers stop, drop and cover in the classroom. Under desks and away from glass are the safest places. When the shaking stops and the teacher thinks it is safe to move, students will be instructed to gather. The teacher will check students for injuries.
- Students and the teacher will STAY in the classroom until a team member comes to evacuate them through a safe route or tell them that they do not need to evacuate.
- The principal or designee serves as the Commander Chief and is the central communication point for all activities on the campus.
- The all designated team members will contact or report to the principal via radio. The campus will be checked for any damage, dangerous, or obstructed areas and a determination to turn off power will be made.
- The Search and Rescue team (assistant principal, one office person, and one other staff person) will be deployed by the Commander to go to each class and safely evacuate them to their pre-assigned area or a new area if needed. A green sign will be hung on the door to indicate that everyone is safely evacuated from the class. A red sign will be posted if there is someone left who needs more intense assistance and cannot leave with the group. In the case of an unconscious teacher, students will be prepared about what to do and wait for the Search and Rescue Team.
- Once all students have been evacuated, the Teacher Supervisor will remain with the students, take attendance and ensure that they are safe and uninjured (nothing previously missed). If needed, students and/or staff will be directed to the medical area for first aid or more serious treatment.
- The Search and Rescue team will return to classrooms with red flags and evacuate students or staff that still remain.
- All other teachers and available staff will report to their assigned teams: *Medical, Parent Check out, Supplies, Communication, and Basic Needs*. Other teams will be formed as needed.
- During evacuation, the Incident Commander will attempt to notify all parents via gradelink and text. If the WiFi or internet network is down, then we will try to use the phone. If the phone fails, please come to the school and follow the directions for check out and pick up. It is crucial that parents know how to make a safe pick up in these types of dangerous situations where everyone feels panic.
- Supplies will be kept in the classroom and in the shed (although we are considering moving them to another place).
- If you are volunteering on campus, please report to the Main Office or Check out station immediately for an assignment where you can help.

SUPERVISION & VEHICLE RULES FOR DROP OFF & PICK UP

No children may be in any classroom unless an adult is supervising their activity.

Supervision of students begins at 7:45 a.m. Since there is no supervision before 7:45 a.m. the children need to be in Tiger Club morning care or with their parents until classrooms open; no sports equipment may be used at this time. Team members of after school sports programs must remain with their coach for games and practices. Students enrolled in Tiger Club after school extended care will go to their assigned room immediately. Students enrolled in after school programs must join their instructor immediately on the days that the program meets. Siblings not attending these programs must be picked up at dismissal or signed in at the daily drop-in rate for Tiger Club. Students detained by a teacher or those fulfilling prearranged service will report to the supervising adult for their activity at 3:15 p.m. All other students left after 3:15 p.m. Monday - Thursday and 12:45 p.m. on Friday will be checked into the Tiger Club after school extended care, and an authorized adult signature is required to pick up the student. **Monday - Thursday a \$15.00 drop-in fee and Friday a \$25 drop-in fee will be applied for that day.**

Note: With respect to any child admitted to the Tiger Club Program, the law states that children dropped off before supervision or left after supervision at the end of the day may be considered abandoned. In an extreme case, the local police may be called and children relinquished to their custody.

Tiger Club morning care will be offered from 7:15 - 7:45 a.m. for all grades. Fee schedules can be obtained in the Main Office. **PARENTS MUST PHYSICALLY SIGN IN THEIR CHILDREN; IT IS FOR THEIR SAFETY AND PROTECTION.**

BEFORE SCHOOL DROP-OFF

Approach the school traveling north on Langdon Avenue. Turn right into the main Langdon Avenue gate. PLEASE WATCH FOR PEDESTRIANS ON THE SIDEWALK AND IN THE PARKING LOT. **Refrain from using a cell phone during drop off.** Park in the church parking lot and bring your child to the school entrance. You will be buzzed into the school.

For the safety of your child and others, please proceed at a speed limit of no more than 5 M.P.H. while on parish/school grounds. This will keep the flow of traffic moving smoothly. After dropping off students, please proceed out of the Langdon Avenue gate across from the field and safely into street traffic.

AFTER SCHOOL PICK-UP

Preschool

Students will be picked up in the Preschool/PreKinder classroom by an authorized parent/guardian/family member on the pick-up authorization form.

Grades K - 2nd

Students will gather at the school entrance gate at 3:00 p.m. When entering from Langdon Street turn into the church gate parking lot and head toward the school gate SLOWLY. You will follow the line of cars and stop by the building to pick up your child. Then proceed to the sliding gate and exit through the main school yard gate.

Grades 3rd - 8th

From Langdon Street, turn into the main Church/School gate and parking lot. PLEASE WATCH FOR CHILDREN ON THE SIDEWALK AND IN THE PARKING LOT. **Refrain from using a cell phone during pick up.** Proceed in the traffic lane directly to the large sliding gate for grades 3rd - 8th pick up. The safety crew opens this gate at 2:55 p.m. CARS ARE TO ONLY PULL FORWARD. DO NOT DRIVE IN REVERSE. For grades 3rd -8th follow along the building line and ***DO NOT CUT OR SKIP OUT OF LINE. Parents are asked to STAY IN YOUR CAR for safety and efficiency reasons. Staff will assist students as needed. Students will be ready to get into the parents' car. Again, parents should NOT get out of their cars. This causes safety hazards. If you have a teacher meeting, please park farther away from the building. Children should enter the car promptly to avoid car line delays.***

Children must be under the supervision of the same authorized adult until off school grounds. The first ten minutes of after school dismissal are the most congested. If you are experiencing difficulties with congestion, please arrive after this ten-minute window.

Students who walk home will need a signed permission slip provided by the school. **Students may only be released to persons on the emergency card.**

POLICIES AND PROCEDURES (LISTED ALPHABETICALLY)

ABSENCES

When a pupil has been absent, a written excuse signed by the parent or guardian is required. Students are legally credited for attendance when time is spent in medical and dental appointments. This is called a medical absence; however, a medical absence requires a note from the doctor's office when the student returns. If a student has been absent for five consecutive days, the student must have written permission from the doctor to return.

If a student has an "unexcused absence" for **ten or more days during a trimester marking period**, the student is at risk of receiving an **incomplete on the report card and summer school may be required to change that grade. IN extreme cases, students may be held back to repeat the grade. A conference with the principal and teacher is also required to develop a signed "Attendance Agreement."** **Not all of the missing work may be approved for late submission. *During COVID, students required to stay home to quarantine will NOT be marked absent. Home assignments will be available to them during any quarantine period.***

MAKE UP WORK

Students will not be penalized for submitting late work when they have been ill or had an excused absence. Please contact the teacher to receive the make up work and adjusted timelines for turning the work in for credit.

TARDIES

Tardies are a serious disruption to class and the learning environment. It becomes a distraction to the teacher's lesson. It also hampers a student's own learning experience and is not respectful to the school protocols. Our teachers start their lessons as soon as class begins, so your child needs to be on time.

Students that arrive after 8:00 a.m. are late for school. The student must go to the school office to receive a written permission slip to proceed to class. Students arriving after 8:20 a.m. should have a note of explanation for the tardiness signed by his/her parent or guardian. After receiving a slip from the office personnel authorizing permission to go to class, the student will be sent to join his/her class.

CONTINUAL UNEXCUSED TARDIES

Three Unexcused tardies in any trimester will equal one absence. The child's work habits and academic grades may also be affected. If there are more than nine tardies in one trimester (3 unexcused absences), a conference will be required to form a "Punctual Attendance Agreement."

RELEASE OF STUDENTS/MEDICAL ABSENCES

If a student must be dismissed for an appointment, he/she must bring a note from the parent or guardian to their teacher on the morning of the appointment. When picking up your student for medical or dental appointments, go directly to the office, sign in, and follow the directions of the office staff. We strongly suggest appointments be made after school hours or during holidays when possible

CELEBRATIONS AND BIRTHDAYS

Students love to celebrate birthdays with each other. If you wish to provide treats (only food is allowed) for the classroom, **the teacher must be consulted in advance, and the parents must be available to distribute the items.** Toys, prizes, gifts or other party items are NOT appropriate and NOT permitted. Invitations to parties may be distributed at school only when all classmates are invited.

FIELD TRIPS

Field trips are to be of educational or cultural value and directly related to the curriculum. They are planned at the discretion of the teacher and principal. A field trip is a privilege, not a right. Any student can be denied participation if he or she fails to meet academic or behavioral requirements. Efforts are made to control costs; however, field trips may need to be paid for by parents.

LUNCHES

Our lunch program, currently *Fresh Start*, is an option for busy parents who would like this service for their children. The program serves PS through 8th grade and runs Monday through Thursdays. Friday is a half day and we do not serve lunch that day. Parents can get more information in the Main Office with Ms. Sarah, who coordinates the program on our end. Healthy lunches are provided and there is Archdiocese oversight. Students eligible for reduced or free lunch can qualify through completion of our family forms (also in the Main Office) that we ask EVERY family to complete. Getting our parents to respond to these forms qualifies us for many other services (such as Title) as well. Identity of the families remains anonymous.

MONEY COLLECTION

Please check with Ms. Cuevas, our business manager, when it comes to any project where money is collected. Basically all cash must be turned into the office right away and should never be held by any parent or teacher. There are very strict guidelines for these protocols.

SPORTS

We encourage all students in grades _____ to be part of CYO sports.

A written permission slip must be signed by a parent or guardian. There is a participation fee to offset the cost of coaches. CYO enables teams of other schools to compete with teams from our school. To qualify for a team, a student must be in good standing, academically (at least a 75% average) and behaviorally (at least “S” in Work Habits and a “G” in Behavior), and must attend practices and scheduled games.

OLP has begun to re-establish CYO sports under the direction of Coach Mike Magallon. In 2021-22, we established a boys’ basketball team. We are hoping to really expand to volleyball and other sports and include more girls!! Inquire about sports and how to help either in the Main Office or by emailing mmagallon@olpeaceschool.org

SUPERVISION (PARENT)

It is important that parents know they must supervise their own children during any extra after school event that is not a field trip. These events include: movie nights, Sunday Mass, Open House, Tiger Run, after school sporting events (except for players), etc.

STUDENT COUNCIL

Student Council is an organization conducted by students and facilitated by OLP staff. The purpose of the student council is to give students an opportunity to develop leadership skills by organizing and carrying out school activities and service projects. In addition to planning events that contribute to school spirit and community welfare, the student council is the voice of the student body. They help share student ideas, interests and concerns with the school wide community.

The function of the student council is based upon parliamentary procedures. Ideas are presented, voted upon and confirmed by the student body president. Any student that is interested in leadership, organizational behavior, event planning or becoming more involved in the school are welcome to become involved. Applications and elections happen every spring.

Some of the projects that are led by the student council include: Christmas Toy Drive, Pumpkin Patch, Red Ribbon Week, Mini Olympics, weekly all school assemblies, and much more. There is always room for new and creative ideas as well!

Our Student Council members participate in TASC; The Catholic School Leadership Organization. Here, Student Council members learn to exemplify the pillars of being servant leaders, effective communicators, strategic real world planners, and lifelong mentors.

YEARBOOK AND EXTRACURRICULAR ACTIVITIES

Participation in Student Council, Academic Decathlon, Newspaper, Yearbook, and Speech & Debate team require an academic standard of at least 85% and behaviorally at least a “G” in Work Habits and a “G” in behavior

All tuition and fees must be current for a child to participate in after school activities.

Forms

Handbook Acknowledgement and Agreement

**Please print and complete this form then return to the Main Office
Failure to sign or complete this form does not excuse responsibility for
following Handbook guidelines. The Handbook is posted and updated
regularly on our website.**

Our family has received and read the Our Lady of Peace School Parent/Student Handbook. We are aware of, understand, and agree to follow the policies and procedures stated in the Handbook. We acknowledge that the school has the right to amend the Handbook during the school year as needed and we agree to follow the policies and procedures as may be added or amended.

We understand that we may be asked to withdraw our child(ren) from the school or our child(ren) may not be invited to return the following year, if we fail to fulfill our responsibilities under the Handbook and any additions and amendments that may be made. Our signatures below indicate our commitment to fulfill our obligations according to the requirements of the Handbook.

Father's Signature _____ Date _____

Mother's Signature _____ Date _____

Guardian Signature: _____ Date _____

Print student names and grades:

Student's First Name _____ Last Name _____ Grade _____

Student's First Name _____ Last Name _____ Grade _____

Student's First Name _____ Last Name _____ Grade _____

Student's First Name _____ Last Name _____ Grade _____

Log on to www.olpeaceschool.org to view and read the handbook.

ARCHDIOCESE OF LOS ANGELES
Authorization and Permission Form
For Inhalers to be Carried by Students

Part A, B & C to be completed by a licensed physician
Part D by parent / guardian

Please Print

A. _____
Last Name of Student First Name Sex Date of Birth

_____ _____
Diagnosis Inhaler Prescribed

_____ _____ _____
Dosage Prescribed Time Schedule at School Date of Prescription

Length of Time Medication will be Necessary

B. Physician Recommendations (check where applicable)

Notify parent if student misses medication at school

Medication may have adverse effects (explain): _____

Special instructions and / or comments: _____

C. Physician Authorization. The student for whom this medication is prescribed is under my care.

_____ _____
Printed Name of Licenced Physician Signature of Licenced Physician

_____ _____
Physician Telephone Number Date

D. Parental / Guardian Permission for Medication to be Taken During School Hours

I request that my child, _____, be permitted to receive and be assisted / supervised in taking the above-prescribed medication at school. I will comply with the policies and procedures determined by the Department of Catholic Schools.

_____ _____ _____
Date Day Telephone Primary Emergency Contact Number

Signature of Parent / Guardian

MEDICATION AUTHORIZATION AND PERMISSION FORM

Location: _____

Part A to be completed by a licensed physician unless copy of prescription and original prescription bottle is provided containing the information requested in Part A.

I hereby request that my son/daughter be allowed to take the following medication(s) at the Location identified above and/or at a Location sponsored field trip, event or activity.

Last Name of Minor	First Name	Sex	Birth Date
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Name of Medication: _____

A. Physician's Instructions. (Complete where applicable)

Purpose of Medication or Diagnosis

Dosage Prescribed

Date/Time Schedule

Dose Form (tablet/liquid)

Please notify this office if patient misses medication Yes No

Medication may have adverse effects (explain) _____

Special instructions and/or comments: _____

Print Name of Licensed Physician

Signature of Licensed Physician

Date

Physician Address and Phone Number

B. Permission for Administration of Medication and/or Testing at Location and/or at Location sponsored Field Trip/Event/Activity: I request that my son/daughter identified above, be permitted to carry and use emergency medication (inhaler, epi-pen, insulin, etc.) and/or test for levels of blood sugar at the Location identified above and/or at a Location sponsored field trip/event/activity as prescribed by the physician above. I acknowledge and understand that no health care professional or other trained adult may be available at the Location or at the field trip/event/activity to assist, monitor or supervise my son/daughter's self-administration of medication or testing unless arrangements have been made in advance. In the event that my son/daughter is unable to self-administer or self-test, I agree that Location staff/chaperones may assist my son/daughter to the extent possible under the circumstances, but neither they nor the Location shall be liable for any adverse consequences or injury. I hereby give the Location staff/chaperones permission to call paramedics to render treatment to my son/daughter should that be necessary and to release medical information to first responders for that purpose. For all other medications, my son/daughter and I will comply with the Location's policies and procedures and will provide the Location with any medication my son/daughter requires in its original prescription bottle.

Parent/Guardian Name: _____ Emergency phone number: _____

Parent/Guardian Signature: _____ Date: _____



**ARCHDIOCESE OF LOS ANGELES GUIDELINES FOR
ADULTS INTERACTING WITH MINORS AT PARISH OR
PARISH SCHOOL ACTIVITIES OR EVENTS Revised 2/2015**

Adults acting in a staff, faculty, ministerial or other paid or volunteer position in the Archdiocese are role models who are called to treat each minor with respect and care. Clergy/staff members/faculty/volunteers serving either in a paid or volunteer position need to maintain professional relationships with minors whether on or off the parish or parish school locations. Please review the following guidelines and sign the "Acknowledgement of Receipt" for the file at the parish or school where you work or volunteer.

- Clergy/staff members/faculty/volunteers will ensure that minors are properly supervised at all times, thus providing them a safe environment. Minors must be viewed as "restricted individuals" because they are not adults and are not independent.
- If clergy/staff members/faculty/volunteers who are supervising minors observe a situation where civil law, parish and/or school rules are being violated, they must take appropriate action immediately.
- Clergy/staff members/faculty/volunteers should always be aware they have considerable personal power because of their ministerial positions. Therefore, they will maintain respectful ministerial relationships, avoiding manipulation and other abuses of power.
- Clergy/staff members/faculty/volunteers must avoid assuming the role of a "father or mother figure," which may create an excessive emotional attachment for all parties.
- Attraction between adults and minors is possible, and care and caution should be taken in all interactions. The parish/school administration should be informed immediately if such an attraction exists. Dating or sexual relationships between a clergy/staff member/faculty/volunteer and a minor are inappropriate and unethical. Dating or sexual relationships between a clergy/staff member/faculty/volunteer and a minor are unlawful.
- Communications with minors (e.g., notes, letters, e-mail and Internet exchanges, telephone calls) must be for professional reasons only.
- Discussions of a sexual nature must always take place in an appropriate educational context. Sexual jokes, slang or innuendo are inappropriate when interacting with minors.
- Clergy/staff members/faculty/volunteers will respect confidential information concerning minors or confidential information of a personal nature shared by a minor. However, if a minor shares confidential information that could pose a threat to the minor or to others, the clergy/staff member/faculty/volunteer has an obligation to notify the proper authorities.
- When clergy/staff members/faculty/volunteers are supervising minors or young adults at parish or parish school-sponsored activities, they may not be under the influence of alcohol, may not consume alcohol in the presence of persons under age 21, nor offer alcohol to them.
- When a clergy/staff member/faculty/volunteer is alone in a room with a minor, the door must be open, or there must be clear visibility through windows.
- Clergy/staff members/faculty/volunteers are to engage in games or sports activities with minors only in the presence of other adults, or in a place openly accessible/visible to others.
- Clergy/staff members/faculty/volunteers planning parish/school events in their homes with minors must have the permission of the parish/school administration. In addition, clergy/staff members/faculty/volunteers may not have any minors in their homes without the knowledge of the minor's parent or guardian.
- Clergy/staff members/faculty/volunteers may not drive minors unless it is to or from a parish/parish school-sponsored activity and may never drive alone with a minor. Driving minors requires parental permission slips that indicate the transportation is by personal vehicle. The parish/parish school administration must approve any use of personal vehicles. Trips involving minors must have a sufficient number of adult chaperones and minors to preclude the appearance of inappropriate personal involvement with minors.
- Parent/guardian written permission is required for the publication of a picture of a minor.
- Adults are permitted to interact alone with minor/minors only after complying with Archdiocesan policies regarding fingerprinting and safe environment training.



**ACKNOWLEDGMENT OF RECEIPT
OF
GUIDELINES FOR ADULTS INTERACTING WITH MINORS
AT PARISH/SCHOOL ACTIVITIES OR EVENTS**

Revised 8/2007 ~1/27/10 ~Revised 6/8/2010 ~ Revised 2/2015

I have received and agree to comply with the *Guidelines for Adults Interacting with Minors at Parish, Parish School, Youth Ministry or Religious Education Activities or Events* of the Archdiocese of Los Angeles. As stated in the copy of these guidelines: **“All adults working or volunteering with minors are also accountable to follow all policies contained in any other ‘Handbooks’ that the parish/school may use’ (i.e.: Catholic Schools Handbook, Parish ministry handbook, etc.).** All adults acting in a staff, faculty, ministerial or other paid or volunteer * position in the Archdiocese are role models who are called to treat each minor with respect and care. Clergy/staff members/faculty/volunteers serving either in a paid or volunteer position need to maintain professional relationships with minors whether on or off the parish or parish school locations.” These guidelines are part of the commitment of the Archdiocese of Los Angeles to keep children and youth safe and to provide a role model for all minors under our care.

Activity(ies) or Event(s) in which I am involved:

Name (please print legibly): _____

Signature: _____

Date: _____



OUR LADY OF PEACE SCHOOL

Guiding our children toward faith, knowledge and service.

Technology Authorized Usage Policy

Our Lady of Peace School Chromebook and iPad Authorized Use Policy

General Purpose and Intent of the Chromebook and iPad Authorized Use Policy

Technological resources, including Chromebooks and iPads, at Our Lady of Peace School are provided for the purpose of supporting holistic educational experience and mission of the school. Our Lady of Peace School's goal in providing these resources is to promote educational excellence by facilitating creative thinking, resource sharing, research, collaboration, innovation, and communication. Use of these technologies is a privilege that carries responsibilities and behavioral expectations consistent with all school rules and policies, including but not limited to those stated in the Parent Student Handbook. Members of the Our Lady of Peace School community will use all Chromebooks and iPads, along with all other electronic communication and computing devices, in a responsible, ethical, and legal manner. For more details go to: <https://handbook.la-archdiocese.org/chapter-10> of the Archdiocese Handbook.

Specific Chromebook and iPad Authorized Use Policy

1. Any viewing, sharing or transmission of Chromebook or iPad material containing inappropriate content, offensive language, derogatory rumors/gossip, or other content not in keeping with Our Lady of Peace School's mission or philosophy is strictly prohibited except as expressly authorized by Our Lady of Peace in connection with approved curricula and course materials. **Taking pictures/video of other students and teachers is strictly prohibited unless it is approved by the individual and is for class projects or activities.**
2. Any Chromebook or iPad use, whether or not utilizing the Our Lady of Peace School network, which could pose a risk of physical or mental harm to anyone is prohibited. Any Chromebook or iPad use, whether or not utilizing the Our Lady of Peace School network, which could pose a risk of property loss is also prohibited.
3. Any attempt to connect through Chromebook or iPad to external internet connections while on Our Lady of Peace School's campus is prohibited.
4. Students will not share their passwords, location/addresses, or other personal information on the Internet without the authorization of a parent or Our Lady of Peace School representative. Students will not share their usernames or passwords with anyone without the authorization of a parent or Our Lady of Peace School representative.
5. Students have no privacy rights in the use of their Chromebooks or iPads. All Chromebook and iPad activity, including communications, internet history, or other uses, are subject to monitoring by Our Lady of Peace School, Sprint and the Archdiocese of Los Angeles. Our Lady of Peace School representatives may inspect and, if they deem necessary, confiscate any student's Chromebook or iPad at any time without prior notice.

6. Certain internet materials may not be copied or reproduced without the permission of the author or other right-holder. It is the student's responsibility to respect and adhere to all copyright, trademark, and other intellectual rights and trade secret laws.
7. The Our Lady of Peace network may not be accessed without authorization. This includes, but is not limited to, accessing the network using any account other than a student's own.
8. Before using their Chromebooks or iPads, Our Lady of Peace School strongly encourages students to consider whether their electronic communications and other Chromebook or iPad uses may be regarded as offensive, harmful, or otherwise inappropriate by others.
9. Students are responsible for the care and safekeeping of Chromebooks or iPads. Any loss or damage to Chromebooks or iPads (outside of reasonable wear and tear), regardless of the cause, will be the strict financial responsibility of the students and parents. Chromebooks and iPads that are lost, stolen or damaged beyond repair incur a replacement fee in addition to the registration fee already paid for the current year. Students must immediately report damage or loss, including theft, to the school.
10. If a Chromebook or iPad is lost or damaged through no fault of the student (determined solely by Our Lady of Peace School), the Chromebook or iPad will be replaced or repaired at no cost to the student for the first incident only. Thereafter a repair fee or the full cost of replacement is charged. Loss or damage due to negligence is not covered and Our Lady of Peace School will not replace or repair it without full prepayment from the student.
11. Students are not permitted to repair, alter, modify or replace Chromebooks or iPads without express authorization from Our Lady of Peace School (this includes the addition of new apps)
12. Keeping your Chromebook and iPad functioning properly by installing updates under the supervision of the teacher. Students are responsible for informing the teacher that an update is required before installing the update.
13. Chromebooks and iPads are the property of Our Lady of Peace School
14. Violations of any portion of this Chromebook and iPad Authorized Use Policy may result in a disciplinary meeting with the principal and parents, which may impose any disciplinary measure against the student up to and including expulsion.
15. In consideration for receiving the Chromebook or iPad from Our Lady of Peace School, each student and his or her parent or legal guardian agrees not to sue and hereby releases, waives, discharges, holds harmless, indemnifies, and defends Our Lady of Peace School, as well as their respective employees, personnel, staff, volunteers, agents, directors, affiliates, and representatives, from any and all liability, losses, damages, claims, actions, and causes of action of every nature for any and all known or unknown, foreseen or unforeseen, bodily or personal injuries, property damage, or other loss, whether claimed by the student, parent, legal representative, or any third party, relating in any way to the use of the Chromebook or iPad furnished by Our Lady of Peace School to the student.



OUR LADY OF PEACE SCHOOL

Guiding our children toward faith, knowledge and service.

CHROMEBOOK & iPad

Technology Agreement

I/We have received, read, understand, and discussed the Chromebook, iPad and Accepted Use Policy with my child. By signing the Acknowledgement Form, I/we agree to all its terms.

Father's Signature _____ Date _____

Mother's Signature _____ Date _____

Guardian Signature _____ Date _____

Print student names and grades:

Last Name of Students _____

Student's First Name _____ Grade _____ # _____

Student's First Name _____ Grade _____ # _____

Student's First Name _____ Grade _____ # _____

Student's First Name _____ Grade _____ # _____