Welcome to an all-new high school created to prepare adolescents for life’s opportunities. Here at Oak Farm, we educate young people in accordance with the Montessori principles of purposeful work, respectful community, personal self-expression and practical life skills, to name just a few. Our unique 9th grade curriculum challenges each student to explore their world, think creatively and achieve independence. We believe that when the purpose of study is to participate fully in one’s community and help move it toward the future, adolescents have motivation for gaining expertise and truly working toward their own futures.

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“All work is noble. The only ignoble thing is to live without working. It is essential to understand the value of work in all its forms, be they manual or intellectual.”
--Maria Montessori
Overview of Program Structure

Oak Farm Montessori High School Curriculum is individualized by students in collaboration with teacher guides and provides bountiful opportunities to prepare for adulthood as well as citizenship.

Oak Farm Montessori High School is an integration of the current research in adolescent brain development, best practices in education, STEAM and the Montessori philosophy. The goal of the program is to provide opportunities for students to gain self-confidence, self-knowledge, and practical life skills for adulthood while in a community that supports their creation of a personal vision for their present and future.

- Learner-centered individualized environment
- Teaching team of AMS credentialed teachers with additional adult resources
- Community partnerships
- Student-parent-teacher partnerships with students leading
- Multi age groupings of Freshman & Sophomores and Juniors & Seniors
- Large blocks of work time
- Peer teaching
- STEAM integrated into curriculum
- Multi-sensory space
- Continuously refined to meet needs of young adults

Oak Farm Montessori School: High School Program Believes

**Young Adults are:**
Active, self-directed learners
Vital members of the school community, NE Indiana and the global community
Responsible for their learning
Responsible for their commitments
Responsible to be honest and respectful

**Curriculum and Instruction includes:**
Integrated subject areas
Personal learning plans
Business experience and seminars
Long term projects
Environmental and Social Impact Projects
Independent study
Sense of community and social interaction with peer and the community
Community partnerships for job shadowing and internships
Mastery learning
Self-expression
Variety of learning styles
Multi-sensory space
InnoLab
Community service learning
Opportunities to work with the environment
Opportunities for in-depth learning
Teachers are:
Guides that facilitate learning
Advisor consultants for students
Role models of lifelong learning and healthy living choices
Creators of the prepared environment for adolescents and positive learning culture
Strong communicators with students, families and the community

Montessori Pedagogical Principles

(author – Laurie Ewert-Krocker @ Hershey Montessori Secondary)
Montessori pedagogy has been around since 1907; it has been developed and refined through observation and practice for over a hundred years. There are Montessori schools worldwide and in every state in the United States. The principles consistent with Montessori practice at all levels have been proven and tested and include the following central tenets:

- Knowledge is experienced and acquired holistically, so the child’s exposure to and practice with concepts should be through an integrated approach to the disciplines. At the adolescent level, this requires project-based work. Integrated projects have the potential to be truly interdisciplinary in a meaningful way and can offer levels of choice and student-generated contributions; projects allow for a variety of learning approaches, including right-brain/left-brain integrations, experiential components, multiple modes of information gathering, and multiple modes of demonstration of knowledge.
- Genuine learning takes place most readily in the context of purposeful work—work which has meaning for the learner in their developmental stage, their social situation, and their cognitive readiness. For the adolescent, purposeful work often takes the form of a contribution of expertise or action in the context of a collective endeavor or enterprise.
- Learning takes place most effectively when students feel membership in a genuine and respectful community, where they experience ownership of place and opportunity for individual contribution to the community’s endeavors. For the younger adolescent, this means a close and intimate community of immediate peers and caring adults; for the older adolescent, this means a gradual engagement with the broader community and the opportunity to learn from experts in the community and to make a contribution to the overall functioning of the wider society. A genuine Montessori learning community is also a community of mixed ages, (at least 3-year grade level groupings) which respects variations in human developmental timelines and provides the advantage of students teaching and learning from each other. Adults and students of all ages participate as lifelong learners in a genuine social learning community.
- Learning takes place most effectively when the learner’s own process is highly respected; Montessori pedagogy recognizes a fundamental three-period learning cycle, in which:
  - the first period is a clear, well-planned lesson that acts as a springboard for research, investigation, and study;
  - the second period provides student/group/or adult-generated exploration, discovery, and activity (that gets outside the classroom and connects with the farm, the school community, and the local community whenever possible); the second period allows for adequate time for each learner’s maximum engagement and absorption of conceptual knowledge;
  - and a third period elicits demonstration of understanding and mastery that takes different forms at different times (i.e. is not always a written test).
- Maximum engagement and maximum self-paced learning require schedules that allow time for depth as well as breadth and benefits from maximum choice of meaningful work and contribution to any particular endeavor, project, or community work.
- A Montessori approach recognizes that active, collaborative learning is not dominated by teacher-centered delivery.
Individualized approaches and follow-up should be offered whenever possible to include a diverse set of learners and learning situations.

The opportunity for practical life skills—care of self, care of others, and care of the environment—are fundamental to human activity in a genuine community; therefore, students should have opportunities to be responsible for the organization and maintenance of their own environment, their own buildings, their own land, as well as developing a sense of stewardship for the land and resources of their local community.

Freedom to express one’s perspective and ideas is fundamental to a healthy and democratic society; students should have multiple opportunities for personal self-expression in a variety of forms and circumstances.

Learning takes place most effectively when the environment for learning is specifically prepared with the developmental needs of the child in mind. The ideal prepared environment for adolescents is a land-based community, experienced as a microcosm of society; the older adolescent should experience a greater connection to society.

A Montessori approach assumes a balance of “the head and hands.”

Daily Schedule

**Mondays**
- 8:00-8:25: Arrival
- 8:25-10:00: Self Expression I (yearly)
- 10:00-12:00: Self Expression II (quarterly)
- 12:00-12:30: Lunch
- 12:30-1:30: English
- 1:30-2:30: Math/ Spanish I/ Independent Study
- 2:30-3:30: Math/ Spanish II & III/ Independent Study

**Tuesdays & Thursdays**
- 8:00-8:25: Arrival
- 8:25-9:30: InnoLab/ Advisory
- 9:30-11:30: Integrated Science/ Humanities
- 11:30-12:00: Community Meeting
- 12:00-12:30: Lunch
- 12:30-1:30: English
- 1:30-2:30: Math/ Spanish I/ Independent Study
- 2:30-3:30: Math/ Spanish II & III/ Independent Study

**Wednesdays & Fridays**
- 8:00-8:25: Arrival
- 8:25-9:30: InnoLab/ Advisory
- 9:30-11:00: Business/ Bike Shop
- 11:00-12:00: Integrated Science/ Humanities
- 12:00-12:30: Lunch

**Wednesday Afternoons:**
- 12:30-1:30: English
- 1:30-2:30: Math/ Spanish I/ Independent Study
- 2:30-3:30: Math/ Spanish II & III/ Independent Study

**Friday Afternoons:**
- 12:30-3:30: Individual Work Time and Environmental Impact

Academic Program

*Oak Farm Montessori High School courses and seminars reflect the current Indiana High School Course Titles and Descriptions Requirements, newest research on developmental needs of adolescents, Montessori philosophy, current learning theories, STEAM, and the predictions of skills needed for a productive life in the 21st Century.*

70% Mastery is required for credit in all course work.

**Graduation Transcript Requirements:**

- English Language Arts (English I, II, III, IV): 8 credits
- Mathematics (Algebra I, Algebra II & Trig, Geometry, Pre-Calculus, Calculus, Statistics, Computer Science): 6 credits
Science (Biology, Environmental Science, Chemistry, Physics): 6 credits

Humanities (World Geography, World Cultures, US History, US Government): 6 credits

Second Language (Spanish I, II, III, IV, Coding I, II, American Sign Language I, II): 4 credits

Health Education (On and Off campus, real world personal fitness activities offered quarterly): 2 credits

Advisory (Personal and Social Responsibility, Speech and Communication, Theory of Knowledge, P3/ Senior Thesis): 4 credits

Electives (Health, Fine Arts, Academic Independent Study, AP course work, On-line course work, STEAM, Mechanical): 14 credits

Business (Business Management, Economics, Entrepreneurship, Personal Finance): 8 credits

Total Credits: 56 credits

**Mastery Learning**

Mastery learning is a form of personalized learning that gives students the time they need to master particular skills before progressing to the next level of work. The student takes on the responsibility of understanding a concept versus merely accepting a low grade and never really learning the information. The teacher's job is to break down the learning into steps, to offer suggestions for internalizing the knowledge, and to give the time necessary to learn the information. According to research, the advantage of mastery learning is that it offers clear expectations, fosters mastery of a unit of study, is not competitive, and encourages student responsibility. Its disadvantage, as listed by researchers, is that too many students receive A's and B's. Students will require mastery learning of at least a B letter grade on math assessments. Quizzes are to give feedback during the learning process and do not require mastery. Assessments are given at the closure of a body of work such as math chapters, vocabulary unit, and completion of an area of study in health, science, and history. Assessments are always corrected, no matter what the score, for learning.

**Coaching**

Coaching is a process that has been articulated by M. Adler and T. Sizer. It is designed for those areas in which continued improvement and refinement of reading, writing, thinking, and creative skills are the goal. The areas in which coaching is emphasized are: homework, writing, presentations, literature work, computer, and projects and activities in all content areas. The procedure is the following: information, student product, teacher and/or peer feedback and revision.

**Experiential Learning**

As in all levels of Montessori education, there are opportunities for discovery and experiential learning in which participation is the goal. The areas in the program where experiential learning is the goal are electives and intersessions. Students who do not participate fully in any one of these areas do not receive credit on their transcript for that course.

**Multiple Intelligences**

Recent discoveries about the nature of human intelligences have indicated that we have the ability to enhance and amplify our intelligences, and that intelligence is a multiple reality that occurs in different parts of the brain/mind system. Students will take a survey of where they are on the continuum of each of the nine intelligences as identified by Howard Gardner in his book, Frames of Mind. The nine intelligences are
verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, natural and visionary. Students are asked to design their work to include each of the intelligences and reflect upon their growth in each area.

**The Montessori Three Period Lesson**

Montessori education employs the Three Period Lesson from Early Childhood through high school. What does this mean at the high school level?

The First Period sets the stage for learning by providing a framework; striking the imagination; and building upon existing knowledge. To fuel the learner’s imagination and ability to discern, create, and find meaning, the new information is discussed within a context. • Begins with a Guiding Question on the student study guide, such as: How does government strive to insure justice? How do variables in an equation create a way of figuring out the information needed so that the method can be the same in a multitude of situations?

The Second Period provides time to practice, examine, explore. This period is important because it is where the depth and breadth of learning occurs. This is the period that presents the greatest challenge to students, teachers, and parents because it is not the same in every situation. The overarching guideline for teachers and parents during Period Two is to be able to step back to clearly observe and keep the bigger picture in mind. • For teachers, it involves the design of the work choices and is a time to observe carefully, determine what is needed, and guide, not rescue, students, which can be a fine line. • For students, it is a time to learn from mistakes, to grapple with ideas, and ultimately to find success from owning their work and taking the responsibility for it, with no more assistance than is necessary. • Work involves repetition, various approaches to same topic, and multiple ways of experiencing and learning so that ultimately mastery is achieved. The curriculum has been purposefully designed to include both Individual and group work. • For parents, this means allowing their student to struggle and take responsibility for their own learning. This may require establishing more structure at home. • It requires maintaining open and respectful communication among students, teachers, and parents. • Timely completion of the work allows for timely feedback, which is crucial for optimal learning. • It cultivates stretching one’s abilities, staying organized, analyzing information, problem solving, persistence, taking initiative, written and oral communication, creativity, interaction and collaboration, adaptability, gaining confidence, leadership skills, and “aha’s.” • In the first two years of high school, it fulfills 50% of a student’s overall grade because being able to practice the challenges before being asked to accomplish mastery is vitally important to life-long learning. • In the last two years of high school, it typically becomes less guided, preparing the students for the time that is near when they will be completely on their own. As oversight of the practice toward mastery diminishes, so does the weight, which becomes 25% of the overall grade. • Grades focus on effort, timeliness, and participation so students have the freedom to struggle and learn from their mistakes before demonstrating a level of mastery.

The Third Period part of the lesson is where students aim to demonstrate mastery of the concepts or skills. • Mastery can be defined as demonstrating proficiency of a math concept on a test or by successfully applying or synthesizing information with a mastery of 70% or better. • The student’s demonstration of mastery may take the form of performance or be evaluated with written assessments. If mastery is not attained, a student has the opportunity to revisit the material and re-take the assessment. We intentionally encourage the following Habits of Mind identified by Art Costa and Bena Kallick as set forth in Curriculum 21: Essential Education for a Changing World (2010).

**16 Habits of Mind:**

- Persisting • Managing impulsivity • Listening with understanding and empathy
- Thinking flexibly • Thinking about your thinking (metacognition) • Striving for accuracy and precision
- Questioning and problem posing • Applying past knowledge to novel situations
• Thinking and communicating with clarity and precision • Gathering data through all senses
• Creating, imagining, and innovating • Responding with wonderment and awe
• Taking responsible risks • Finding humor • Thinking interdependently
• Remaining open to continuous learning.

OFHS Course Descriptions

English I & II (2 credits)
Students engage in reading, writing, and the study of grammar, vocabulary and dialogue. They will explore a variety of literary traditions by querying history, identity, and expression throughout the world’s literary offerings. By engaging with a variety of genres, styles, and themes, we aim to open students’ eyes to the multitude of literary works that is available and to provoke them to question canonical works in a fresh way. Vocabulary is presented across the curriculum and is formally approached by using the Sadlier-Oxford Vocabulary Workshop. We will be working with both grammar for reading and grammar for writing; diagramming and constructing sentences on multiple levels. The main focus will be on analytical writing skills and learning and experimenting with the fundamentals of essay writing. There will be a focus on creative writing throughout the year as well. Honors credit students will have additional reading and writing expectations throughout the year.

Algebra I (2 credits)
Algebra I integrates geometry, probability, and statistics with algebra. Students study variables, linear and polynomial expressions and linear systems. Four skills are emphasized: carrying out various algorithms; developing and using mathematical properties; applying mathematics in realistic situations; and representing or picturing mathematical concepts. The use of technology is integrated into all areas and includes graphing linear and polynomial expressions and spreadsheet work. Students take quizzes for feedback and master comprehensive tests with at least 80%. Students are assessed in the areas of mathematics skills, problem solving skills and group projects. Algebra I uses the text Discovering Algebra by Key Curriculum Press. Students who have not had Algebra in middle school should take this class.

Algebra II (2 credits)
Algebra II emphasizes the use of linear and quadratic expressions, powers and roots, and functions. Students study logarithmic, trigonometric, and polynomial functions both for their abstract properties as well as a tool for modeling real-world situations. Students learn to use technology for graphing, problem solving, and record keeping. Students take quizzes for feedback and master comprehensive tests. Critical thinking is emphasized through application of concepts. Algebra II uses the text Discovering Algebra 2.

Geometry (2 credits)
Geometry focuses on the study of formal logic, deductive and inductive reasoning and serves as the introduction to abstract thinking. The study of geometry includes both Euclidean and non-Euclidean geometry. Mathematicians and important contributions to math will be studied along with geometric principles. Geometry uses the texts Discovering Geometry by Michael Serra and Euclid’s Elements by Euclid.

Integrated Science (Physics & Biology) and Humanities (Geography and History of the World) (4 credits)
This curriculum has been designed to stimulate curiosity and render each topic meaningful and interesting. Science and Humanities are integrated to focus on specific world issues. The themes of this year’s work will be PROGRESS: The Material World and WONDER: The Storied World. The focus in Semester 1 will be Transportation and Semester 2 is Time. Activities are varied and include using state-of-the-art biotechnology
techniques and equipment, model building, debate and dialog over “hot topics”, performing dissections, group simulations of processes, group presentations on technical topics, use of personal experiences and more - all of which have been proven to stimulate students’ appetites for learning and inspire quests for more knowledge. Projects and lessons will expand outside Oak Farm to local projects.

Critical areas to be covered include Newton’s Laws, physics, equations, cell biology, biochemistry, botany, evolution, heredity, genetics, animal and human function and structure. Physics curriculum includes the study of the basic properties of matter (mass, charge, momentum and energy), the location of matter in space and time (displacement, velocity, and acceleration), and the behavior of matter in bulk (heat, current, resistance, and pressure). The activities are designed to support long-term retention of learning through the use of positive emotions while learning. All students are assessed both individually and as members of a group. The focus is on using great ideas to look for patterns in science and integrating this information into all disciplines and developing scientific inquiry techniques. Students will conduct a wide variety of laboratory experiments.

In the area of Humanities, because geography combines both physical and human studies, it enables us to make sense of complex issues such as climate change, global warming, food production, drought, desertification, land degradation, water resources, human wellbeing, ageing populations, urban growth, ethnic conflicts, the reasons for migration and refugees, natural disasters, the spread of disease, and globalization. By developing deep knowledge and understanding of the basic biophysical and human processes that shape the earth’s places, and how they interact with each other, we are well positioned to make sense of a highly connected world. Such studies also allow us to understand the connections between countries, cultures, cities and regions, and between regions within countries.

**Spanish I (2 credits)**
Students will be introduced to the language and culture of Spanish speaking countries in order to develop their ability to communicate in Spanish, and gain an increased awareness of Spanish speaking people. The students will read, write, converse and listen to the Spanish language. Spanish will be spoken in class as much as possible. Grammar concepts are introduced in context and practiced in class. Daily review, conversation, and short story reading are included in class time as are group activities to develop vocabulary, dialogues, reading and listening comprehension, verb usage, and cultural information. Presentations will be assigned. Periodically a written and oral exam will be given to demonstrate understanding and mastery of the material.

**Spanish II (2 credits)**
Students will continue to develop their use and knowledge of the Spanish language. Students will read both independently and as a class group. They will write stories as a class and independently as well. Basic skills will be reinforced and more complex grammar concepts will be introduced in context. Students will continue their study and appreciation of Spanish culture. Spanish will be spoken in class as much as possible. Students are encouraged to use Spanish to communicate and participate actively in class. The four skills of reading, writing, speaking, and understanding will be further developed with group activities.

**Spanish III (2 credits)**
Students will further develop their ability to communicate effectively through speaking and improve their listening, reading, and writing skills. Spanish culture, history, and daily life will be further examined. Students are introduced to readings that develop vocabulary and are a basis for discussion. Advanced grammar concepts are looked at in context and are applied and used in speaking and writing assignments. Students will use the online program Middlebury Interactives to complete the course.

**Business Entrepreneurship (2 credits)**
The course is designed to give students first-hand experience in starting and managing the Oak Farm Bike Shop. Juniors and seniors will have the option to start a business in which they have an interest or continue to work in the Bike Shop. The majority of the year-long course will revolve around creating a business plan, keeping
financial records, making quarterly journal entries, and experiencing strategic planning. Included in the course will be learning about current thoughts on what it takes to be successful in business and business ethics. Personal finance will also be addressed in the business course.

**InnoLab (1 credits)**
The InnoLab is a space where creativity, design and innovation intersect. Students will flow into the lab several times each day as they work on hands on projects that are integrated into academic subjects, self-studies and creative expression. The guiding principle of the InnoLab is to foster creative design and engineering led by ideas generated by students who strive to impact real world problems. The InnoLab is used to explore cross-curricular concepts and enhance our interdisciplinary learning approach by providing concrete experiences using with a variety of materials, tools and machines. Knowledge once absorbed through text is brought to life and placed into the working hands of students. The lab is equipped with modern and cutting edge maker materials and machines such as our CO2 laser cutter, 3D printer, vinyl cutter and brand new computer stations equipped specifically for digital design.

**Advisory (1 credits)**
The curriculum is as follows: freshmen learn more about the self, community, environment, and culture; sophomores learn how to share the self through expanded understanding of communication skills; juniors explore and discover passions by examining different approaches to what we know and how we know; seniors share a passion upon determining a senior thesis topic and completing research in an area of interest.

**Environmental Impact Program (1 credit)**
This course is designed to have students learn through active participation in thoughtfully organized service experiences that meet a genuine community need. The students will be able to work in the InnoLab to create products that benefit the projects. There are three parts to service learning: preparation, participation, and reflection/application. The young people participate in the planning and decision-making of the activities. It provides opportunities to use newly acquired academic skills and knowledge in real life situations in their community and beyond. It extends student learning beyond the classroom and helps to foster the development of a sense of caring for others.

**Physical Education and Fine Arts Electives (1/4 credit each quarter)**
Electives are experiential classes. Students choose these classes based on interest and are expected to participate fully. Grading for these classes is based on class participation and completion of assigned projects. Students who do not complete the elective class with a passing grade will not be given credit for that class. Students need to take one credit in health fitness. Choices range from fine arts to aerial yoga and graphic design.

**Weighted Grade Point Averages**
Honors courses reward students with extra grade points, providing the student’s grade is a C or higher. Students enrolled in an Honors course receive 0.5 additional grade points. For example, if a student earns an “A” in an Honors course which has a value of 4 points on the 4-point scale, the student would actually earn 4.5 points in the GPA calculation.

**Intersessions**
Twice a year the regular curriculum stops for Intersession; when students participate in two immersion studies lasting one week. Each fall there is a mandatory Intercession based on grade level, and each spring, students choose from a list of offerings. These field studies can involve travel to other countries, other cities, or other locations in northeast Indiana; but most will likely include day trips or one over-night. Our students get to explore the world and acquire new skills during the Intercession field studies offered each year.

*Fall Intercessions: Grade Level*
9th – Freshman Orientation to High School
10th – Adult Practical Life: Personal Finance and Budgeting, Safe Driving
11th – College/ Career Application Process: Essays, Interviews, School Selection
12th – Career Internship

*Spring Intercessions: Student Choice*
The possibilities are endless...areas can include Global Studies, Cultural Immersion, Sports and Athletics, Science and Engineering, Fine Arts, Government, and Outdoor Education

**Homework Policy**
Oak Farm High School supports students achieving individual goals for their current and future goals. This understanding means that students who do not need direction in assignments will be able to create their own schedule for work outside of school. “The National PTA recommendations fall in line with general guidelines suggested by researcher Harris Cooper: 10-20 minutes per night in the first grade, and an additional 10 minutes per grade level thereafter (e.g., 20 minutes for second grade, 12 minutes for twelfth). High school students may sometimes do more, depending on what classes they take (see Review of Educational Research, 2006).”

Homework usually falls into one of three categories: practice, preparation, or extension. From Montessori’s Three Period Lesson, these are all Second Period explorations that prepare students for Third Period illustrations of mastery. OFHS work would be the following:

- Mathematical concept/ skill practice
- Preparation for seminars, Presentations of Learning, assessments, and business projects
- Extensions for independent work

**Class Preparedness**
If a student is not prepared for class by either not having the required materials or the assignment, the rest of the class is inconvenienced by the wait required to obtain those materials or by having to do more work, either in writing or by discussion, in order to make up for the lack of participation by that one community member. Late work is unacceptable; repeated offenders will be asked to create a personal management plan. Habitual offenders may be asked to spend time outside of regularly scheduled classes. If a student is part of a sports team or other extracurricular activities, he/she will be in jeopardy of losing this privilege. Parents will be notified of late homework if it becomes common.

**Academic Policies Designations, Grades, and Assessments**
Oak Farm High School grades on a numerical scale. For GPA calculation and other purposes, the following shows how numerical class grades are converted to the standard 4.0 scale.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>68-74</td>
<td>D</td>
</tr>
</tbody>
</table>

*Minimum required for HS credit*

**Progress Reports/ Narrative Grade Report Cards/ Transcripts**
Progress reports will be sent home in October to describe skills and performance in all academic subjects. The Narrative Grade Report Cards is a narrative assessment, the Semester GPA and a listing of enduring understandings covered each semester. The Official Oak Farm High School Transcript is sent home at the end of each school year with the credits achieved and Cumulative GPA.

**Family-School Partnership**
**Family Conferences**
Conferences are an important part of a student’s development into adulthood. Adolescents are given an opportunity to share what is important to them and know that the most important people in their lives, their parents and teachers, care about what they have accomplished in the prior months at school. The process of
allowing them to share in a more formal context of a conference lends importance and credibility to their work. It also provides them an opportunity to learn to make an agenda and lead a meeting, which are important life skills. In October and February, the conferences provide an important opportunity for students, their advisor and parents to celebrate successes, assess status on current goals and share work the student values from classes. These conferences are not intended to address issues when the student is struggling. Such issues will be addressed as necessary through additional conferences called by the student, advisor, director or parents.

Communications Between Family and School
When a teacher or director has concerns regarding a student's behavior or activities, the teacher will discuss the issues with the student. If the teachers feel it necessary for the parent to have specific information, they will ask the student to discuss it with the parents and call the teacher or director within 24 hours to verify that the information was received. At that time, a meeting time can be set if necessary. The purpose of this procedure is to encourage the student to communicate with his/her parents. All teachers use Renweb, an online application. Each parent will receive a code so they can check their student's progress online. Teachers will update Renweb by regularly.

Programs for Parents
Parenting adolescents in today's times can be very stressful and confusing. The school offers resources on parenting adolescents and Parent Education Nights throughout the school year.

School Policies Absence and Tardy Policy
OFHS does not determine excused or unexcused absences. An absence is time away from highly interactive classroom activities of dialogue, group work, etc. and cannot be made up. Students and parents need to make the decision whether students should miss class or be tardy. Please contact Bridget York and Krissy Mulholland when a student is going to be tardy or absent.

Late arrival
Attendance will be documented at 8:15 a.m. in the first period class. Students arriving after 8:15 a.m. must sign in and then proceed to class. A parent must contact the school before 9:30 a.m. if the student knows he or she is going to be absent.

Leaving early
Students that need to leave before the end of the school day (3:30 p.m.) will receive an absence from the classes missed, except for school sponsored activities. Students have the responsibility of signing themselves out after speaking with the HS teachers.

Attendance Requirements
Students who have a combination of tardies and absences of 20% of class time will receive an incomplete for that semester and need to make up the missed work in summer school or other option to receive credit. For less than 20% absences, work can be made up during the semester.

Electives and Intersessions
Students who have a combination of tardies and absences from class of more than 12 hours (20% of class time) will not receive credit for the course since these courses are highly participatory. Intersessions are one week long so students must participate in 4 of the 5 days (80%) for credit. With special permission and arrangements, students may organize alternative activities to make up time.

Dress Guidelines
All students should dress in a respectful manner that demonstrates awareness of the comfort level of others, both those who are a part of this community and those who are visiting. This means that one’s dress should not be sexually suggestive, violently suggestive, or suggestive of illegal substance use. All students must also keep up appropriate hygiene, which includes regular bathing, clean hair, and clean clothing. In keeping with
Montessori philosophy, we aim for students to become increasingly aware of their clothing and its function. We hope that a student who wears something inappropriate will self-correct and refrain from wearing that item again, or even change into clothing available at school at his or her own volition. If clothing choices continue to be out of line with Oak Farm’s mission and values, a parent-student-teacher conference would need to be held. Students also need to be mindful of the weather and make clothing choices that allow them to be outside.

Medical Forms and Medicine
Medications
Oak Farm prefers not to administer medication. However, if parents are unable to give medications before or after school, high school administration should be informed when a student is taking medication at school. All prescription medications must be in the original container from the pharmacy. For on-going medications, written authorization must be updated monthly or when a change is made.
A Medical Permission Form must accompany all medication to be distributed including any over-the-counter drugs dispensed for pain. The form and the medication must be given to a high school administrator. All medication must be stored and dispensed in an administrative office.

All prescription medications must be in the original pharmaceutical container with the individual’s name on it. For long-term medications, written authorization must be updated monthly and as a change is made.

Lunch
Students may elect to participate in Oak Farm’s hot lunch program. Menus are sent home one month in advance. Students are asked to select dates and then return their selections with payment. Costs will be announced at the beginning of the school year. Students may choose to bring their lunch to school. Personal lunches should be nutritious and well balanced. Lunches should be aligned with the school’s “no sugar” policy. A microwave is available for warm-ups. All food and drinks will be consumed in the designated dining spaces. No refrigeration is provided. Students are not allowed to leave campus during lunch except with parent permission.

Discipline
Students are expected to conduct themselves with respect for their community and their environment. Respect does not allow for abusive language or destructive behavior either toward another or toward oneself. If a lack of respect occurs, the student will be asked to step aside and speak to an adult. Any concerns will be reported to the parents. OFHS follows the Oak Farm Guiding Principles: Take Care of Yourself, Take Care of Each Other and Take Care of the Environment in each area in which we work. Students create guiding principles as a community and are expected to follow those throughout the year.

Lockers
As the ideal Montessori environment is clean and tidy, the students are expected to keep their lockers and the areas around them clean. Included in this responsibility is the removal of perishable food after three days. Lockers are the property of Oak Farm High School. Damage to lockers is not expected; however, should damage to a locker occur, the student responsible for the damage will be liable. If the need arises, administration has the right to inspect the lockers at any time for health and safety reasons. The students are expected to respect the privacy of others, including their lockers. A student may not open another student’s locker unless he or she is given permission by the user of that locker.

Trips
The students are expected to follow all school rules and any additional rules made by the teachers and chaperones on trips. If a student breaks a rule and the teacher feels that he/she is a threat to the well-being of the group, the teacher has the right to send the student home at the expense of the student’s parents. The students are allowed to leave the group with permission from a teacher or chaperone, but they must go in groups of at
least three and it is their responsibility to return to a meeting point at the designated time. The students must respect the local people at all times.

**Building and Grounds Policy**

Oak Farm High School buildings are open between 8:00am and 3:45pm. HS Teachers will notify students of days that the school is open for additional worktime. If students need to regularly arrive before 8:00am or stay after 3:45, they should enroll in the before or after school program or in an extracurricular activity. Please do not enter school property before or after school hours. The school is not responsible for students on school grounds except during school hours.

**Alcohol, Tobacco and Illegal Substances**

Oak Farm Montessori School recognizes that the use of tobacco products is a health, safety, and environmental hazard for students, employees, visitors, and school facilities. The Board believes that the use of tobacco products, alcohol or illegal substances on school grounds, in school buildings and facilities, on school property or at school-related or school-sponsored events is detrimental to the health and safety of students, staff and visitors.

Oak Farm Montessori School recognizes that it has an obligation to promote positive role models at our school and to promote a healthy learning and working environment, free from unwanted smoke and tobacco use as well as alcohol and illegal substances for the students, employees, and visitors on the school campus.

No student, staff member or school visitor is permitted to use any tobacco products, alcohol or illegal substances at any time, including non-school hours (24/7) in the following locations or under these circumstances:

- In any building, facility, or vehicle owned, leased, rented or chartered by Oak Farm Montessori School;
- On any school grounds and property – including athletic fields and parking lots –; or
- At any school-sponsored or school-related event on-campus or off-campus.

Further, no student shall be permitted to possess a tobacco product, alcohol or illegal substance while in any school building; while on school grounds or property; or at any school-sponsored or school-related event, or at any other time that students are under the authority of school personnel.

**Driving Safety**

Students are expected to drive carefully and respectfully at all times, and to exercise special caution where safety is an issue. In particular, drivers should give way to students who are using the walkway in front of the building. Students who drive recklessly will lose their driving privileges. Students must not use cell phones or text while their vehicles are in motion, especially in the school parking lots or driveways. All students should register their cars with Lauren Moyer at the Victorian House and display their parking permits.

Reminder: For the safety of everyone, please do not use a cell phone while your vehicle is in motion in the parking lots or on the Oak Farm Montessori School driveways. Once students are on campus, they will leave vehicles parked until the end of the school day, unless given specific permission for field studies or college coursework.

**Personal Electronics Policy/ Cell Phones**

Personal electronic devices may only be used at school for meaningful learning purposes, with prior discussion and approval of the teachers, and with a teacher present in the room. **Outside of approved classroom use, devices must remain stored in the locker for the school day.** HS students may use cell phones after school hours. Electronics will only be allowed on field trips or outings where agreements and ground rules have been predetermined by the whole OFHS community. Violation of those ground rules may result in the loss of electronics for the remainder of the trip or outing. If at any time a student is found to use electronics in a manner that is disrespectful or disruptive to the learning environment, the permanent loss of electronics privileges may
Computer Usage and Treatment and Technology Policy

Students are provided a computer for their use. Students will be expected to adhere to the Guiding Principles of computer usage.

Listed below are the provisions of your agreement with Oak Farm Montessori School regarding computer network and Internet use. If any user violates this Policy, the student’s access will be denied, if not already provided, or withdrawn, and he or she may be subject to additional disciplinary action.

PERSONAL RESPONSIBILITY

By signing this Policy, you are agreeing not only to follow the rules in this Policy, but are agreeing to report any misuse of the network to the person designated by Oak Farm Montessori School for such reporting. Misuse means any violations of this Policy or any other use that is not included in the Policy but has the effect of harming another or his or her property.

PERMITTED USE

A student who submits to Oak Farm Montessori School, as directed, a properly signed Policy and follows the Policy to which she or he has agreed will have computer network and Internet access for the duration of his or her stay at Oak Farm Montessori School. Students and their parents will be asked to sign a new Policy at the beginning of each year for the duration of their time at Oak Farm Montessori School before they are given computer network and Internet access.

ACCEPTABLE USES

A. Educational Purposes and Communicating with Families. Oak Farm Montessori School is providing access to its computer networks and the Internet primarily for educational purposes. If you have any doubt about whether a contemplated activity is acceptable, you may consult with the person(s) designated by Oak Farm Montessori School to help you decide if a use is appropriate.

B. Unacceptable Uses of Network. Among the uses that are considered unacceptable and which constitute a violation of this Policy are the following:

1. Uses that violate the law or encourage others to violate. You may not:
   a. Transmit offensive or harassing messages;
   b. Offer for sale or use any substance the possession of which is prohibited by Oak Farm Montessori School;
   c. View, transmit, or download pornographic materials or materials that encourage others to violate the law;
   d. Intrude into the networks or computers of others; and
   e. Download or transmit confidential, trade secret information, or copyrighted materials. Even if materials on the networks are not marked with the copyright symbol, you should assume that all materials are protected unless there is explicit permission on the materials to use them.

2. Uses that cause harm to others or damage to their property; including:
   a. Engage in defamation (harming another’s reputation by lies);
   b. Employ another’s password or some other user identifier that misleads message recipients into believing that someone other than you is communicating or otherwise using his/her access to the network or the Internet;
   c. Upload a worm, virus, “Trojan horse,” “time bomb,” or other harmful form of programming or vandalism;
   d. Participate in “hacking” activities or any form of unauthorized access
to other computers, networks, or information systems.

3. Uses that jeopardize the security of student access and of the computer network or other networks on the Internet. For example, you may not:
   a. Disclose or share your password with others;
   b. Impersonate another user.

4. Uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet.

C. Network Etiquette. All users must abide by rules of network etiquette, which include the following:

   1. Be polite. Use appropriate language. No swearing, vulgarities, or suggestive, obscene, belligerent, or threatening language.

   2. Avoid language and uses that may be offensive to other users. Don’t use access to make, distribute, or redistribute jokes, stories, or other material that is based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.

   3. If applicable, don’t assume that a sender of e-mail is giving his or her permission for you to forward or redistribute the message to third parties or to give his/her e-mail address to third parties. This should only be done with permission.

   4. If applicable, be considerate when sending attachments with e-mail (where this is permitted). Be sure that the file is not too large to be accommodated by the recipient’s system and is in a format that the recipient can open.

INTERNET SAFETY

A. General Warning; Individual Responsibility of Parents and Users. All users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged pupils. Every user must take responsibility for his or her use of the computer network and Internet and stay away from these sites. Parents of minors are the best guide to materials to shun. If a student finds that other users are visiting offensive or harmful sites, he or she should report such use to the person designated by the School.

B. Personal Safety. Be safe. In using the computer network and Internet, you may not:

   1. Reveal personal information such as your home address or telephone number.
   2. Use your real name or any other information that might allow a person to locate you without first obtaining the permission of a supervising teacher.
   3. Arrange a face-to-face meeting with someone you “meet” on the computer network or Internet without your parent’s permission (if you are less than 18). However, regardless of your age, you should never agree to meet a person you have only communicated with on the Internet in a secluded place or in a private setting.

C. “Hacking” and Other Illegal Activities. It is a violation of the Policy to use Oak Farm
Montessori School’s computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access. Any use that violates state or Federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited.

D. Confidentiality of Student Information. Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and Social Security numbers. A supervising teacher or administrator may authorize the release of directory information for internal administrative purposes or approved educational projects and activities.

E. Active Restriction Measures. Oak Farm Montessori School utilizes filtering software or other techniques to prevent students from accessing visual depictions that are (1) obscene, (2) child pornography, or (3) harmful to minors. Oak Farm Montessori School will also monitor the online activities, through direct observation and/or technological means, to ensure that students are not accessing such depictions or any other material that is inappropriate for minors.

PRIVACY
Network and Internet access is provided as a tool for your education. Oak Farm Montessori School reserves the right to monitor, inspect, copy, review, and store at any time without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of Oak Farm Montessori School and no user shall have any expectation of privacy regarding such materials.

FAILURE TO FOLLOW POLICY
The user’s use of the computer network and Internet is a privilege, not a right. A user who violates this Policy shall, at a minimum, have his or her access to the computer network and Internet terminated, which Oak Farm Montessori School may refuse to reinstate for the remainder of the student’s enrollment at Oak Farm Montessori School. A user violates this Policy:

1. By his or her own action or by failing to report any violations by other users that come to the attention of the user.
2. If he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated.

Oak Farm Montessori School may also take other disciplinary action in such circumstances.