



Staff Manual

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I. MISSION STATEMENT, PHILOSOPHY, AND ADMINISTRATION

STATEMENT OF PURPOSE

The undergirding philosophy of The Oaks is a complete belief in and adherence to the Bible as God's Word, applicable to all areas of life.

As a result of this conviction, The Oaks should be considered as an extension of the family unit, under the assumption that the education of young people is the responsibility of parents and the immediate family, rather than the responsibility of the government, or even of the church.

As parents and teachers, we want to provide for our children an education that is both rigorously Christian and vigorously thoughtful.

OBJECTIVES AND STANDARDS

In the programs and teaching at all levels, as well as through extracurricular activities and examples set by faculty and staff, The Oaks strives to:

1. Teach all subjects in the curriculum as part of an integrated whole with the Scriptures at the center. "All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness." (II Timothy 3:16-17)
2. Provide a clear model of Biblical Christian life through the school staff and board. "Jesus said unto him, Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and greatest commandment. And the second is like unto it, Thou shalt love thy neighbor as thyself. On these two commandments hang all the law and the prophets." (Matthew 22:37-40)
3. Encourage every student to begin to develop a personal relationship with God the Father through Jesus Christ. "And Jesus came and spoke to them saying, All authority is given unto Me in heaven and on earth. Go therefore and make disciples of all the nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit. Teaching them to observe all that I have commanded you; and lo, I am with you always, even to the end of the age." (Matthew 28:18-20)
4. Emphasize grammar, logic, and rhetoric in all subjects. (Grammar is to be understood as the fundamental facts and rules of each subject. Logic is to be understood as the ordered relationship of particulars in each subject. Rhetoric is to be understood as the means by which the grammar and logic of each subject may be expressed clearly.)
5. Encourage every student to develop a love for learning and to achieve his maximum academic potential.
6. Provide an orderly and secure atmosphere conducive to maintaining these standards.

PHILOSOPHY OF THE OAKS

In conjunction with the biblical emphasis, The Oaks strives to follow a classical and Christian education, as described in the following books and articles. **Within their first year of employment, all The Oaks' teachers, staff, administrators, and board members must read these books:**

- A. *The Lost Tools of Learning* by Dorothy Sayers **or** *A Case for Classical Christian Education* by Douglas Wilson
- B. *Repairing the Ruins* edited by Douglas Wilson
- C. *The Seven Laws of Teaching* by John Gregory
- D. *Recovering the Lost Tools of Learning* by Douglas Wilson

EDUCATIONAL PHILOSOPHY OF THE OAKS

1. We believe that the Bible clearly instructs *parents*, not the Church or State, to "bring children up in the discipline and instruction of the Lord." Therefore, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.
2. We believe that God's character is revealed not only in His Word but also in every facet of creation. Therefore, we teach that all knowledge is interrelated and can instruct us about God Himself.
3. God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Mark 12:30). Therefore, we seek to individually challenge children at all levels and teach them *how* to learn, versus teaching them to learn by unthinking repetition.
4. We want to help parents teach their children that all they do should be done "...heartily, as unto the Lord." Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This includes biblical discipline principles.
5. We are a full K-12 program because we believe that as long as a child is under the parents' authority and undergoing formal education, he should be trained biblically (Deut. 6:6,7; Prov. 22:6).

STATEMENT OF FAITH

The following are the foundational beliefs on which The Oaks is based. They are also the key elements of Christianity that will be unapologetically taught in various ways through all grade levels. The substance of these statements is that which will be considered *primary doctrine* at The Oaks. Secondary or divisive doctrines and issues will not be presented as *primary doctrine*. When these types of doctrine or issues arise, they will be referred to the family and local churches for final authority. As a member of the Association of Classical and Christian schools, The Oaks also subscribes to the ACCS statement of faith, as stated in Article III 2. Statement of Faith in the Articles of Incorporation.

1. We believe the Bible to be the only inerrant, authoritative Word of God.
2. We believe that there is one God, eternally existent in three Persons: Father, Son, and Holy Spirit.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
4. We believe that, for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.
5. We believe that salvation is by grace through faith alone.
6. We believe that faith without works is dead.
7. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.
8. We believe in the resurrection of both the saved and the lost; they that are saved to the resurrection of life, and they that are lost to the resurrection of damnation.
9. We believe in the spiritual unity of all believers in our Lord Jesus Christ.

STATEMENT ON MARRIAGE AND HUMAN SEXUALITY

We believe that human beings are created in the image of God their Creator. Therefore, we affirm that all humans, male or female, young or old, rich or poor, believer or unbeliever, single or married, identifying as straight, gay, or otherwise have inestimable value and must be treated with dignity and respect. Genesis 1:27 Genesis 9:6 Psalm 8:3-5

We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. Genesis 2:20-24 Matthew 19:3-8

We believe that the term “marriage” has only one meaning: the uniting of one man and one woman in a single, exclusive union, as set forth in Scripture. We believe that God intends sexual intimacy to occur only in such a covenantal marriage relationship between a man and a woman. We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman. Exodus 20:14 Matthew 5:27-28 Galatians 5:19-21 Matthew 22:23-30 Leviticus 18:22

We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God. Similarly, we believe that rejection of one’s biological sex is a rejection of the image of God within that person. 1 Timothy 1:8-11 Romans 1:24-32 Hebrews 13:4 Revelation 2:19-22 Ephesians 5:1-17 Leviticus 18:22-23 1 Corinthians 6:9-20

We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ. John 3:16-17 1 John 1:9 Acts 2:38-39

We believe that every person must be afforded compassion, love, kindness, respect, and dignity. Philippians 2:1-4 Romans 12:10 Genesis 1:27 Galatians 6:1

We believe that human sexuality is intended by God to include more than the contemporary cultural emphasis upon physical, sexual experience. Our sexuality is intended by God to reflect the whole of our sensual and relational createdness. We, therefore, renounce the equation of sexuality with genital sex alone and the false representation of sexuality found in pornography. We believe that such an emphasis results in the dehumanization of all people, especially women and children. Genesis 5:2 Song of Solomon Matthew 5:27-28

We are committed to teaching Biblical truth about marriage and sexuality with conviction and grace. Acts 20:27 Ephesians 4:11-15 2 Timothy 3:16-17

We expect our staff, students, and volunteers to live by such teaching on marriage and sexuality. Romans 12:6-13 Psalm 111:10 Galatians 5:16-25

We differentiate attraction from behavior and recognize that faithful Christians may struggle with same-sex attraction. Members of the community who are committed to the school’s teaching about marriage and sexuality and abide by its behavioral expectations will not be disciplined based solely on same-sex attraction. Leviticus 18:22-30 Matthew 7:2 Romans 14:10 Romans 2:1-4

Additional Teaching Tools and References: Jude 21-23 1 Peter 5:5-7 Romans 7:21-8:11

THE OAKS' VISION STATEMENT

We aim to graduate young men and women who think clearly and listen carefully with discernment and understanding; who reason persuasively and articulate precisely; who are capable of evaluating their entire range of experience in the light of the Scriptures; and who do so with eagerness in joyful submission to God. We desire them to recognize cultural influences as distinct from biblical, and to be unswayed towards evil by the former. We aim to find them well-prepared in all situations, possessing both information and the knowledge of how to use it. We desire they be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; desiring to grow in understanding, yet fully realizing the limitations and foolishness of the wisdom of this world. We desire they have a heart for the lost and the courage to seek to dissuade those who are stumbling towards destruction; that they distinguish real religion from religion in form only; and that they possess the former, knowing and loving the Lord Jesus Christ. And all these we desire them to possess with humility and gratitude to God.

We likewise aim to cultivate these same qualities in our staff and to see them well paid so that they may make a career at The Oaks. We desire them to be professional and diligent in their work, gifted in teaching, loving their students and their subjects. We desire they clearly understand classical education, how it works in their classroom and how their work fits into the whole; that they possess a lifelong hunger to learn and grow; and that they have opportunity to be refreshed and renewed. We desire to see them coach and nurture new staff and to serve as academic mentors to students. We look to see them mature in Christ, growing in the knowledge of God, their own children walking with the Lord.

We aim to cultivate in our parents a sense of responsibility for the school; to see them well informed about the goals of our classical and Christ-centered approach. We desire them to grow with the school, involved in and excited about the journey. We aim to help them to follow biblical principles in addressing concerns, to be inclined to hearing both sides of a story before rendering a verdict, and to embrace the Scripture's injunctions to encourage and stir up one another to love and good works.

Finally, in our relationship with our community, we aim to be above reproach in our business dealings and supportive of the local business community. We further seek to exemplify the unity of the body of Christ, to develop greater fellowship and understanding with the churches, and to bring honor to our Lord in all our endeavors.

THE OAKS MISSION STATEMENT

"A Classical and Christ-Centered Education"

CHRIST-CENTERED

In all its levels, programs, and teaching,
The Oaks seeks to do the following:

- A. Teach all subjects as parts of an integrated whole with the Scriptures at the center.
(2 Timothy 3:16-17)
- B. Provide a clear model of the biblical Christian life through our staff and board.
(Matthew 22:37-40)
- C. Encourage every student to begin and develop his relationship with God the Father through Jesus Christ. (Matthew 28:18-20, Matthew 19:13-15)

CLASSICAL

In all its levels, programs, and teaching,
The Oaks seeks to do the following:

- A. Emphasize grammar, logic, and rhetoric in all subjects (see definitions below).
- B. Encourage every student to develop a love for learning and live up to his academic potential.
- C. Provide an orderly atmosphere conducive to the attainment of the above goals.

Definitions:

Grammar: The fundamental facts and rules of each subject.

Logic: The ordered relationship of particulars in each subject.

Rhetoric: The clear expression of the grammar and logic of each subject.

ANNOTATED SCHOOL GOALS

CHRIST-CENTERED

In all its levels, programs, and teaching, The Oaks seeks to do the following:

**A. Teach all subjects as parts of an integrated whole with the Scriptures at the center.
(2 Timothy 3:16-17; Colossians 1:15-20)**

In order to be Christ-centered, Christian education must be more than a baptized secularism. It is not enough to take the curricula of the government schools, add prayer and a Bible class, and claim the result is somehow Christian.

Secular education places man at the center of all things. Christian education places the God/man at the center. What does this mean?

There is no such thing as neutrality in education. Every fact, every truth is understood in the light of a certain world view. This means that history, art, music, mathematics, etc., must all be taught in the light of God's existence and His revelation of His Son, Jesus Christ. Because the Scriptures occupy a crucial role in teaching us about this revelation, they must also occupy a critical role in Christian education.

This is not to say that the Bible was meant to be read as a science or mathematics text. It was not. It does, however, provide a framework for understanding these so-called "secular" subjects. Without such a framework for understanding, all subjects will degenerate into chaotic absurdity. Christian education is teaching our children how to think Biblically.

As R.L. Dabney stated:

"Every line of true knowledge must find its completeness in its convergency to God, even as every beam of daylight leads the eye to the sun. If religion be excluded from our study, every process of thought will be arrested before it reaches its proper goal. The structure of thought must remain a truncated cone, with its proper apex lacking."

As Christian educators our goal is not to require the students to spend all their time gazing at the sun. We want them to examine everything else in the light the sun provides. It would be folly to try to blacken the sun in order to be able to study the world around us objectively.

Because all truth comes from God, the universe is coherent. Without God, particulars have no relation to other particulars. The universe must, under this understanding, be a multi-verse: an infinite array of absurd "facts." In education this position leads to the fragmentation of knowledge. History bears no relation to English and biology no relation to philosophy.

Because we have a Christian worldview, based on the Scriptures, we are able to give the students a unified education. That unity is only possible because of the centrality of the Scriptures in the educational process. Without that centrality, true education will wither and die. With it, all subjects will be understood, and more importantly, they will be understood as parts of an integrated whole.

B. Provide a clear model of the biblical Christian life through our staff and board.

(Mt. 5:13-16, 22:37-40)

Education does not exist for its own sake. It is not an exercise conducted on paper. Education occurs when information is transferred from one individual to another transforming the individual's character. We have already discussed how that information can be a part of an integrated worldview. But this by itself is not enough.

If the subject matter is in line with the Scriptures but the life of the teachers is not, a conflict is created in the mind of the student. What the inconsistent teacher writes on the whiteboard and what he lives in the classroom are two different things. This same conflict can be created in the minds of the students and teachers if a board member is living in a manner inconsistent with the Bible.

When hypocrisy is tolerated, it leads to greater problems. At best, the integrated Christian worldview becomes a dead orthodoxy - true words, but only words. At worst, anti-Christian living leads to anti-Christian teaching. The hypocrisy is removed by making the instruction as false as the life. As Christian educators, we recognize that hypocrisy on our part will place a stumbling block in the path of the students. The flow of information from teacher to student will be seriously hindered. Because we are in the business of transmitting a Christian worldview, we must also be in the business of living exemplary Christian lives.

C. Encourage every child to begin and develop his relationship with God the Father through Jesus Christ. (Matthew 28:18-20; Matthew 19:13-15)

Without regeneration, a Christian worldview and a Christian lifestyle are nonsensical impossibilities. If a man is dead, it is wasted effort to seek to revive him with a nourishing meal. If the life-principle is absent from the student, no amount of instruction and example on the part of the teacher will give that student life.

We have the responsibility to plant and water. We also have the responsibility to recognize that growth comes from God. God initiates growth in the life of the individual when he is born again. From that time on, the nourishment of instruction results in genuine growth as the Christian puts what he learns into practice.

It is not our role as educators to attempt to make God's work in human lives superfluous. There is no way to perfect human beings by means of instruction -- even if that instruction is Christian in content. The error of thinking that education can perfect man is one that was with the government schools at their inception and which still governs their philosophy. To repeat this error -- even with Christian instruction -- is to create a legalistic atmosphere in the school. This is in contrast to the Good News that God offers us in Christ which will create a moral atmosphere in the school.

Good instruction is conducive to rational Christian minds and godly Christian lives, but only if it presupposes and is built on the Gospel. This Gospel is that Christ died for our sins in accordance with the Scriptures and that He rose again on the third day. If a person's heart is regenerated by this message with repentance and belief, then God will give that person eternal life.

It is a goal to bring every child who does not have a relationship with the Father into such a relationship through Christ. Then, and only then, will the rest of the education we offer be fully understandable. If the child already knows the Lord, it is our goal to encourage him to develop that relationship. As he grows, the education he is receiving will further that growth.

CLASSICAL

As we use it here, the word *classical* refers to the structure and form of the education we provide. It refers also to the content of the studies.

In all its levels, programs, and teaching, The Oaks seeks to do the following:

A. Emphasize grammar, logic, and rhetoric in all subjects.

The structure of our curriculum is traditional with a strong emphasis on the “basics.” We understand the “basics” to be subjects such as mathematics, history, and language studies. Not only are these subjects covered, they are covered in a particular way. For example, in history class the students will not only read their text, they will read also from primary sources.

Grammar, logic, and rhetoric will be emphasized in all subjects. By grammar, we mean the facts and rules of each subject (we do not limit grammar to language studies). In English, a singular noun does not take a plural verb. In logic, A does not equal ~A. In history, time is linear not cyclic. Each subject has its own grammar which we require the student to learn. This enables the student to learn the subject from the inside out.

The logic of each subject refers to the ordered relationship of that subject’s particulars. What is the relationship between the Reformation and the colonization of America? What is the relationship between the subject and object of a sentence? As the students learn the underlying rules or principles of a subject (grammar) along with how the particulars of that subject relate to each other (logic), they are learning to *think*. They are not simply memorizing fragmented pieces of knowledge.

The last emphasis is rhetoric. We want our students to be able to express clearly everything they learn. An essay in history must be written as clearly as if it were an English paper. An oral presentation in science should be as coherent as possible. It is not enough that the ‘history’ or ‘science’ is correct. This must also be expressed well.

B. Encourage every student to develop a love for learning and live up to his academic potential.

This goal is impossible to realize unless the *teachers have a real love for the subject*. If the teacher is not excited about sharing this knowledge, then why should the student be excited about acquiring it? Necessity may induce the student to learn the material; it will not induce him to love it. If he does not love it, he will content himself with some minimum standard. The origin of this travesty of education is a teacher who also is content with some minimum standard. (Seven Laws of Teaching – Law #1).

A teacher who is excited about the subject he teaches will be extremely sensitive to those students who are seemingly bored.

If this goal is successfully reached, then the student will spend the rest of his life building on the foundation laid during his time at The Oaks. Not only did he receive the tools of learning, he acquired the desire to use them. Unlike most tools, they do not wear out with use.

C. Provide an orderly atmosphere conducive to the attainment of the above goals.

There is only one way to maintain an orderly atmosphere in a school, and that is by means of strict, loving discipline. **It is possible for discipline to be strict without ceasing to be fair or loving.** Indeed, when discipline lapses, fairness and love are usually the first casualties. There is no way to love or instruct a child in the midst of chaos.

Our discipline policy includes the use of corporal punishment. This is not done in a way that usurps the authority of parents. When a child is being disciplined, the parents are involved at every step. It is our desire to be a service to parents, not a replacement for them. This is not only true of the entire program at The Oaks, but it is particularly true of our discipline policy.

We understand that many children who are discipline problems have deep-seated difficulties which cannot be solved by means of discipline at school. Nevertheless, our primary obligation is to the majority of students who require an orderly atmosphere in which to learn. We will not tolerate the ongoing presence of a disruptive student. He must either submit to the standards of the school or he will be subject to expulsion.

CONCLUSION

Any one of the above goals taken in isolation would be an inadequate basis for education. Taken together, we believe they establish a remarkably firm foundation. We look forward to seeing the minds of many young people educated in a way that, tragically, is very rarely seen today. As God's grace abounds, we hope to see that change.

ACCS/ERB MEMBERSHIPS

The Association of Classical and Christian Schools (ACCS)

ACCS is an association of Christian schools designed to serve the needs of new or established schools who are seeking to return to the educational heritage of the West. Neither reactionary nor progressive, we seek a return to our cultural roots so that we may resume the process of cultural growth, as God gives the increase.

Requirements for all member schools:

1. The school must subscribe to the first two chapters of the Westminster Confession of Faith.
2. The school must be in conformity to the Trivium educational model.
3. The school must be committed to furthering the work of ACCS.
4. The school must teach a minimum of two years of Latin or Greek, one year of Logic and one year of Rhetoric.
5. The school must offer (or demonstrate the intent to offer) K-12 classes.
6. The school must be current in its membership dues.

The Oaks is a fully accredited member of ACCS.

Educational Records Bureau (ERB)

“The purpose of the Bureau shall be to find, develop and apply better methods and means of testing and recording the development and progress of students; to provide for constructing, administering and scoring tests; to interpret records of such tests as may be used; and to make the results of its research understood by and available to educational institutions and school systems. These activities shall recognize the relationship among curriculum development, educational testing, measurement, and assessment.”
(Quote taken from an ERB publication.)

II. ACADEMIC PROGRAM

LOST TOOLS CHART (TRIVIUM CHART)

	GRAMMAR (Poll-Parrot)	LOGIC (Pert)	RHETORIC (Poetic)
	Grades K - 6	Grades 7 - 9	Grades 10 - 12
	Approx. ages: 5-12	Approx. ages: 12-14	Approx. ages: 15-18
	Student Characteristics:	Student Characteristics:	Student Characteristics:
	<ol style="list-style-type: none"> 1. Excited about new, interesting facts 2. Likes to explain, figure out, talk 3. Wants to relate own experiences to topic or just to tell a story 4. Likes collections, organizing items 5. Likes chants and clever, repetitious word sounds (i.e. Dr. Seuss) 6. Easily memorizes 7. Can assimilate another language well 	<ol style="list-style-type: none"> 1. Still excitable but needs challenges 2. Judges, critiques, debates, critical 3. Likes to organize items 4. Shows off knowledge 5. Wants to know "behind the scenes" facts 6. Curious about "Why?" for most things 7. Thinks and acts as though more knowledgeable than adults 	<ol style="list-style-type: none"> 1. Concerned with present events, especially in own life 2. Interested in justice, fairness 3. Moving toward special interests, topics 4. Can take on responsibility, independent work 5. Can do synthesis 6. Desires to express feelings and own ideas 7. Generally idealistic
	Teaching Methods:	Teaching Methods:	Teaching Methods:
	<ol style="list-style-type: none"> 1. A lot of hands-on work, projects 2. Field trips, drama 3. Make collections, displays, models 4. Integrate subjects through above means 5. Teach and assign research projects 6. Recitations, memorization 7. Drills, games 8. Oral/written presentations 	<ol style="list-style-type: none"> 1. Time lines, charts, maps (visual materials) 2. Debates, persuasive reports 3. Drama, re-enactments, role-playing 4. Evaluate, critique (with guidelines) 5. Formal logic 6. Research projects 7. Oral/written presentations 8. Guest speakers, trips 9. Oral assessments 	<ol style="list-style-type: none"> 1. Drama, oral presentations 2. Guide research in major areas with goal of synthesis of ideas 3. Many papers, speeches, debates 4. Give responsibilities, (i.e. working with younger students, organize activities) 5. In-depth field trips, even overnight 6. Worldview discussion and written papers 7. Oral assessments

CURRICULUM GOALS

I. **ENGLISH:** We seek to:

- a. Equip every student with the skills necessary for good writing, including spelling grammar, style, clarity, etc.
- b. Put a major emphasis on good writing by requiring the students to write often and correctly in each subject area.
- c. Encourage clear thinking by the students through requiring clear writing.
- d. Introduce the students to many styles of writing using the Bible and other high quality literature.
- e. Students will learn and implement the 14 steps of Progymnasmata.

II. **HISTORY/GEOGRAPHY:** We seek to:

- a. Teach the students that God is in control of history and He will determine its ultimate outcome.
- b. Enable the students to see God's hand in the history of the world and the United States.
- c. Broaden the students' understanding of history and geography as the students mature. Specifically, begin with local history and geography in first grade, then start timeline world history covering Creation through present day beginning in second grade and concluding in sixth grade. Logic students will cover world history again in more detail emphasizing the logic and rhetoric stages.
- d. Make history and geography "come alive" for the students through the use of many forms of information and research, (i.e. biographies, illustrations, field trips, guest speakers, music, art, foods, architecture, etc.).

III. **SCIENCE:** We seek to:

- a. Develop in the students an increasing appreciation of the orderly and wondrous way God has designed the universe and the laws which govern it.
- b. Impart to the students the grammar of physics, biology, earth science, and chemistry through the method of *doing science*.
- c. Encourage the students to think, to question, and to test their own theories.
- d. Develop the students' skills of observation and their abilities to record and analyze information.
- e. Encourage the students to apply their scientific knowledge to daily life.
- f. Use many forms of instruction to teach scientific concepts and methods (i.e., a large variety of experiments, demonstrations, research projects, illustrations, field trips, guest speakers, etc.).

IV. MATHEMATICS: We seek to:

- a. Ensure that the students have a thorough mastery of basic mathematical functions and tables.
- b. Put an emphasis on conceptual, as well as practical understanding of math through the frequent use of story problems.
- c. Illustrate God's unchanging character through the timeless, logical, mathematical systems He gave to man through His gift of reason.

V. READING: We seek to:

- a. Use phonics as the primary building blocks for teaching students to read.
- b. Encourage the students to read correctly as soon as possible (normally in Kindergarten or first grade).
- c. Introduce the students to high quality children's literature as soon as possible through our literature program.
- d. Carefully monitor the student's reading abilities to ensure he is at a reasonable level, is comprehending material adequately, and is reading fluently, both orally and silently. This includes the proper use of word-attack skills.
- e. Foster a life-long love of reading high quality literature, after being taught to recognize the characteristics of such literature.

VI. LATIN: We seek to:

- a. Correctly pronounce Latin letters and words. (We will be using the "classical" pronunciation of Latin with the exception of Gregorian chant.)
- b. Do simple translation work from Latin to English and vice versa.
- c. Acquire some knowledge of Roman history.
- d. Ensure that students have the grammatical tools sufficient to read original Latin source materials for their own reading pleasure and research.
- e. Provide students with a thorough and sound understanding of the Latin grammar in order that they might learn many other foreign languages quickly and well.
- f. Emphasize spoken Latin in the classroom and the "Natural Method" of contextual induction for the constant review and introduction of new words and grammar concepts in Latin.
- g. Revive Latin as a fluently spoken language in the world today.

VII. MUSIC: We seek to:

- a. Train the students to sing knowledgeably, joyfully, and skillfully to the Lord on a regular basis.
- b. Enrich the teaching of Scripture through the teaching of many classic and meaningful hymns.
- c. Encourage students to select an area of music, vocal or instrumental, to pursue on their own.

VIII. ART: We seek to:

- a. Train the students to draw, paint, sculpt, etc., knowledgeably, joyfully and skillfully unto the Lord.
- b. Prepare our Juniors for their culminating Grand Tour the summer before their senior year by training them in art history, art appreciation, with opportunities to utilize different art methods and techniques.

IX. PHYSICAL EDUCATION: We seek to:

- a. Systematically work with the students to teach them basic exercises and game skills (i.e. throwing, hitting, kicking, catching, etc.).
- b. In cooperation with the families, encourage the students to knowledgeably establish and maintain good health and nutritional habits.
- c. Enhance biblical patterns of behavior through activities requiring cooperation, team work, and general good sportsmanship.
- d. Develop a base of conditioning for improving health.

X. BIBLE: We seek to:

- a. Clearly integrate the Scriptures and a biblical worldview in a very obvious and intentional way in all aspects of every class.
- b. Encourage parental responsibility for purposefully teaching God's Word to their children (Proverbs 1:8; 2 Timothy 3:15; Ephesians 6:4).

LESSON PLANS

Weekly lesson plans will be prepared by each teacher and given to the Headmaster or his delegate each Monday before 8:00 a.m. or when specified. With their lesson plans, each teacher will also turn in a completed copy of the accountability sheet. Teachers should refer to the course objectives listed in the curriculum guide when preparing their lesson plans. These objectives are to be listed on the accountability sheet at the end of each quarter.

STUDY SKILLS/EXPECTATIONS FOR GRAMMAR AND LOGIC STUDENTS

The grammar students will have a strong background in making oral presentations, in taking notes, and in the use of dictionaries and encyclopedias. They will have some experience with outlining.

Grammar and logic students should receive guidance in finding materials in the library. They should be shown how to look up information on the computers in the public libraries and how to locate the books in the library.

Note Taking: Outlining skills should be reviewed if students are expected to outline material from texts or develop outlines for written assignments.

Expectations for note taking during lectures should be low. All junior high teachers who expect students to use this skill should give students specific guidance on accomplishing this task. During the first semester the teacher should periodically collect notes from the students to check on their success in taking notes. (This need not be graded, although it could be.) Teachers should write key words and phrases on the board. They should avoid writing out complete sentences for the students.

Students will have experience in writing research reports. Specific expectations for research reports should be made clear to the students. Teachers should continue to define plagiarism and emphasize the importance of avoiding this practice.

STUDY SKILLS/EXPECTATIONS FOR LOGIC & RHETORIC SCHOOL STUDENTS

High school students may be expected to have mastery of study skills. Students should be weaned from using encyclopedias for research reports.

Writing: See Logic & Rhetoric Teachers Handbook – “Writing Across the Curriculum Plan” for writing assignments and schedules.

Teachers are to coordinate their major writing assignments to ensure that the students have no more than one major writing assignment at any one time. If you want to assign a major paper, please check with the Headmaster to add the assignment to the master calendar. To ensure that class time is productive, please insist that the students work on their papers during class without conversation when class time has been designated.

IDEAS FOR CLASS REVIEW

1. Information journals: Students think through the lesson during the last five minutes of class and write down any questions they may have, or the teacher may have the student write out what they have learned.
2. Questioning: Teacher goes around the room during independent study time and questions students on the material they have been working on.
3. Last minute questions: Teacher also asks individual students questions as they leave the room, trying to tie the material together.
4. Use similar problems from different sources (thus different wording).
5. Concrete applications. (Find flagpole's height.)
6. Build upon the lesson from the previous day. Start with the initial lesson and review its development, adding on the new lesson as it applies.
7. In Bible, start the year by giving the students a chart of biblical eras. Review at the beginning of the lesson, showing which era today's lesson fits into.
8. Before quizzes and tests, take most of the previous period to review the test material, usually by asking the students questions similar to those which will be on the test or quiz.
9. Review games: trivia, bingo, "Bible jeopardy," "Around the world." (Have students prepare the questions for these games.)
10. Question-and-answer sessions at the beginning or end of class.
11. Study questions, provided by the teacher, to be answered in writing. Review the student's written answers during class discussion.
12. Add questions from old material to quizzes. This provides for ongoing review.
13. Review the quiz or test together after it has been graded and discuss concepts again. (This is one of the best forms of review and often neglected).
14. Role-playing.
15. Asking students to summarize or explain the material (orally).
16. Diagramming sentences on the board.
17. Diagramming game.
18. Find samples of what the students learned in outside material.
19. Ask students to use proper language at home.
20. Extemporaneous and impromptu speeches.
21. Pop quizzes.
22. Have students use a map to identify locations that have been discussed.
23. Disputations.
24. Whiteboard games.
25. Write down from memory a paragraph read by a teacher.

HOMEWORK PHILOSOPHY AND GUIDELINES

Philosophy

The Oaks may assign homework to its students. Below are the primary reasons or causes for homework being assigned:

1. Students often need some amount of extra practice in specific, new concepts, skills, or facts. In certain subjects (i.e. math or languages), there is not enough time in a school day to do as much practice as may be needed for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
2. Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study.
3. Since The Oaks recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class.
4. Homework may also result when students, who having been given adequate time to complete an assignment in class, did not use the time wisely.

Guidelines for Assigning Homework

Since homework, takes time at home, it is not to be assigned due to the teacher's poor planning or in place of an assignment which could have been completed in school. The necessity for doing homework will vary from grade to grade and even from student to student. The guide below should be regarded as maximum times, not as required minimum times, and then only if homework is assigned. Anytime homework is assigned, the student planners will be used for 3rd through 12th grades.

<u>GRADE</u>	<u>MAXIMUM APPROXIMATE TIME PER WEEK NIGHT*</u>
K	NONE
1 st -2 nd	20-40 MINUTES (infrequently)
3 rd	30-45 MINUTES (as needed)
4 th -5 th	45 MINUTES
6 th	45-60 MINUTES
7 th -8 th	60-90 MINUTES
9 th -12 th	90-120 MINUTES

*Equal to 10 minutes per grade level. Normally homework is not to be assigned over the weekend, except for literature. No homework is assigned over holidays and vacation periods.

Homework Guidelines

Guidelines for Grammar and Logic/Rhetoric Teachers:

1. Make expectations for the homework assignment clear to the students. Explain the purpose of the assignment.
2. Homework assignments should not be complex or novel. Homework should focus on simple skills and material or on the integration of skills already possessed by the students.
3. Homework may not be assigned to punish students.
4. Students in grammar and logic/rhetoric grades are required to write down all assignments in their planners.
5. Assignments should be the same for all students and should not be individualized unless approved by the administration. (The same type of assignment should be required of all students although specific topics may vary.)
6. Teachers should give the students time to begin working on assignments during class. Homework then consists of work that was not completed during class. In most subjects, some of the best students should complete the assignment during the class time provided.
7. Teachers must collect homework, check it for completeness, and give intermittent instructional feedback. Teachers are not required to grade every homework assignment, but this should be the exception. Homework assignments should be used to locate problems in student progress and to individualize instruction.
8. Homework should not be assigned over weekends, except for literature. Also, homework should not be assigned over Thanksgiving Break, Christmas vacation, Mid-Winter Break or Spring Break.
9. Homework can be given over parent/teacher conference breaks.

Specific Logic and Rhetoric School Homework Guidelines by Grade:

Note: Students and parents need to understand that the following homework times are guidelines, usually geared towards 80% of the class.

7th Grade: 70 mins./night

	<u>Per Week</u>
Math	80 mins.
Literature	100 mins.
Science	40 mins.
History	40 mins.
Latin	40 mins.

8th Grade: 80 mins./night

	<u>Per Week</u>
Math	100 mins.
Literature	125 mins.
Logic	40 mins.
History	40 mins.
Latin	40 mins.

9th Grade: 90 mins./night

	<u>Per Week</u>
Math	100 mins.
Literature	100 mins.
Science	45 mins.
Logic/Debate	90 mins.
Latin	55 mins.

10th Grade: 100 mins./night

	<u>Per Week</u>
Math	100 mins.
Literature	150 mins.
Science	80 mins.
History	40 mins.
Latin	55 mins.

11th Grade: 110 mins./night

	<u>Per Week</u>
Math	100 mins.
Literature	130 mins.
Science	80 mins.
Rhetoric	120 mins.
Civics/Econ	40 mins.
Science	80 mins.

12th Grade: 120 mins./night

	<u>Per Week</u>
Math	120 mins.
Literature/Physics	130 mins.
Rhetoric	120 mins.
Philosophy	40 mins.
Apologetics	35 mins.

Bible: All these classes have 50 minutes per week to be distributed as the teacher desires.

Note: Math will be the first subject to be completed during Study Hall. A student may not move on to any other homework until math homework has been completed.

POLICIES AND GUIDELINES

Throughout this manual, please note the use of the terms *guideline* and *policy*. *Policy* designates decisions and commitments of the administration. *Guidelines* are administrative directives which are designed to help implement policy.

It is expected that the teachers will familiarize themselves with the contents of this manual and will comply with the policies and guidelines contained therein. Information in this manual may apply in some cases only to the grammar grades or only to the logic/rhetoric grades.

The Staff Manual only includes those school board policies that are most relevant to teachers. The remainder of the policies are available to teachers and staff members upon request.

REVERENCE POLICY

In all areas of instruction, especially Bible classes and related activities, proper respect and consideration of God's character will be given.

Specifically, class songs, skits, stories, and discussion that include references to the name and attributes of the Lord must be consistent with biblical principles. The following list is not meant to be all-inclusive, but it is characteristic of the kind of activities to avoid:

1. Silly or trite references to Jesus Christ and His work on the cross.
2. Implying, directly or indirectly, that all the students are Christians.
3. Mockery of angelic powers, demonic or heavenly.
4. Emphasis on good feelings or works instead of humble obedience and grace.

For the sake of the students' spiritual training and the school's work, joyful encouragement and instruction in reverential knowledge of the Lord is necessary.

IN-CLASS MOVIE/VIDEO/DVD* GUIDELINES

*Referred to as movies from this point forward.

Teachers must preview all movies before making a request of the Headmaster to use the movies in the classroom.

Teachers who want to show a movie must obtain the permission of the Headmaster **prior to** making arrangements to show the movie.

Criteria: ALL MOVIES USED IN CLASS SHOULD CONFORM TO THE PRINCIPLES OF PIETY LISTED IN PHILIPPIANS 4:8.

Movies may be used in class for educational purposes only. Educational includes historical, documentary, and literary in content. These should be used sparingly. No literary movies should be shown unless the book has already been read by the students.

Prior to approval, the Headmaster will take into account the number of movies that the teacher has shown during the semester.

In order to respect the variety of standards on what movies students are allowed to watch by their parents, teachers are asked not to recommend them to students. This is to avoid having the student respond to his parents, "Well, my teacher said it was a good movie."

MUSIC GUIDELINES

If teachers desire to play music for students during class, they are to limit their selections to **classical music only**. History and music classes which are listening to the music of the period or style being studied are exempted from this policy. The limitation to classical music applies whenever students are in the classroom.

SECONDARY DOCTRINE POLICY

Classroom discussion of secondary doctrine should be on an informative, non-partisan level. Teachers must be careful not to speak to the students in a manner that would cause offense to the parents. Presentation of all sides of an issue is encouraged. The teacher should encourage the students to follow up any questions they have with their parents and pastor.

CONTROVERSIAL SUBJECTS POLICY

Objective: To establish a policy that helps The Oaks to respect the convictions of parents and teachers in various academic subject areas while at the same time maintaining our goal of teaching all subjects in the light of a comprehensive Christian worldview.

This policy applies to all teaching staff in the course of their teaching duties. It does not apply to non-teaching staff or to the teaching staff on their personal time.

Definitions:

Controversial Subject: A subject which Christian families and churches commonly consider divisive, whether or not the introduction of the topic was planned by the teacher or brought up by a student. The Oaks Statement on Marriage and Human Sexuality is not deemed to be a controversial subject within the school.

1. If in the course of teaching a class a teacher sees that a subject has arisen which he has good reason to believe is controversial and discussion of that subject will *not* help him achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for the discussion of the topic at all.
2. If a subject arises which the teacher has reason to believe is controversial and/or of a sensitive nature and the discussion of that topic will help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:
 - a. As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
 - b. Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
 - c. As appropriate (i.e. pertinent to the stated goals of the class), direct the students' attention to informed sources on each side of the subject concerned. This may be done in a variety of forms, such as a research paper, guest speakers, reading differing authors, etc. Strongly encourage the students to become knowledgeable of the most widely held views on the controversial topic.
 - d. Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.
3. Due to the extremely sensitive and intimate nature of human sexual relations, discussion and instruction on this topic generally will be limited to human reproduction in biology, and to biblical principles and references as they arise in appropriate class contexts.
4. The teacher is to remember that, according to Scripture and the second stated goal of The Oaks, he is serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with students on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy and sound teaching practices, he is to encourage a gracious and scholarly attitude in the students.

GUIDELINES FOR TEACHING CONTROVERSIAL SUBJECTS

The following guidelines are designed to assist the teachers in implementing and complying with the policy on teaching controversial subjects.

For a discussion of the proper role of the teachers, staff members are encouraged to review *The Seven Laws of Teaching* by John Milton Gregory. The chapter on the law of the teaching process is especially applicable.

"True teaching, then, is not that which *gives* knowledge, but that which stimulates pupils to *gain* it. One might say that he teaches *best* who teaches *least*; or that he teaches best whose pupils learn most without being taught directly. But we should bear in mind that in these epigrammatic statements two meanings of the word *teaching* are involved, - one, simply telling, the other creating the conditions of real learning."

As a further aid to the teachers, several topics have been identified as controversial by The Oaks Logic & Rhetoric staff members. The controversial subjects policy should be followed when addressing these topics.

CONTROVERSIAL SUBJECTS

A. Secondary Doctrines:

1. The morality of polygamy.
2. The existence of celestial beings which the Bible calls "gods," especially in relation to the gods of Greek mythology.
3. The accuracy of the Greek concept of Hades.
4. Differing views on the Sabbath. Is it a Christian obligation?
5. Calvinism v. Arminianism, Predestination, Man's will v. God's sovereignty.
6. Premillennialism v. Postmillennialism.
7. Is it ever morally acceptable to deceive (i.e. in a war)?
8. Can a Christian lose his salvation?
9. Satan's authority in the present.
10. Roles of men and women.
11. Arranged marriages.
12. Capital punishment.
13. Does the O.T. civil law apply today?
14. Magic.

B. Historical Topics:

1. States' rights: Union v. Confederacy.
2. The morality of slavery. (Refer to specific policy details on page 26.)

C. Social Issues:

1. Spanking infants.
2. Environmentalism.
3. The "proper" role of government. Social welfare programs, art, health care, etc.

THE OAKS' POLICY IN REFERENCE TO THE MORALITY OF SLAVERY

It is the intent and desire of the Board of Directors of The Oaks (the "Board") that teachers at The Oaks, during the course of directing class discussion and studies related to the subject of slavery, shall bring their students to the following conclusions:

- a. As a matter of biblical principle, and as an integral part of our official school policy, The Oaks denounces every form of racism, racial animosity or racial vainglory, including every form of slavery based on racism. God created man in His own image, and has made from one blood all the nations of the earth (Acts 17:26). We believe firmly that, in the Gospel, God reversed the curse of Babel, and that in Christ there is neither Jew nor Greek, male or female, slave or free, *black or white, Asian or Hispanic.** (Galatians 3:28)
*Italics added.
- b. Christ died on the cross to set all men free from their sins, and all forms of external slavery built on the bedrock of slavery is sin. Therefore, the logic of the Great Commission requires the death of slavery as an institution in every place where it might still exist. While Christian slaves were commanded to work hard for their masters, Christian slaves were also told to take any lawful opportunity for freedom (1 Cor. 7:20-24). Students should conclude that slavery as an institution is inconsistent with the fundamental spirit of the Gospel, and that the Gospel has historically been influential in its abolition from Western Civilization.
- c. The Bible rejects slave trading, together with kidnapping and trafficking in kidnapped persons, as abominations, and those believers who worked against such practices are rightly considered heroes of the faith. (1 Tim. 1:10; Ex. 21:16).
- d. There is a difference between slavery regulated by the Mosaic Law, that is, slavery that was little more than an indentured servant hood, and slavery as it existed in a pagan empire such as Rome. In ancient Israel, it was the duty of those who feared God to simply obey the law as God gave it. But when the existing law was that of an unbelieving pagan order, it was the duty of Christians living within that system to follow biblical instructions carefully so that the Word of God would not be blasphemed (1 Tim. 6:1). Accordingly, teachers are to encourage students to consider and evaluate, using the Scripture as guidelines, how slavery was practiced in different societies.

GUIDELINES FOR SELECTING IN-CLASS DEBATE TOPICS

These guidelines are designed to assist the logic and rhetoric school teachers as they select topics for in-class debates. **Teachers working with students in the pert and poetic stages should use debates regularly.** These guidelines are not intended to lessen the use of class debate when appropriate. Rather, it is hoped that while debates continue to be held, they utilize topics that are in keeping with the policy on secondary doctrine and controversial subjects and meet with the approval of most of The Oaks' parents.

1. *It may be helpful to notify the parents in your class of the debate topics that you plan to use prior to holding the debate.* This will provide parents with the opportunity to express their concerns in a timely manner. Teachers may decide whether or not to do this.
2. When selecting topics, consider the effect that the debate will have among the Christian students in your class and in the student body as a whole. Avoid topics that will be divisive among Christians.
3. Safe and yet profitable topics such as political decisions and current events should not be neglected.
4. Avoid using topics which have recently been topics of debate within the local evangelical Christian community. This is to avoid causing unnecessary division within the Christian community.
5. Use topics that relate to the course content objectives.
6. When selecting topics, show grace to concerned parents. If a parent has a concern with a particular topic, try to use an alternative topic if possible, even if the topic is an appropriate one as defined by The Oaks Board policy and these guidelines.
7. Be aware of gender difference when selecting topics.

III. TESTING AND GRADING

GRADE REPORTING

Progress reports are sent home at mid-quarter (mid-term grades). Report cards are sent home with the students at the end of each quarter. Weekly checklists are to be made available to monitor academic progress upon parents' request. Teachers are required to notify parents two weeks before the end of the grading period if a student is in danger of receiving a failing grade for the quarter or the semester (F Notices). Parents are encouraged to make use of the Parent Response forms sent home with the mid-term reports and the report cards.

GRADING GUIDELINES FOR REPORT CARDS AND HONOR ROLL

All academic grading in The Oaks will use a criterion-referenced base for evaluation. The students' work will be evaluated against an objective standard in each class. Grade point averages (GPA's) will be computed at the end of each quarter. Elective and independent study courses will be graded and applied toward graduation requirements but will not be factored into cumulative GPA's. The following percentages, grades, and grade points are used 7th-12th grades:

<u>%</u>	<u>Grade</u>	<u>Grade Point</u>	<u>Meaning</u>
100-96.5	A+	4.0	Excellent
96.4-93.5	A	4.0	
93.4-89.5	A-	3.7	
89.4-86.5	B+	3.3	Surpassing
86.4-83.5	B	3.0	
83.4-79.5	B-	2.7	
79.4-76.5	C+	2.3	Satisfactory
76.4-73.5	C	2.0	
73.4-69.5	C-	1.7	
69.4-0	F	0.0	Failing
89.4-69.5	P	N/A	Passing
N/A	I	N/A	Incomplete

3.5-3.6 Cum Laude
3.7-3.9 Magna Cum Laude
4.0 Summa Cum Laude

ACADEMIC PROBATION POLICY

Objective: To provide additional motivation to students whose academic achievements are not up to their capability. This policy applies only to logic and rhetoric school students.

Scope: If implementation of this policy would be counter-productive to the objective, the Headmaster may decide not to place a student on probation. A written record explaining this decision will be signed by the Headmaster and placed in the student's file.

Text of Policy:

1. Logic and Rhetoric School students are required to maintain at least a 2.0 grade point average during any two consecutive quarters. Exceptions will be made for students who have a grade point average of less than 2.0 but have not failed any courses during the quarter in question.
2. Grade point averages (GPA) for each Logic and Rhetoric School student will be calculated at the end of each quarter.
3. If a student's GPA is at or below 2.2 (i.e. a "C" average), that student will be placed on academic probation during the following quarter.
4. If at the end of the next quarter the student's GPA (for the quarter) has not risen to at least a 2.0, that student will be expelled.
5. Students who are on academic probation are ineligible to participate in extracurricular activities.
6. Grade point equivalents:

A = 4.0
B = 3.0
C = 2.0
F = 0.0

GRADING GUIDELINES FOR GRAMMAR SCHOOL

Guidelines:

1. Percentages and Grade Equivalents:

100% to 92%	A+ to A-
91% to 80%	B+ to B-
79% to 70%	C+ to C-
69% to 0%	F

Other Evaluation Assignations: (Used primarily for Kindergarten, First, and Second Grades)

E	Excels
S	Satisfactory
N	Needs Work
U	Unsatisfactory
I	Incomplete

2. Minimum of 9 grades per each 9 week quarter for each subject's grade, unless okayed by the Headmaster.
3. All academic/objective grading in The Oaks will use a criterion-referenced base for evaluations. That is, objective standards will be used to judge student performance. Grading on a "curve" will not be done.
4. Quarter grades should be based on the following:

Tests/Book Reports
Quizzes
Homework/Class work

Note: Virtually all assigned work done for/in class should receive a recorded credit toward a grade.

5. Participation in class discussion may also be graded. If so, daily participation should be recorded on a consistent basis. Written criteria must be handed out to the students.
6. Projects, depending on the scope of the assignment, may be used in place of tests.
7. Variety, in the amount and kind of testing, assignments, and homework is, **highly encouraged**.
8. Behavioral Ratings: The progress portion of the quarterly report provides an opportunity for an evaluation of the student's class/school behavior. The marks used for acquiring skills (such as in Kindergarten and first grade) are:

E	Excels
S	Satisfactory
N	Needs Work
U	Unsatisfactory

9. Types of Behaviors to Evaluate:
 - a. Work/Study Habits: neatness/timeliness of work, completeness of work, works independently, follows directions, uses free time well.
 - b. Conduct: follows rules, avoids unnecessary talking, accepts responsibility, considerate to others, shows initiative.
 - c. Skills related to specific subject areas.
10. Teacher's comments will be included in a special section on the report. These comments are to be positive and encouraging. This is not the appropriate venue for making corrections of the student. Teachers at The Oaks are to be communicating constantly with parents if improvement is needed.

SEMESTER EXAMS

A. Purpose:

Comprehensive exams provide us with the opportunity for **review**. The last chapter in *The Seven Laws of Teaching* explains the importance of reviewing material taught previously.

B. Guidelines:

All logic and rhetoric school teachers, except elective teachers, are required to administer some type of comprehensive assessment at the end of the semester. Written exams are the most common type of assessment given but are not mandatory.

You must hold a *minimum* of three review sessions prior to giving your final exams.

C. What information should you test on final exams?

Review the course objectives for your course. The objectives that should be tested on the final exam are listed. Use the course objectives to select test items (assuming that you have taught the objectives accordingly).

You should test the students over the information that you have studied during the semester. If you haven't taught it, don't test it.

The test questions should reflect the relative importance of the course objectives. The more time you have spent teaching an objective, the more test items there should be related to that objective.

D. The importance of preparing review sheets.

Review sheets should be prepared for the students. The review sheets should identify ALL of the information that will be included on the exam.

Students will ask, "If we know the information on the review sheet, will we be ready for the test?" Think carefully about how you will answer this question. Review sheets help parents identify the information they should review with their children.

Review sheets should be given to the students **no later than one week** prior to the test. This does not mean within the same week (i.e. handed out Monday and the test is Friday).

The review sheet should identify the words that must be spelled correctly on the test. It should also clearly identify any items that must be committed to memory (like specific dates).

E. Principles of constructing a quality test.

So called "trick questions" don't have any place on a quality test.

Do not prepare "power tests." (Power tests are designed to take more time to complete than is given for the test.) Students who know the material should have plenty of time to complete all of the questions on the test. They should also have enough time to recheck some of their work. All students should receive the same amount of time to complete the test.

F. Grading:

Review the testing/grading guidelines in the staff manual.

Students must receive their graded test and assignments within one week of the date of the exam. If the test is given on Friday or the assignment handed in on Friday, it should be back in the students' hands by the beginning of class on the following Friday.

Reviewing the graded tests with the class is a good practice and provides for a good teaching opportunity.

GRADING PRINCIPLES

1. No single assignment should be worth more than 25% of the student's total quarter grade.
2. A minimum of **nine** grades for grammar and **nine** grades for logic and rhetoric should be used to calculate the quarter grade. Bible and elective courses should have at least seven grades per quarter.
3. Quarter grades should be based on various types of assignments. For example:
 - Tests/Book Reports: (Recommended) three each quarter.
 - Quizzes: (Recommended) At least three quizzes.
 - Class work/Homework: At least one graded assignment/week (no less than six total/quarter).
4. Semester grades are calculated by averaging the two quarter grades for that semester. Grades on final exams are calculated as part of the second or fourth quarter grade.
5. If you want to grade participation in class discussion, participation records should be kept on a consistent basis. Criteria needs to be written out and given to the students.
6. Projects, depending on the scope of the assignment, may be used in place of tests.
7. Variety, in the amount and kind of testing, assignments, and homework, is highly encouraged.
8. All grading will be criterion-referenced. Teachers are prohibited from assigning grades based on a normal curve.
9. Teachers may not use academic grades for discipline purposes.

‘F’ NOTICE GUIDELINES

1. In the event of a student earning an F for the quarter in any class or subject, the parents **must** have received prior notification. That is, *no quarter grade of an F can be issued unless the teacher has ascertained that the parents and the student understand the reasons for the forthcoming grade.* "Blind-siding" (i.e. surprising the parents and student with an F at grading time) is forbidden. Notification must be made two weeks before the end of the quarter if the student could *potentially* receive an F (i.e. any students with a C- at that time).
2. One day each quarter will be designated as **F-Day**. It will normally fall two weeks before the last day of the quarter. The purpose of F-Day is to formally alert/remind the teachers that they need to notify the parents of any student who will receive an F at the quarter's end by filling out an F Notice form and handing it in to the school office.
3. The Headmaster is also to be made aware of any student receiving an F Notice warning by turning in a copy of the parent notification.

Note: When informing parents of an impending F, **be clear, direct, and specific**. Tell the parent that their child is *failing*. The parents should be told why the student is receiving an *F* (missing assignments, low test scores, etc). The parents will probably ask, "What can Johnny do, before report cards come out, to earn a passing grade?" Be prepared to answer this question. Remember that quarter percentages are important in determining semester grades. Finally, some parents will require their students to complete missing assignments as a matter of discipline whether or not they will receive credit for the assignments. You should be willing to comply with such a request.

EXTRA CREDIT GUIDELINES

Communicate to parents and students that extra credit is not an option. Extra credit should not be used in lieu of a failing or low grade on a test or assignment. An alternative assignment may be given to the entire class if a large number of students did poorly or if the test was poorly written.

GUIDELINES FOR WORK MISSED DURING A SUSPENSION

1. Students are expected to complete all assignments given to their class during their absence within a reasonable amount of time which is established by the teacher.
2. Assignments should be graded in a manner consistent with the procedure used for the rest of the class. Students should receive full credit for work completed on time.
3. ***Students*** are responsible to contact teachers for missed work. Teachers must communicate this expectation to parents and students both.

CORRECTING TEACHER ERRORS IN GRADING

These guidelines apply when a student reports to a teacher that the student's work has been graded incorrectly, and the resulting score is lower than the one that they received on their paper.

The teacher shall commend the student for his honesty and integrity and the teacher will use their own discretion in how they handle this in their grade book. The teacher is not required to lower the grade.

TESTING SCHEDULE

Teachers must give students at least one week's notice prior to giving them a test.

Teachers who want to test on a day other than the one that they have been assigned should check with the appropriate teacher to prevent students from having more than two tests per day. Exceptions to this policy will be made at the end of each semester when a separate final's schedule will be arranged with the logic and rhetoric school teachers.

This schedule should also be followed when establishing due dates for major projects or written assignments. Teachers are also required to record due dates for major projects on the monthly assignment calendar. This calendar will be located in the Headmaster's office.

TWENTY PERCENT RULE

If more than 20% of the students in a class fail a test, the teacher must inform the Headmaster. The teacher and Headmaster will meet together to try and determine the causes of the low performance. A plan for improving the future performance of the students will be developed. If necessary, the entire class may receive the opportunity to re-take the exact test or a modified version of the test.

GRADING LATE ASSIGNMENTS FOR LOGIC AND RHETORIC SCHOOL STUDENTS

Homework assignments should be “due” at the beginning of the period. Any assignment turned in after the assignments are collected is late. Students should not be permitted to complete assignments during the period and turn them in later that period for full credit.

For each day an assignment is late, the grade is to be reduced by ten percent. Assignments more than three days past the due date may not be turned in for credit. There are two exceptions to this requirement. First, if a student had an unplanned absence, the due date is to be extended by the number of days they were absent. Second, if a student had a planned absence of three days or more, the due date may be extended by half of the number of days they were absent.

It is expected that teachers will follow these guidelines; they are required, not suggested, guidelines.

IV. DISCIPLINE

DISCIPLINE POLICY

The kind and amount of discipline will be determined by the teachers and, if necessary, the Headmaster. The discipline will be administered in the light of the individual student's problem and attitude. All discipline will be based on biblical principles, (i.e. restitution, apologies – public and/or private, corporal punishment as defined below, restoration of fellowship, no lingering attitudes, etc.). The vast majority of discipline problems are to be dealt with at the classroom level. In order to maintain consistency, teachers and administrators will regularly meet together to discuss biblical standards and school policy concerning discipline.

It is vital for parents and students to realize that maintaining an orderly atmosphere in the school and the classroom is critical to the learning process. As in all other areas of the education at The Oaks, *love and forgiveness* will be an integral part of the discipline of a student.

Office Visits: There are five basic behaviors that will **automatically** necessitate discipline from the Headmaster or Assistant Headmaster (versus the teacher). Those behaviors are the following:

1. **Disrespect** shown to *any* staff member. The staff member will be the judge of whether or not disrespect has been shown.
2. **Dishonesty** in any situation while at school, including lying, cheating, and stealing.
3. **Rebellion** (i.e. outright disobedience in response to instructions).
4. **Fighting** (i.e. striking in anger with the intention to harm another student).
5. **Obscene language** including taking the name of the Lord in vain.

During the visit with the Headmaster or Assistant Headmaster, the Headmaster or Assistant Headmaster will determine the nature of the discipline. They may require restitution, janitorial work, parent's attendance during the school day with their child, corporal punishment, or other measures consistent with biblical guidelines which may be appropriate.

If for any of the above or other reasons, a student receives discipline from the Headmaster or Assistant Headmaster, the following accounting will be observed within the school year:

1. The first and every time a student is sent to the Headmaster or Assistant Headmaster for discipline, the student's parents will be contacted and given the details of the visit. The parent's assistance and support in averting further problems will be sought.
2. The *second* office visit may entail corporal punishment.
3. The *third* office visit will be followed by a meeting with the student's parents and the Headmaster or Assistant Headmaster.
4. Should the student require a *fourth* office visit, a **two-day suspension** will be imposed on the student.
5. If a *fifth* office visit is required, the student will be **expelled** from the school.

Note on expulsion: The Oaks' Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a fifth office visit, the student will be expelled.

Serious Misconduct: If a student commits an act with such serious consequences that the Headmaster deems it necessary, the office-visit process may be bypassed and **suspension** or **expulsion** imposed immediately. Examples of such serious misconduct could include acts endangering the lives of other students or staff members, gross violence, vandalism to the school facilities, violations of civil law, or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct which occurs after school hours.

Re-admittance: Should the expelled student desire to be re-admitted to The Oaks at a later date, The Oaks, Board, or its delegated committee, will make a decision based on the student's attitude and circumstances at the time of re-application.

CORPORAL PUNISHMENT

Corporal punishment will involve using a strap as a means to administer a spanking to the child. The spanking will occur only upon the student's gluteus maximus, not above or below this area. The spanking will be administered by the Headmaster or Assistant Headmaster with another staff person present. This punishment will not take place in the presence of other children. No clothing will be removed. It will not take place with the intent to embarrass but to bring attention to the inappropriate attitude of the student. The parent of the child will be notified that a spanking was administered.

DISCIPLINE GUIDELINES

A. Office Visits

1. Memorize the list of offenses that require an office visit. Be certain that you understand the description of each offense. (For example, disobedience does not equal disrespect.)
2. When an offense occurs, take the student to the Headmaster or Assistant Headmaster. Do not discipline in class for an offense that requires an office visit.
3. When you bring a student to the office, be sure you tell the Headmaster or Assistant Headmaster directly, what took place before he hears from the student. Once you have given this information, you may return to your class.
4. If you have a question about the handling of discipline, please come and see the Headmaster or Assistant Headmaster later.

B. How to keep the respect of your students.

1. Be faithful to keep your word, even if the students do not know that you have been.
2. Correct and return papers promptly to the students. Include comments to help explain the grade given on the paper.
3. Do not threaten, but act decisively. **Rebuking an entire class is rarely effective or appropriate.**
4. Maintain control of your class. Teachers who discipline students who deserve it earn the respect of all their students. Students have a strong sense of justice.
5. Prepare for class. Students recognize excellence in teaching and appreciate well-organized and well-run classes.

C. Classroom Management

1. Pray for love, wisdom, patience, and guidance.
2. When possible, defuse confrontations with students with humor or a gentle word. Don't escalate the situation. However, if a confrontation develops, it is important that the students understand that they are under your authority.
3. Comply with these biblical principles of discipline.
4. Do not make quick and rash decisions when an offense has occurred. Defuse the situation and then determine prayerfully what is appropriate.

Discipline students with motives of love and delight. "The Lord disciplines those He loves, as a father the son he delights in." (Prov. 3:12)

Be sure you have all the information you need before making a judgment. "The first to present his case seems right until another comes forward and questions him." (Prov. 18:17)

Discipline must be painful. "No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it." (Hebrews 12:11)

D. Students need discipline.

1. Self-discipline is a worthy and desired goal for all students. Part of our job is to give students the training that some need to develop this character trait. We should hold students accountable for their behavior and provide discipline when necessary. We are in error if we refuse to discipline the students because we expect them to be completely self-controlled and self-disciplined.
2. Whenever a name is written on the board for discipline, **a call must be made to the parents by that teacher on that day.**

BASIC SCHOOL RULES

All students should be aware of, and are expected to adhere to, the following list of school rules:

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
3. Guns or knives are not allowed on the school grounds.
4. Students are not to bring radios, iPods, MP3 players, CD players or other personal music devices to school. Students may not use school tape players, CD players, and/or radios to listen to popular music while at school.
5. Students will be held responsible for damage done to school property. Actual replacement or repair costs will be assessed

6. Students will be held responsible for damage done to school textbooks. Actual replacement or repair costs will be assessed. Hardback textbooks must be covered with a book cover.
7. Public displays of affection are not permitted at school or school activities.
8. Students may not chew gum at school.
9. Students may not write on the whiteboards without permission of the teacher.
10. All students are expected to leave the classrooms clean when they are finished eating lunch.

STUDENT ETIQUETTE WHILE AT SCHOOL

Students will be expected to show consideration for their teacher and their classmates by complying with these standards. These are the “house rules.” The students . . .

- will be seated and quiet when class begins.
- will not walk across desk seats or dash across the room to get to their desks.
- will not throw paper from their desks to the trash.
- will not throw pencils, pens, etc. across the room to another student.
- will not disturb anything on the teacher’s desk (including reference books) without permission.
- will not sit at the teacher’s desk or open drawers in the desk when the teacher is not in the room.
- will not prop their feet up on desks.
- will not write on desks, walls, posters, etc.
- will pick up any trash around their desks before leaving.
- will not adjust blinds or open or close windows without permission from the teacher.
- will not rearrange desks without permission from the teacher.
- will not pass notes nor ask others to pass notes.
- will not talk while the teacher is talking nor interrupt other students during class discussion.
- will not work on other homework assignments during class (until finished with assigned work).

CLASSROOM RULES

Headmaster's Directives: (Developing consistency)

The way you handle discipline will affect, for good or ill, the other teachers who teach these students. We must learn to think about how our decisions affect one another. At the logic and rhetoric level, we have to work to develop consistent standards for discipline. These guidelines are designed to do just that.

1. **Absences:** The office will keep track of absences. These will be recorded on student report cards each quarter.
2. **Tardy:** Discipline students for being tardy. "Tardy" means the student is not seated and ready to start class at the appropriate time. (The teacher determines the definition of ready.) Record the names of tardy students each period. Put the list of names in the hallway for pick up by the office staff. The total number of tardy marks each quarter will be recorded on the student's report card.
3. **Late Assignments:** Follow attendance guidelines when handling late assignments (pg. 35-36).
4. **Dismissal:** Do not dismiss class early. You should always have some productive way to fill a few minutes. If the students leave your room early, they will probably be disrupting someone else's class.
5. **Eating/Drinking:** Do not allow the students to eat or drink (except water) during class (except during lunches, parties, and snack times).
6. **Manuscript Form:** Enforce the requirements for manuscript form on all relevant written assignments (see Manuscript Form specific information in the Grammar and Logic & Rhetoric Teachers Handbooks).
7. **Bathroom Requests:** Generally, let the students use the bathroom as requested. If one student or a class begins to abuse this, then adjust the rule for this student or the class.
8. **Room Cleanliness:** Teachers must see that students pick up and empty the trash, vacuum, and straighten the classroom each day before the end of the day. Whiteboards should be erased at the end of each period. In logic and rhetoric school classrooms, the room is to be picked up at the end of each period. If the teacher in the classroom before you is neglecting to do this, then you must visit with that teacher about this issue.

Recommended Classroom Rules:

Odds and Ends:

1. If a large number of students are misbehaving during a discussion or review game, end the discussion and finish the lesson with written work.
2. **If a student comes to class unprepared, (i.e. without a book, pencil, pen, paper, etc.) do not allow them to leave the room to get the item. Neither should you allow them to borrow an item from another classmate, unless marked tardy.**
3. Do not begin teaching or speaking to the entire class until you have the attention of all of your students. Never “talk over” conversations that the students may be having.
4. Make a habit of sticking to the due dates that you have set and announced to the class.
5. Require the students to sit up straight in their desks.

Controlling Student Talking:

Note: It will not be surprising that we have a problem with uncontrolled talking by the students. We are trying to train students to think critically from a biblical worldview. We are also trying to give the students the tools that they need to express themselves logically and eloquently. In some sense, this is a good problem. However, it is also a problem that needs to be addressed.

1. Plan lessons that develop student interest. Doing so will help eliminate uncontrolled talking in your class.
2. Develop and use a seating chart in order to help control classroom discussion. Change assignments as necessary in order to control talking. This has limited effectiveness.
3. The most difficult style of teaching to use effectively is the lecture method. If you are going to use the lecture method with class discussion, you must be prepared to control student responses.
4. Require students to raise their hand and be recognized by you before speaking and they must stand to speak when required.
5. Be **consistent** in your enforcement of your classroom rules. Discipline for all forms of talking without permission. Train the students to practice self-control by controlling their tongue.
6. Praise students, and/or the class, when their behavior meets the standards that you have set for your class.
7. Different types of lessons allow for different amounts of talking by the students. Use your judgment to decide how much talking to allow.

Discipline for Controlling Student Talking:

The sin of disruptive student behavior in class is selfishness. Disrupting the lesson demonstrates a lack of consideration for other students who want to learn.

First Offense: Use “name on the board” for these offenses. Rebuke the student publicly. Gain eye contact with the student, identify the inappropriate behavior, and let them know that you do not want them to do that again. If the offense was committed in public, (i.e. in view of other students) it is appropriate to rebuke the student in public.

You may choose to move the student to another desk at this time. You may record their name on the board. If a name is put on the board, a phone call to the parents must take place that same day.

Repeated Offenses: If the student misbehaves during the same period or if a student regularly misbehaves in the same way, you must address what is now a pattern of misbehavior. Parents are responsible for the behavior of their children during school. Acknowledge their authority and responsibility by contacting them on the phone. A letter may be used in repeated cases. Run this option by the Headmaster first.

If you are addressing a pattern of misbehavior, you must clearly explain what you expect and what will be considered disobedience. If the student then disobeys, you must accompany them to the Headmaster's or Assistant Headmaster's office for rebellion. This is the second offense during the same period. Your first effort to discipline the student has been ineffective. You may not "warn" the student; you must do more than repeat a rebuke.

LEAVING CAMPUS

1. **Parental request:** If a student needs to leave school during school hours, a parent must notify the Headmaster or secretary either by calling or sending a note. The student will be given permission to leave and their absence from class will be excused.
2. **Student request:** If a student wants to leave school during school hours, they must check in with the office. Students will be given permission to phone their parents. Students who leave campus without permission will be subject to discipline.
3. Students who need to leave school for any reason, such as a doctor, dentist, or orthodontist appointment or any non-Oaks, activities, must sign out with the office upon leaving and returning to school.
4. Students may not ride in other student's cars during school functions unless written permission is given to the office to be put on file by both families.
5. Students must park their cars in the north parking lot off of 22nd Avenue.

V. PERSONNEL POLICIES

EVALUATIONS/PERSONNEL FILE POLICY

Objective: To ensure consistency of procedure and standards in all performance evaluations of the staff of The Oaks.

Scope: This policy applies to board evaluations of the Headmaster, the Headmaster's evaluation of administrative staff, and the Headmaster's or delegates' evaluations of the teaching staff.

Definitions:

Evaluation: A procedure for measuring a staff member's performance in helping to achieve the goals and policies of The Oaks, the curriculum objectives of the school, and observation of the guidelines and handbooks.

Personnel File: A file maintained by the Headmaster in the administrative offices of The Oaks for all staff members (half-time or more) of the school.

Guidelines:

1. All staff (half-time or more) will be formally evaluated at least once a year. The Headmaster or delegate will be responsible to evaluate the teachers and staff members immediately under his supervision.
2. The evaluations will be based principally upon formal observations of the staff member and interviews with the staff member. Observations and opinions of third parties (i.e. parents, other staff members, individual board members, etc.) may only be taken into account if the staff member being evaluated is given an opportunity to respond to the questions/concerns raised prior to finalizing the evaluation.
3. The evaluation will be considered final when the staff member being evaluated and the person doing the evaluation both acknowledge by signature that the evaluation has been discussed in detail.
4. When the evaluation is finalized, the Headmaster or delegate will place it in that staff member's personnel file. Other additions to the personnel file would include letters of commendation or reprimand, as well as any responses, comments, or relevant data the staff member may wish to add.
5. Under no conditions will a staff member's personnel file be made public to other staff members, parents, or anyone outside The Oaks' line of authority.
6. The personnel file may be used by an authorized representative of The Oaks to draft a letter of recommendation to a prospective employer. The file is only to be used for purposes of refreshing the memory and is not to be reproduced for the prospective employer.

GUIDELINES FOR SUPERVISING AND EVALUATING TEACHING STAFF

The following guidelines are to be used by the Headmaster or delegate in the formal evaluation of teachers.

Objective: Supervision is designed to raise the quality of instruction and educational services provided by the teachers. It is also intended to assist the teachers in growing professionally. Teaching performance must be supervised in order to determine effectiveness and identify means of improvement. It is in the best interest of all connected with The Oaks that regular supervision be conducted. Simply put, supervision helps our teachers teach better.

Scope: These guidelines apply to all individuals who are teaching at any level.

Definitions:

Supervision: Supervision is the process of observation and consultation designed to improve teaching skills.

Evaluation: Evaluation is the formal assessment of the teacher's performance conducted during the school year.

Guidelines:

1. All teachers should be formally observed once each semester as a minimum. New teachers should expect to be observed at least once each quarter.
2. During the year, the Headmaster or delegate will carry out a variety of informal supervision activities with individual teachers. These activities may include classroom observations, conferences, peer supervision, teacher training, or other procedures. All activities are intended to provide instructional improvement by the teacher.

Procedure:

1. Prior to visiting a teacher's class for formal observation, a pre-observation conference will be held to determine the following:
 - a. The particular class to be observed.
 - b. The lesson plan for that class. Together the teacher and the Headmaster or delegate will identify the particular aspects of instruction for which the observer will gather data. The teacher should be encouraged to ask the Headmaster or delegate for specific assistance related to those particulars.
2. Following this conference, the Headmaster or delegate will visit the class.
3. A post-evaluation conference should be arranged within three days of the evaluation. Questions and comments regarding the evaluation should be addressed at this time. If the teacher has a concern regarding the evaluation and desires another evaluation be done before it becomes part of his personnel file, the Headmaster or delegate should comply with this request. This second evaluation should be arranged with adequate time allowed before the next, regularly scheduled evaluation. If after this follow-up evaluation there is still a disagreement about the teacher's performance, the teacher may appeal to the Grievance Guidelines.
4. Both the Headmaster or delegate and the teacher should sign the final evaluation form. The original form is to go into the teacher's personnel file and a copy made for the Headmaster and the teacher.

TEACHER JOB DESCRIPTION

This is not intended to be a complete delineation of all the possible responsibilities of The Oaks' teacher. Rather, it is a general description of the basic tasks a teacher will be normally required to perform and be evaluated upon. In addition, it is expected that the teacher will comply with all applicable school policies and guidelines.

This job description is to be used in close conjunction with the Teacher Evaluation form.

BASIC TASKS OF A TEACHER AT THE OAKS

1. **Spiritual Leadership:** The teacher is expected to consistently exhibit love, joy, peace, and spiritual maturity before his students and the rest of the school. The teacher is expected to be a student and lover of the Bible, God's only written Word. He is to use the school's curriculum guide and the Bible in constructing his daily Bible classes. Active, joyful participation in any staff prayer meetings and staff meetings is expected.
2. **Classroom Management/Environment:** The teacher is expected to maintain a neat, organized, clean, and stimulating classroom environment for his students. This implies that the students will take an active part in cleaning and maintaining their room's appearance. The teacher should set up simple, manageable class routines to accomplish basic tasks, (i.e. taking attendance, homework collection, daily cleaning, schedules, materials storage and distribution, etc.).
3. **Classroom Decorum and Discipline:** The teacher should be very familiar with and able to apply the spirit, as well as the letter, of the school rules. An orderly (not necessarily silent) working atmosphere is to be the norm. Students should be aware of the class and school rules and be encouraged to exercise self-discipline. The teacher is expected to defuse and deal with the vast majority of corrective discipline situations within his classroom.
4. **Lesson Preparation and Presentation:** The teacher should have a thorough knowledge of and interest in the subjects he is assigned to teach. These will normally include: Bible, reading, mathematics, science, grammar, composition, spelling, handwriting, history, and/or geography. (Music and physical education are taught by specially trained teachers.) All subjects should be taught utilizing the objectives, materials, priorities, and methods prescribed in The Oaks Curriculum Guide. The teacher is expected to encourage the students to see how all subjects are interrelated, as parts of God's integrated universe. Clear language and appropriate vocabulary is also expected. A variety of teaching methods are to be used, with special emphasis on the following:
 1. Comprehension checks
 2. Rephrasing of concepts by students
 3. Inductive questioning
 4. Recitations, chants, songs, acronyms, summaries and reviews
 5. Illustrations, applications, demonstrations
 6. The teacher is to look for and apply Scriptural principles to daily lesson plans, to encourage students to *first* recognize God's handiwork and creation in all areas of our lives.

5. **Student Learning:** The teacher should seek to stimulate and maintain the students' interest in the material. Recognition and reasonable compensation for individual needs is also necessary. A variety of techniques (in addition to testing) should be used to measure the students' progress (see the Lost Tools of Learning Chart). The school curriculum guide is to be used as the basis for measuring the overall progress of the class and individual students.
6. **Planning and Communication:** The teacher's weekly plans should reflect creativity and good use of class time. Copies of the weekly lesson plans are to be turned in each Monday to the Headmaster or delegate. The teacher is to regularly communicate with the parents in his class each week in the grammar grades. Emphasis should be placed on getting to know the families well, and letting them know what is happening in the class. The parents should feel welcome to visit and assist in the classroom.
7. **Professionalism:** The teacher is to consistently and joyfully demonstrate excellence in his work, punctuality, speech, attitude, dress and attention to duties.
8. **General Responsibilities:** It is expected that the staff member will comply with all applicable policies in the Staff Manual and with all administrative directives. (For clarification purposes, "policies" are those directives which The Oaks' School Board has adopted. "Administrative directives" are issued by the Headmaster.) All staff members are required to read and sign the appropriate form indicating they have read the applicable manual.
9. **Specific Responsibilities:**
 - A. Normal workday times for full-time staff are: 7:15 a.m. to 3:15 p.m. Monday through Friday. Staff meetings will be from 7:15 to 7:45 a.m. Tuesday and Friday.
 - B. Staff will attend staff training as required.
 - C. Dress: The emphasis on modeling to the students is part of this work. Therefore, men are required to wear ties and women are required to wear dresses or skirts and tops. Neatness and modesty are unalterable standards.
 - D. Staff are expected to have room order and cleanliness in their classrooms. Rooms are to be neat and clean prior to the teacher leaving for the day.
 - E. Other related tasks: lunch duty, recess duty, conduct/attend school programs; as prescribed by the Headmaster.
10. **Evaluations:** Staff members will be evaluated at least once yearly based on the school goals, their pertinent job description, the Curriculum Guide Objectives and the published Teacher Evaluation Form.

The Oaks Classroom Observation Form

Teacher: _____

Date: _____

1. Be on time to observe. The teacher needs to be on time as well. Be aware of what takes place before the class starts.
2. Is the teacher organized and prepared?
3. How prepared are the students to begin the lesson? Are they seated and ready to go?
4. Observe classroom routines. Are they efficient?
5. Classroom management (i.e. discipline - your presence changes things). If there is bad behavior then it is probably worse when you are not there.

6. Evaluation: The standards are listed and these are what you are looking for in the class.
- a. Find out what your pupils know of the subject you wish to teach them.
 - b. Encourage your pupils to clear up and freshen their knowledge by a clear statement of it.
 - c. Begin with facts or ideas that lie near your pupils and that can be reached by a single step from what is already familiar.
 - d. Relate every lesson, as much as possible, to former lessons and with the pupils' knowledge and experience.
 - e. Arrange your presentation so that each step of the lesson shall lead easily and naturally to the next.
 - f. Find illustrations in the commonest and most familiar objects suitable for the purpose.
 - g. Lead the pupils themselves to find illustrations from their own experience.

- h. Make every new fact or principle familiar to your pupils; try to establish and entrench it firmly, so that it will be available for use in explaining new material to come.

- i. Urge the pupils to make use of their own knowledge and attainments in every way that is practicable, to find or explain other knowledge.

Signature of Headmaster

Date

Signature of Teacher

Date

Classroom Management Check List

When requested, please check off the items below, as they apply to your classroom. Then make a copy of this form and give the original to the Headmaster. Comments may be written at the end or on the back of this form.

KEY: Y = Yes, N = No, N/A = Not applicable to my class

Room Maintenance

A. Room Decor

1. Does your room have recent student work displayed? _____
2. Do you have high-quality posters or displays pertinent to current studies? _____
3. Are these posters or displays changed regularly? _____
4. Have class rules been explained and posted in a high-visibility location? _____
5. Is your room a pleasant working area? _____
6. Does your room normally have an organized appearance?
(i.e. "A place for everything, and everything in its place.") _____

B. Routines

1. Do the students know what their responsibilities are for keeping the classroom neat and functioning? _____
2. Do you check lockers or storage areas and desks regularly for neatness and care of materials? _____
3. Are there penalties for messes and rewards for good care? _____
4. Are daily time schedules followed well? _____
5. Are there routine checks of school textbooks to make sure they are being handled correctly? _____
6. Have all paperback textbooks been covered with laminate? _____

Assignments/Tests

A. Assignments/Homework

1. Are assignments posted on the whiteboard with date due? _____
2. Do you make sure students understand assignments? _____
3. Do you consider ways to make assignments interesting? _____
4. Do you ever rely on homework alone for the students' understanding? _____
5. Do you have no-homework days? _____
6. Do you use the student planner for communicating homework assignments and require that students write in them? _____

KEY: Y = Yes, N =No, N/A = Not Applicable to my class.

B. Tests

1. Are the students informed at least a week prior to a test? _____
2. Do you stick to the test date? _____
3. Are reviews frequent and complete? _____
4. Are the students given study sheets or taught how to make one by you? _____
5. Are the parents informed prior to all tests? _____
6. Do your tests require a variety of skills/knowledge/applications vs. uniform questions? _____
7. Do your students know how much the tests count toward their grade? _____

Lesson Planning

A. Objectives

1. Do you regularly use the school's curriculum guide to develop your lesson plans? _____
2. Do you consider the order of the curriculum objectives in your planning? _____
3. Do the students have a grasp of the major goals of each subject area (why it is important – as appropriate for the age level)? _____
4. Have you laid out broad, 'mile-marker' quarterly and semester goals? _____
5. Do your daily plans include one specific objective and the time for each subject/area? _____

B. Tests/Materials

1. Do you rely only on the texts for your plans? _____
2. Do you consider other resources to supplement the text? _____
3. Have you become familiar enough with your texts/materials to prioritize sections vs. just following content pages? _____
4. Do you encourage the students to read and research in the texts themselves, vs. telling them everything? _____

C. Application

1. Can the students demonstrate their knowledge of the material in a variety of ways? _____
2. Do you involve the students in finding ways to use newly acquired knowledge? _____

Parent Involvement

A. Communication

1. Are the parents in your class regularly (at least weekly) informed of class work/assignments? _____
2. Do you assist your students in a system of getting notes and papers home? _____
3. Do the parents know the system? _____
4. Are the parents informed quickly when there is a significant success, failure, or discipline problem in the class? _____

B. Involvement

1. Do you have a Room Mom? _____
2. Do the parents know how they can help in the classroom? _____
3. Do you have parents helping in the room? _____
4. Do you occasionally make assignments that involve the home and the parents? _____
5. Do you know all your students' parents? _____
6. Do they know a fair bit about you? _____

Discipline

- A. Do you consistently enforce school/class rules? _____
- B. Do you use the "name on the board" system? _____
- C. Do your students know the consequences of misbehavior? _____
- D. Do you try to use encouragement vs. just rebukes to build a good discipline atmosphere? _____
- E. Do your students know you love them? _____
- F. Do you know your students well enough to know when problems are beginning? _____
- G. Do you know how to defuse these problems? _____

Summary Comments

If desired, please use the back of the form to comment or expand on any of the above answers. Refer to the appropriate section, letter and/or number.

Teacher's Signature

Date Turned in to Headmaster

DRESS CODE FOR STAFF MEMBERS

1. All staff members (teachers, administrators, office personnel, etc.) will serve as models of adult Christians to the students. Therefore, the appearance and dress of staff members is to be always given serious attention.
2. Jeans of any color, dirty or torn clothing, tennis shoes, sandals (applies to men only), flip flops and similar casual apparel are not to be worn unless required for a field trip of a nature that would damage good clothing.
3. Women are to wear dresses or skirts and tops. Dresses and skirts are to be knee length or longer. No sleeveless garments are to be worn without a suit jacket or sweater. In order to be sensitive to the comfort of our women staff members on days that are unusually cold, dress pants (slacks) may be worn occasionally. Our overall desire is for the women on staff to model appropriate dress for our students, so the norm should be dresses and skirts. Make-up should be used sparingly. Men are to wear sport or dress slacks and ties. Hair, including facial, should be neat and clean.
4. Maturity and modesty in dress, appearance, and overall behavior is required.

PERSONAL LEAVE POLICY

Objective: To establish basic guidelines for all faculty members (as defined below) to request up to three days personal leave (as defined below) each academic year.

Scope: This policy covers all faculty members that desire personal leave during the academic year.

Text of Policy:

A. Definitions:

Faculty Member: Understood to mean all full-time administrative and teaching personnel (i.e. non-hourly employed personnel) employed by The Oaks Education Association (“The Oaks”).

Personal Leave: Understood to be any planned, non-emergency time taken by any faculty member away from what would be his or her normal working hours per day. Whether or not a circumstance constitutes a non-emergency shall be determined by the Headmaster in his sole discretion. Whatever daily length of time normally devoted to work at The Oaks, any faculty member may take personal leave up to three work days without forfeiture of pay.

B. Guidelines:

The following guidelines are to be followed by any faculty member desiring personal leave:

1. All faculty members of The Oaks may request up to three days of personal leave each academic year.
2. Any request for personal leave should be submitted in writing to the Headmaster at least two weeks prior to the planned personal leave. Granting personal leave on shorter notice is at the sole discretion of the Headmaster.
3. Any faculty member taking personal leave shall make the appropriate arrangements for substitute(s) during the faculty member’s absence; provided that, the Headmaster must be notified of the substitute arrangements and give prior approval thereof.
4. It is the Headmaster’s responsibility to grant/or deny and record all personal leave taken by faculty members.
5. No faculty member may receive pay/compensation for more than three days of personal leave taken during the academic year.
6. Personal leave may not be accumulated from year to year.

EMERGENCY SICK LEAVE POLICY

Objective: To establish basic guidelines and consistent standards by which the Headmaster or Assistant Headmaster can determine and authorize special requests from staff members needing emergency leave and make any necessary salary decisions.

Scope: This policy to all staff members of The Oaks.

A. Definitions:

Staff: All teaching, administrative, and support staff members.

Emergency Leave: Means unplanned, but necessary time off due to serious circumstances such as illness (personal or family), death in the family, injuries, etc.

B. Guidelines:

1. Staff members needing to take time off work for typical illnesses (flu, colds, etc.) should contact the Headmaster or Assistant Headmaster and let him know the circumstances and potential loss of time related to their problem. For these types of illnesses or other emergencies (i.e. minor injuries, etc.) requiring no more than two to three days of missed work, no salary adjustments will be necessary.
2. Staff members may be granted up to five consecutive days emergency leave without any loss of pay should the circumstances of the emergency be in the nature of the following:
 - a. Extended recovery from injury or illness, not requiring hospitalization.
 - b. Loss of family member and resulting funeral attendance.
 - c. Illness or injury of immediate family member necessitating staff member's presence.
 - d. Circumstances resulting from wife's giving birth or adoption.
3. The Headmaster is authorized, when he deems it appropriate, to grant a staff member full pay for an additional, consecutive five days (totaling ten maximum). Circumstances to consider in such a grant would be similar to the following:
 - a. Loss of pay would greatly aggravate the staff member's current crisis.
 - b. In all probability, the staff member will be able to return to work no later than the end of the consecutive ten days.
 - c. The staff member has demonstrated through time and practice a high degree of reliability and punctuality.
 - d. The unique circumstances of the emergency make it highly unlikely that another such situation will occur within the foreseeable future (at least the current school year).
4. A staff member may request and be granted further time off (beyond the five days in #2), if necessary. This additional time would be without pay.
5. Allowable emergency leave days are not accumulated from year to year.
6. If a staff member's emergency situation requires a prolonged (more than ten days) absence from work, the reasons for the absence and the anticipated events will be presented to The Oaks' School Board for a case-by-case decision as to salary and substitute issues.
7. Should staff member become injured on the job, they need to notify the Headmaster in writing as soon as possible if they are making a claim with Labor & Industries with details of their injury (i.e., how it was incurred, date of injury, injuries received, other pertinent information).

VI. SUPERVISION AND OTHER PROCEDURES

CLASSROOM CLEANUP

Students should pick up trash on the floor, empty wastebaskets, vacuum the room, and straighten the desks every day. More complete cleaning should also be done on a regular basis (dusting shelves, washing windows, etc) as directed by the teacher.

SUPERVISORY DUTIES AND DESCRIPTIONS

General: Every staff member should realize that he is to take responsibility for supervising the students, formally and informally, *anytime* he is at school. In other words, even when a staff member is not performing an assigned supervisory duty, he can help the school's mission by being alert to the activities of the students. *All staff members are to be obeyed and respected by all students. Consistency in supervision and enforcement of standards is critical.*

A. Recess Monitoring Guidelines:

When you have the recess duty, please do the following:

1. Plan ahead to be prepared to be outside promptly. Students should not be on the playground or in gym unsupervised.
2. Dress appropriately for the weather. This will enable you to be comfortable as well as be a good example to the students.
3. Ensure you have the necessary equipment, (i.e. a watch, the recess bell or whistle, etc.).
4. Roam the playground or gym; do not stay in one area. Roving will assist you in observing all the children.
5. Make sure students are dressed appropriately for the weather when outdoors. If not, they are to be sent in for warmer clothes or they must stay in the classroom. Teachers must inform parents of this expectation.

Basic Recess Rules:

- a. Take turns on all equipment.
- b. Use all play equipment for only its designated purpose.
- c. Each class is responsible for the play equipment issued to the class.
- d. Kindness to others, especially younger students, is mandatory.
- e. No games involving shoving, tackling, and general rough play will be allowed.
- f. Request permission from the recess teacher before going inside.
- g. Remember to stay out of the off-limits areas.

B. Hallway Monitoring Guidelines:

Logic and Rhetoric School teachers, when not actually in class, are expected to informally monitor the students' behavior in the hallways. Students should be reprimanded for making excessive noise during this time.

C. Lunchtime:

Grammar teachers: Train students not to loiter in the halls during lunch. They are to be seated in the classroom with a lunch monitor. *This applies to all grammar students.*

D. Use of Office Machines:

1. PHONE: All students must have obtained a teacher's permission to use the school phone. The only phones available to students are located in the school office. Try to have students call during their recess or lunch breaks. Calls should be limited to critical needs and be short in duration.
2. COPIER: All students must have a teacher's permission to use the copier.
3. FAX: Students may not use the fax for any reason.

EMERGENCY GUIDELINES:

Lord willing, major accidents or emergencies will not occur. However, should an emergency occur, the best reaction is one that has already been thought out beforehand. This is the reason the school holds regular fire drills, for if a fire should break out, the students will do what they have practiced instead of panicking.

1. In the event of a major accident on the school grounds, an adult should remain on the scene while the Headmaster or Assistant Headmaster is informed.
2. Adults not directly needed to assist the injured student(s) should take charge over other students present and direct them back to class or another appropriate area.
3. Students with unknown or severe injuries should only be moved by a professional medical person.
4. Any emergency should be reported to the school office immediately. The safety of the students is the highest priority at all times.
5. Only qualified staff members in authority (i.e. administrators, office secretaries) are to direct procedures for assisting the injured student(s). Other staff members are to assist as directed.

FIRE DRILLS: OCCURRENCE AND PROCEDURES

These procedures are to be followed as closely as possible. The step-by-step procedures for leaving the building will be explained to each class by the classroom teacher at the beginning of the school year. It should be reviewed periodically by the teacher.

1. **Fire Drill Occurrence:** Fire drills will be held once each quarter while school is in session. The teachers will be notified by the Headmaster or Assistant Headmaster as to the specific time a fire drill is to be held. The students will be notified only before the first drill of the school year. The Headmaster or Assistant Headmaster is solely responsible for the direction and execution of fire drills. He is also responsible for ensuring that all students have left the building.
2. **Fire Drill Procedures:** When a fire drill is held, or in the event of an actual fire, the procedures listed on the posted classroom form will be followed. Each classroom teacher is expected to ensure that all his students have left the classroom and that all the classroom windows and doors have been shut. Lights should be left on. Take your class roster with you. As stated above, the Headmaster or Assistant Headmaster should be the only person to actually sound the alarm unless an emergency exists. In that event the closest teacher to the fire alarm should pull it. However, the office will be responsible for calling the fire department should it be needed. Students are never to touch the alarms or fire extinguishers. The Headmaster or Assistant Headmaster will be the last person to leave the building after ensuring that all others have been evacuated and that the doors are all closed. He will then give the teachers the "all clear" signal, and they will return the students to their classes. In no event should a teacher or student re-enter the building until the "all-clear" signal has been given.

COMMUNICATION WITH PARENTS

Communication of an official nature sent from the school to the parent or guardian must be seen or approved by the Headmaster prior to being sent. Teachers are encouraged to meet regularly with as many parents as possible. Correspondence should be sent home to parents once a week for the grammar school grades.

Anytime a name goes on the board for discipline reasons, a phone call must be made to the parents. For every phone call home for negative behavior.

“Over communication leads to success, under-communication leads to a mess!”

Remember teachers! Call home to parents with POSITIVE communication and encouragement, too!

VII. MISCELLANEOUS GUIDELINES AND POLICIES

GUIDELINES

ASSESSING STUDENT ACADEMIC READINESS FOR NEW AND RETURNING STUDENTS

Procedures:

1. **Assessment Tests:** All new students entering The Oaks will be given the written and oral Assessment Test for the grade they will be entering. Areas of assessment are English grammar, phonics, math, spelling, vocabulary, handwriting, and reading.
2. **Student Records:** Teachers are to become familiar with all their students' school files, especially any standardized test scores, all report/progress forms, any special testing or programs, any specific health problems (i.e. allergies, hearing, vision, etc.) and family composition.
3. **Previous Grade Curriculum Objectives:** The objectives in the previous grade (to the one the student is enrolled in currently) may also be helpful in determining a student's relative knowledge in critical areas.

ATTENDANCE REQUIREMENTS

A student enrolled in The Oaks is expected to be present and on time in school every day school is in session. The actual number of days school is in session will be determined by the yearly school calendar. Students are also expected to attend and complete all requirements for every course offered. Attendance records for the students are kept by the school office and reported on the student's report card each quarter.

- A. **Short-Term Absences:** If a student needs to be absent from school for one to two days, for any reason, the parents should turn in an Excused Absence Form to the school office and notify the appropriate teachers three days in advance.
- B. **Long-Term Absences:** If a student needs to be absent for three or more consecutive days, the parents should notify the school by turning in the Excused Absence Form with an explanation of the circumstances, as well as contacting the appropriate teachers. This will permit the teacher(s) to compile the necessary schoolwork which the student would otherwise miss. Notification should be made at least 24 hours in advance.
- C. **Extended Absences:** We will gladly cooperate with families taking their children from school for vacations, hunting trips, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all schoolwork to be completed. We recommend that prior to any planned extended absence, the student(s) work ahead as much as possible. This eliminates both the need to work on vacation and doing a significant amount of make-up work.
- D. **Maximum Absences:** In the event the total number of *planned (that is, parent-approved) absences* for one quarter is equal to or exceeds five days in one quarter or ten days for the semester, the student may not receive credit for that time period. In the event a student is absent from a class, or from school, for more than ten days during one quarter (*for any reason*), the student's parents will meet with the Headmaster (and teacher(s) if necessary to determine whether the student will receive a letter grade, or a grade of P (pass) or F (fail) on his report card. In the event the total number of absences, whether *planned* or *unplanned*, is equal to or exceeds ten days in one semester, the student may not receive credit for that semester as determined by the Headmaster.

EXCUSED ABSENCE PROCEDURES

The Oaks asks that all parents follow the excused absence procedures when a student(s) will be absent from school for various known or scheduled reasons. An Excused Absence Form can be obtained from the school office and should be filled out and returned to the school office three days prior to the scheduled absence. Parents are also responsible for contacting all the appropriate teachers in order to receive homework assignments due during the absence. If a student is planning on being gone during a scheduled test/quiz, the student may be required to take the test/quiz before their absence, or arrange with the teacher an appropriate make-up time for the test/quiz to be administered.

Please note: Appropriate teachers include Classroom, Latin, Music, and P.E. teachers.

PLANNED ABSENCES (ONE OR TWO DAYS)

Due Date: Generally, no extension of assignment due dates will be given. However, one additional day may be given for absences resulting from attendance at school related events when school time is missed other than study hall or electives. Due dates will be set by the teachers. Extensions will **not** be given for absences resulting from attendance at athletic events.

PLANNED ABSENCES (THREE DAYS OR MORE)

Due dates: Students will have a reasonable amount of time, as determined by the teacher, to complete all assigned work. Specific due dates will be assigned by the teacher. Teachers may, at their discretion, excuse the student from up to fifty percent of the assignments missed. Otherwise, all missed work is to be completed.

**The Oaks
Excused Absence Form**

Student(s) Name(s): _____

Dates Student(s) will be Absent: From: _____ To: _____

Reason for the Absence:

Please check with student's teacher(s) to receive any homework assignments. If the student(s) will be gone during a scheduled test, the student(s) may be required to take the test before the absence, unless other arrangements are made with the teacher. Be sure to check with all the teachers the student(s) have (i.e. Classroom, Latin, P.E., Music, etc.). Thank you.

Please return the form to the school office three days before the scheduled absence (preferred) or at least 24 hours before the absence (minimum notice).

FIELD TRIPS GUIDELINES

Field trips are a wonderful way of exposing students to God's creation either directly through observation of His natural creation or through His creative expression by way of human ingenuity. When considering the use of a field trip to supplement your curriculum goals, it should do exactly that, supplement. We are asking the students here at The Oaks to learn and filter all knowledge through the Word of God. When considering a field trip, we need to be filtering the purpose and advantage the trip will lend to a curriculum goal.

1. The goal for the field trip must be well established and written out.
2. After examining the stated goal, ask how a field trip could supplement, and even more importantly, serve to accomplish the stated objective. If you are able to arrive at a well established conclusion, then begin to do the necessary research needed for a successful field trip.
3. Submit your proposed field trip in writing to the Headmaster at least two weeks prior to the trip. State your objective for the course and explain how the field trip will help you to accomplish this goal. Once permission has been granted by the Headmaster, then proceed.
 - a) Take a pre-trip to make yourself aware of what is available at the location. (A parent can take this trip for you and make the necessary observations.) Unless a pre-trip has taken place, it will be a rare exception that a field trip is approved. (Should this pre-trip cost money, the school will cover the expenses.)
 - b) Careful notes will be required, so that a work sheet can be made up beforehand and handed out to the students. This worksheet needs to require participation on the students' part as they proceed throughout the trip (i.e. fill in the blank, general observations, listings, etc.). This worksheet needs to accompany the written report (see item 'e' below).
 - c) Upon return to school the students will be graded on what they have learned. This needs to be measurable and recorded in the grade book.
 - d) Turn in a copy of the worksheet to the Headmaster a minimum of one day before the trip. A copy of the quiz must also be turned in to the Headmaster.
 - e) A small written report evaluating the success of the trip and any other suggestions that would help in subsequent years must be turned in to the Headmaster. This will be required the following week when you turn in your lesson plans. If this report is not turned in, the field trip will not be approved for the following year.

Requests to take the field trip must be made and approved each year. An evaluation report will also be required each year.

Teachers are encouraged to actively seek out quality field trips. Students and families appreciate field trip opportunities.

Students may not ride in other student's cars during school functions unless written permission is given and put on file in the office by both families.

IN-CLASS ENTERTAINMENT GUIDELINES

Purpose: Recognizing the fact that teachers and students will want to have a party or other form of entertainment in the classroom from time to time; these guidelines present standards that should provide consistency in the allowance of entertainment in the grammar grades. Teachers desiring a deviation from these guidelines should check with the Headmaster prior to allowing the entertainment to take place.

In-Class Parties in Grammar School Grades

1. Birthday parties should be limited to the last 15 minutes of the day. No more than one party per day. If necessary, the party may be in honor of several students. Teachers need to let mothers know this policy at the beginning of the year.
2. ALL parties should take place in the afternoon (Kindergarten should have parties at the end of the morning or at the end of the afternoon session).
3. No party should exceed 45 minutes in length.
4. Aside from birthday and holiday* parties, no more than three parties per year are permitted. Preferably, parties should be used as rewards for good conduct.
5. The teacher is responsible for all activities related to an in-class party, even if the students do the planning.

*Thanksgiving, Christmas, Valentine's Day

PARENT INVOLVEMENT GUIDELINES

“Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord.” (Ephesians 6:4)

- A. The family unit is of first importance to The Oaks since the family is one of the human institutions ordained by God. No other institution is given the high calling of bringing forth and raising up children.
- B. Therefore, The Oaks is continually seeking ways to constructively involve the parents, grandparents, and siblings of our students in the school’s regular and special programs.
- C. Communications with the school’s parents, in terms of critical parental involvement, are second only to having the parents actually in the classroom. The parents should never be in a position of wondering what is happening in their child’s class or wonder how their child is progressing.
 - 1. The teachers are required to communicate with all the class parents at least once a week in the grammar grades. (A once-a-week planning form is very common.) This must be done in a written form.
 - 2. All formal, written communications to class parents must be read and approved by the Headmaster or delegate prior to being disseminated.
 - 3. During the first and third quarter mid-terms, mandatory formal parent-teacher conferences will be arranged. (See Conference Guidelines) Informal conferences may and should be arranged as needed.

Remember: “Over communication leads to success, under-communication leads to a mess!”

Other ways parents may be involved in the school are:

- 1. Home room parents
- 2. Perks parent
- 3. Guest speakers
- 4. Field trip hosts or chaperones
- 5. Teacher aides
- 6. Substitute teachers

STUDENT RETENTION GUIDELINES

Purpose: The primary purpose of these guidelines is to increase the communication from the school to the home in the instance of a child possibly needing to repeat a grade. This is to assist the parents, as the final decision-makers regarding their child's education, in making as informed a decision as possible.

Guidelines: **Considering** and **recommending** a student for possible retention in a grade is always a very serious matter and every step of the process should be well-documented.

Consideration: A number of similar questions have emerged in our experience which may help in the initial stages of considering whether or not a student may need to repeat a grade. The following is not intended to be an exhaustive list, but includes samples of some pertinent questions the teacher may want to document and go over with the parents:

1. **How old is the child?** Age plays a tremendous role in a child's ability and maturity to succeed in school. The more mature, the easier school tasks become.
2. **What is the sex of the child?** Very frequently boys will have a harder time adjusting to school patterns than girls will. Boys often need more time to mature than girls.
3. **Did the child attend Kindergarten?** Certain school habits and behaviors are begun even in Kindergarten. Depending on where and whether the child attended can reveal some insights to the behavior and aptitude causing the current concern.
4. **What is the home life like for the child?** Things to consider include: saved vs. unsaved, single-parent, divorce, remarriage, working parents, etc. Essentially, is the child's home life one that instills security and love, with predictable patterns of living? The importance and influence of the home is without equal in the life of a child.
5. **Is reading and love of books evident in the home?** No other single academic factor plays a greater role in the success of a child in school. Do the parents like to read and do/did they read to the child frequently?
6. **Is the cause for concern here primarily behavioral, academic or a combination of both?** If possible, the primary cause for concern should be singled out. Behavioral problems may still indicate retention is necessary, but identifying the concern will help determine the best plan for correction.
7. **Has the child had to repeat a grade before?** If not, this is moot. If so, when and why did the child repeat? Due to the rapid physical growth of a child, we do not recommend a child repeating the same grade more than once. It is also unlikely that repeating two grades would really address the problem.
8. **What are the specific indicators the teacher has identified that give rise to the current consideration?** These should be documented as indicated in the Recommendations Section following.

Recommendations: This section includes the formal communications that, in addition to the normal reporting schedule, should be made when a child is being considered for possible retention.

NOTE: The first three (K-2) years are the most critical years for a child to set the patterns and learn the basic skills that will be built upon in later school life. Retention should be a greater possibility in these years, rather than in upper grammar school, in order to give the child more time to mature and master the basic skills before going on to the next grade.

Therefore, the following timeline and recommended procedures are aimed at the primary grades especially, although not exclusively.

1. **In the First Quarter** there will be a Parent-Teacher Conference day. At that time, a child who has had difficulty (as compared to a normal rate of progress), should have a short, written progress summary prepared. This summary should identify the specific concerns the teacher has regarding the child. A copy should go to the parent, a copy to the Headmaster, and the original put in the student's file. Any suggestions for additional help the parent may be able to provide should also be noted. Obviously this summary should be reviewed with the parents at the conference.
2. **At the First Semester**, if the same concerns still exist regarding the child's progress, another progress summary should be written when report cards go out. Again, the specific concerns should be well documented and described by the teacher. Recommended actions the parents can take should also be clearly described. The original form goes to the student's file, a copy to the Headmaster, and a copy to the parents to be signed and returned.
3. **The Third Quarter Mid-Term** Parent-Teacher conference for the child in question should focus on any progress on the items documented to date. If, in the teacher's opinion, inadequate progress has been made, the teacher should make that clear to the parent, with as much documentation and examples as possible. A written summary of the conference should be made by the teacher and filed. **Unless the child can not meet the criteria for passing the grade, it is not recommended that retention be planned at this time.** If there is any possibility that the child could satisfactorily pass the grade, planning retention at this time would be premature.
4. **During the Fourth Quarter** another conference should be held with the parents to seriously consider retention if inadequate progress has been made by the student. If the Promotion Policy requirements have not been met, retention will likely be required. If there is some question, the teacher should document his/her recommendation regarding both retention and activities the parents could do to assist the child over the summer. **In questionable cases (i.e. not the policy), the parents will make the final decision regarding retention.** The teacher's recommendation will go into the child's school file along with a documentation of the parents' decision.

PARENT-TEACHER CONFERENCE GUIDELINES

These guidelines can be applied to almost any scheduled conference with a family, but are specifically intended for use during the planned Conference Days at mid-term of the First and Third Quarters.

1. Schedule each conference for about 30 minutes. Let the parent(s) know this at the beginning of the conference so that they, as well as you, are mindful of the time. If it looks like more time will be needed, schedule another conference when you both will have adequate time.
2. If at all possible, have both parents at the conference. Dads and Moms see things differently and frequently are a good balance for each other.
3. Be prepared for the conference; know what you intend to cover, but allow time for some questions. Have a folder of the student's materials to use for illustration of your points.
4. Sit with the parents, as opposed to behind your desk. It helps open up communication if you are all "equally" sharing. Begin with prayer. If the father is present, ask him to pray. Talk to both parents. The tendency is to talk to just the Mom or let her do all the talking. Ask the Dad specific questions, especially about discipline.
5. Be positive, especially in the case of a "problem" student. Enlist the parent's help and ask for ideas on ways to improve the situation. For example: 'What do they do at home?' is a good question. Seek more ways for the home and school to compliment each other.
6. Be direct! Don't beat around the bush; if you have a concern or question, state it plainly. Too much time is wasted on vague references and many times the point is lost or misunderstood. The best way to accomplish this is to have the student's applicable class work, or similar examples to show the parents. The more concrete your reference, the better. (KEEP RECORDS/WORKS OF EACH STUDENT; this file will be very helpful.)
7. Stay on the point; don't go off on tangents. Also, without being rude, cut the time used on pleasantries. If you don't have much to discuss related to school, say so, thank them, and prepare for the next conference.
8. Listen carefully to the parents! They may say a lot without saying much, and it can help you understand their child better. Ask open-ended questions when appropriate.
9. Write down any action or objectives for the coming quarter. At the end of the conference, remind the parents of any specific actions or objectives. (You'll really impress them by referencing those specifics at the next conference and describing any action taken.) Give these written action points to the Headmaster, and he will have them placed in the student's file.
10. Be sure to write down and follow up on any concerns or questions that will take some research on your part. Check with the Headmaster on any policy-related or confusing issue raised during the conference.
11. NEVER, EVER GET INTO DISCUSSING ANOTHER STUDENT DURING A CONFERENCE, EVEN IF THE COMMENTS ARE POSITIVE. Parents talk to each other, and it's very easy to cause unintentional offense through second-hand conversations.
12. Be cordial, polite and thank them for coming. Be sure to close in prayer.

POLICIES

RELEASE OF STUDENTS POLICY

Teachers are not to release a student to anyone before first checking with the office. The teachers and the Headmaster have the responsibility and custody of all the children while they are in school. The office should be made aware of any instance of the legal parent or guardian removing the child during regular school hours. A child is never to be released to a stranger until the office and parent(s) have been contacted.

LEAVING CAMPUS POLICY

Definitions:

Leaving Campus Early: Any student leaving the school campus for any reason, before the regular dismissal time of 2:45 p.m.

Arriving Campus Late: Any student arriving at the school campus for any reason, after the regular start time of 8:00 a.m.

The following process shall be followed as determined by The Oaks' Board:

Our desire has always been to allow students to participate in government school sports programs off campus. The Oaks has set up the high school schedule (Grades 9 through 12) to allow students to exercise this option by leaving campus at 2:30 p.m. This policy includes students taking drivers education or having music lessons prior to the 2:45 p.m. dismissal; these students should not leave prior to 2:30 p.m. Class schedules for Grades 1 through 8 are not conducive to early dismissals; therefore, early dismissals on a regular basis in these grades, are discouraged.

Students leaving prior to 2:30 p.m. are a disruption to the class, a burden on the teachers and a hindrance to the student's academic endeavors.

We are asking parents to limit taking students from school before 2:30. We do recognize that occasionally it is necessary to leave school earlier than this and we will be flexible during those times. Parents cannot remove other siblings or car-pool students when taking a student out early. Parents must make arrangements for these other students to be picked up at the normal dismissal time of 2:45 p.m.

Following are the procedures students and parents must follow for early dismissals:

1. Each Monday, the student will bring two copies of a permission note from their parents with their early dismissal schedule for the week. The note must list the activity, day, and time the student will be leaving. A copy is turned into the school office and a copy is given to their 7th period teacher.

2. Students must always check out in the school office if they leave before 2:45 p.m. on each early dismissal day. If you prefer, a parent may come in and sign the student out while the student is getting their things together.
3. Students missing a disproportionate amount of time due to leaving early may be called in for a meeting with their parents and the school administration. The Oaks is called to serve the parents in the education of their children and if early dismissal becomes a hindrance to a particular student or others, the school must protect this primary objective by making appropriate adjustments to the early dismissal privilege.

CODE OF ETHICS POLICY

Objective: To maintain the testimony of The Oaks as a Christian school.

Scope: This policy applies to all individuals who represent The Oaks in any capacity.

Guidelines:

All teachers, staff members, and representatives of The Oaks are expected to conform to biblical standards of behavior at all times which includes living a personal lifestyle in accordance with The Oaks Statement on Marriage and Human Sexuality. Employee contracts have conduct provisions that must be followed.

IN LOCO PARENTIS POLICY

Objective: To ensure that parental authority over the education of their children is respected at The Oaks.

Scope: This policy applies to all teachers and staff who exercise authority of any kind over the students.

Definitions:

Loco Parentis: This phrase means “in place of the parents”.

Guidelines:

Teachers are to remember that they do not function above parental authority, but rather with delegated authority (loco parentis) from the parents.

LICE POLICY

Objective: To defend against lice requires team work between the parents, students and the school. The goal and intent of this policy is to achieve a “No Nit School”. It is not enough to get rid of the lice, but also to get ride of every nit.

Scope: This policy is intended to encourage home screening, eliminate diagnostic confusion (what are lice, what is a nit, how long infestation lasts, etc.), prevent transmission and re-infestation, and reduce the need for subsequent treatment.

Guidelines:

1. Upon initial discovery of lice (lice and/or eggs “nits”), the student or staff person will be required to stay out of school for 48 hours minimum for treatment.
2. Remove all lice, nits and egg cases after treatment with a lice-killing product.
3. Exclude a student or staff member with lice from school, until ALL nits have been removed.
4. The school will endeavor to educate families to insure that parents understand the correct procedures for the first treatment and the need for complete egg removal.
5. After the initial two day treatment period, if even one nit is discovered at school, then there must be an additional, minimum, 24 hour “stay-away” period from school.
6. All students and staff suspected of having lice must meet the “no nit” requirement before being readmitted to the classroom.

Lice Checking Procedures:

1. Parents will be notified by phone and asked to pick up their child from school immediately.
2. If one student is found to have lice, all students in that classroom will be checked.
3. Students or staff members who have lice will not be allowed back in the classroom for a two day period, during this time the child or staff member should be treated with a lice-killing product. All nits must be removed.
4. The child or staff member may return to the school on the third day but must report to the school office first where they will be screened for nits. Parents of students must remain in the office during the ‘nit check’ in case the student is not allowed to stay in school for the day.
5. After screening, if one or more nits are found on the child or staff member, there will be an additional, minimum, 24 hour “stay-away” period.
6. Students or staff members will be readmitted into the classroom when they are nit-free.

Lice checks will be done at school on students and staff whenever it is deemed necessary in order to prevent infestation or further infestation. We understand that coming in contact with lice may be discouraging and inconvenient and we want to be sensitive toward any student needing to be checked for lice. We must keep Scripture in mind and recognize God is sovereign and that all things will be used to bring honor and glory to Him. Lice are another opportunity for us to show our trust in Him.

“And we know that in all things God works for the good of those who love Him, who have been called according to His purpose.” (Romans 8:28)

LILAC FESTIVAL PARTICIPATION POLICY

Objective: To select a senior girl to represent The Oaks as a possible candidate of the Lilac Festival Royal Court. If selected this student would represent her family, church, school, and community. They will become a representative of the highest values of the Spokane area developing leadership, public relations, and speaking skills as they travel throughout the northwest. If chosen they also receive a generous scholarship towards the candidate's college of choice.

Scope: This policy applies to all senior girls who meet the qualification standards set by the Lilac Association and any other qualifications that The Oaks Education Association Board deems appropriate.

The Headmaster is responsible for seeing that this policy is implemented or has the authority to see that someone is put in charge to implement this policy.

The Selection Committee will be made up of five individuals to be determined by the Assistant Headmaster.

Guidelines:

1. Each fall the senior girls will be made aware of the upcoming selection of royalty, the qualifications, and the timeline.
2. The process will consist of girls meeting the qualification requirements listed by the Lilac Association and The Oaks Education Association.
3. Each candidate will be interviewed by the Selection Committee to evaluate the candidate's ability to interact with others and to represent their family, church, school, and community.
4. The committee's responsibility will be to select one girl to represent The Oaks. A second girl may be selected as an alternate if the committee deems it is necessary. If the committee believes that no candidates are qualified, then no candidate would be selected.

ATTENTION GRABBER POLICY

Definition:

Attention Grabber (A.G.): The term used for a notice given to parents whenever a student fails to hand in completed work, fails to hand in work on time, or scores 69% or less on an assignment, test or quiz.

Purpose:

The purpose of the A.G. is to communicate to parents uncompleted work or poor performance on an assignment. Students should not fall into the habit of receiving these notifications nor should parents take a relaxed attitude toward these notices.

Guidelines:

All A.G. forms must list specifically the assignment and the score or complication. This form must also contain the date the notification was given and the date that it must be signed and returned.

The teacher must also keep track of how many notifications a student receives in a nine week period. Once the student reaches four notifications in a subject, a corresponding notification needs to be sent home with the fourth A.G. stating this is the fourth A.G. On the fifth notification, the parents are to be contacted and an appointment must be set up with the parents to come in and visit about the problem. The student must accompany the parents at this conference. (Phone conferences are not an option.)

If a sheet is not turned in on time, the student misses a recess. On the second day without the signed notification, the student must come to the office during his recess or lunch and call his parents. (It is not expected that the parent has to get the form in immediately, but we won't discourage their coming right away.)

LEARNING DISABILITIES POLICY

Objective: To clarify the educational goals of The Oaks.

Scope: This policy applies to all students and teachers in all the classrooms of The Oaks.

Definitions:

Severe Learning Disability: Any condition in a potential student which would require a separate classroom, program, and staff in order to provide the educational services desired by the parents (i.e. Down's syndrome, deaf/mute, blind, etc.).

Learning Disability: Any condition in a student or potential student which does not require a separate classroom, program, and staff in order to provide the education services desired by the parents (i.e. hyperactivity, Attention Deficit Syndrome, dyslexia, etc.). For the purposes of this policy, it is not important whether or not the condition was accurately diagnosed and is a genuine learning disability.

Guidelines:

1. Children with a severe learning disability will not be admitted to The Oaks due to the lack of adequate staff, funding, and facilities.
2. Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level.
3. Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.

PROMOTION POLICY

Criteria: Students currently enrolled at The Oaks must meet the following criteria for promotion to the next successive grade:

1. Pass reading, math, English, and history with at least a 70% average over the course of the year.
2. Only one "F" per quarter in any other academic subject (i.e. Latin, science, writing, spelling, etc.) and only two "F's" in the same subject within an academic year with a 70+% average overall for all four quarters in that subject. It is incumbent upon the appropriate teacher that all due curriculum objectives, grading guidelines, and teaching requirements be faithfully executed. For example, the requirement that there be at least nine objective grades per subject area by which the quarterly grade is computed has a significant bearing on a complete and accurate assessment of a student's success in that area. Too few grades can force the teacher to make a poorly documented and therefore non-objective, judgment call.

In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery (see the Curriculum Guide Objectives) of the following skills/ subjects in the grades noted:

Kindergarten to First Grade: Behavioral maturity and reading readiness for First Grade.

First Grade to Second Grade: Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. Able to write complete sentences, with neat letters. Able to add and subtract single digit numbers with at least 70% accuracy.

Second Grade to Third Grade: Cumulative mastery of above requirements plus: Able to read fluently and independently, using books of a second grade level. Able to write neatly and correctly identify the basic parts of a sentence. Able to spell correctly with at least 70% proficiency. Able to add and subtract two-digit numbers with at least 70% accuracy.

Third Grade to Fourth Grade: Cumulative mastery of above requirements plus: Satisfactory (70%) completion of curriculum objectives for this grade level.

Fourth Grade to Fifth Grade: Cumulative mastery of above requirements plus: Satisfactory (70%) completion of curriculum objectives for this grade level.

Fifth Grade to Sixth Grade: Cumulative mastery of above requirements plus: Satisfactory (70%) completion of curriculum objectives for this grade level.

Sixth Grade to Seventh Grade: Cumulative mastery of above requirements plus: Satisfactory (70%) completion of curriculum objectives for this grade level.

Seventh Grade to Eighth Grade: Cumulative mastery of above requirements plus: Satisfactory (70%) completion of curriculum objectives for this grade level.

Eighth Grade to Ninth Grade: Cumulative mastery of above requirements plus: Satisfactory (70%) completion of curriculum objectives for this grade level.

Ninth Grade to Tenth Grade: Cumulative mastery of above requirements plus: Satisfactory (70%) completion of curriculum objectives for this grade level.

Tenth Grade to Eleventh Grade: Cumulative mastery of above requirements plus: Satisfactory (70%) completion of curriculum objectives for this grade level.

Eleventh Grade to Twelfth Grade: Cumulative mastery of above requirements plus: Satisfactory (70%) completion of curriculum objectives for this grade level.

STAFF AND STUDENT RELATIONS POLICY

Objective: To provide overall and specific guidelines facilitating professional, friendly, and biblical relationships between The Oaks' staff members and The Oaks' students. (To be understood in the light of the "Code of Ethics Policy". Refer to pg. 69.)

Scope: This policy applies to all hired members of The Oaks staff.

Guidelines:

In order to facilitate proper, professional relationships and inhibit potential sinful, destructive behaviors between staff and students, the following guidelines are to be understood as representative of the practices and philosophies of The Oaks. More specific guidelines conforming to this policy may be issued by the appropriate administrators, as necessary.

1. Staff members are to remember that they serve as professional, adult, role-models before the students (Titus 2:7-8). Relationships between staff members, and between staff members and students, are to be friendly and courteous, not familial or intimate.
2. Staff members are to be careful that any physical contacts and verbal interchanges with each other and with students avoid even the appearance of impropriety (1Peter 2:12).
3. Flirtation, sexual innuendos, casual disrespect toward authority, excessive familiarity, etc., are examples of the kind of unprofessional and inappropriate behavior that will not be tolerated. Necessary and cautionary measures required to limit these kinds of behaviors should be corporately and individually taken.
4. If it is necessary for a male staff member to spend time alone with a female student or staff member, it should be arranged that they are easily visible to the public (i.e. through an open door, windowed room, etc.).
5. Staff members shall not travel alone in a car with one student.
6. On any school-sponsored trips lasting overnight and involving students of both sexes, chaperones and their spouses should accompany each other on the trip. Single staff members may be included on such trips only with the prior approval of the Headmaster.

STUDENT UNIFORM POLICY

Objective: To set the standards and guidelines for student attire at The Oaks.

Scope: This policy applies to all students.

Guidelines: Students attending The Oaks are expected to comply with the following guidelines for student attire:

General (for all students): Students are expected to dress in accordance with their biological sex; transgender dress/facilities use is not permitted. Attire during the day is the designated school uniform unless otherwise specified by the administration for special events and/or activities. Our uniform suppliers are the Spokane Uniform House and Land's End. All primary articles of clothing must be purchased through these suppliers unless otherwise noted.

The purpose of the School uniform is to foster a sense of unity among the students, to provide a consistently attractive and neat appearance for all students, and to avoid peer pressure in matters of dress. **Parents and students** are responsible for reading the uniform information and familiarize themselves with the policies. Violation notices will be given to students who are not in compliance with the uniform guidelines. Phone calls home will be made to inform parents of non-compliance. A student may have to wait in the office until the proper uniform is brought to school.

The Oaks is a *workplace* for students as well as for teachers. Students should dress in a way to demonstrate their respect for the school. They must be in The Oaks approved school uniforms. Therefore, students shall:

Dress neatly: That is, all shirts tucked in, shoes tied, no holes/tears in clothes, clothing appropriately sized for the wearer.

Be clean: That is, recently washed, groomed hair, and clean apparel.

Enforcement: The school administration will determine if there is a violation of the dress code, either in fact or attitude. Students not complying with this dress code will be required to rectify their appearance as quickly as possible. Cheerful, consistent compliance is expected; grumbling and challenging attitudes will be subject to disciplinary action.

Special Attire Events/Days: As the Headmaster determines, events such as P.E. and field trips may call for other clothing options.

Five Advantages of School Uniforms:

1. The neat appearance created by a uniform code enhances a ready-to-learn atmosphere.
2. A uniform code instills school spirit and a sense of belonging. The student is part of a group identity that strives for excellence and the code establishes a tradition.
3. A uniform code saves parents time, as most all uniform items, including accessories, can be purchased either from the Uniform House or Land's End. In addition, time may be saved each morning as the "what to wear" issue is eliminated.
4. The uniform code should save parents money. The uniform code de-emphasizes the social impact of dress and helps focus the students on character and academic issues. The selected clothes were chosen with price and durability in mind for overall good value for the money. Growth features in some of the garments may also cut down on total wardrobe expenditures.
5. The uniform code addresses security. On field trips, students in uniform aid the teachers in keeping track of everyone. On the playground or in the school, teachers and staff can clearly identify students from outsiders.

Compliance with the Uniform Code:

All students will wear the designated school uniform unless otherwise specified by the Headmaster. New enrollees are to wear nice clothes that fit as closely as possible to the colors of the school uniform (no jeans) until uniforms are obtained. Teachers and staff members will check the students regularly and on an on-going basis to ensure that each student is in compliance with The Oaks uniform guidelines. Teachers have permission to check clothing labels to ensure the proper uniforms.

It is imperative that all parents and students read the guidelines carefully to ensure full understanding of the entire uniform guidelines. Parents are required to read the guidelines and agree in writing on the family application to uphold it when their children are enrolled at The Oaks.

When a student is found to be in violation of the uniform guidelines, parents may be called to bring proper uniform attire for their child(ren) while the student waits in the office.

General Guidelines:

Shirts: Students may wear white t-shirts under their polo's if necessary for extra warmth. Please note that t-shirts must be a solid white and there should be no writing that shows through the polo. Shirts must be tucked in at all times. All polo shirts must be purchased at Uniform House or Land's End. Shirts from companies other than those listed will be considered a non-uniform item. If a student must be reminded to tuck in their shirt, they will be sent to the office for discipline.

Pants: Please note that both boys and girls pants (K-8) may be purchased at any supplier as long as they are the navy long twill pant flat front or single pleat, straight or boot cut. See specific uniform list for details.

Garment sizing and length: Sizing of garments needs to be within reason for your child's frame. "Growing room" is understandable, but oversized shirts, jackets or pants are not permissible. . The lengths of jumpers and skirts are to be hemmed at the top of the patella (knee bone) or below. Boy's shorts and girl's shorts and skorts are to measure no more than 2" above the top of the patella (knee bone) or longer. Shorts must be purchased from the supplier listed.

Footwear: Shoes should be comfortable. No sandals are permitted in Grades 9-12. Sandals are permitted in Grades K-8 but must be worn with socks. Dress shoes shall only be solid brown, black, mahogany, or navy. Athletic shoes shall have non-marking soles and be mostly white. Girls Grades 9-12 shoes should be dark colored, low-heeled dress shoes for their formal uniform and optional shoes must not draw undue attention to the wearer. For 9th-12th grade students winter snow boots are allowed to be worn during school on days when snow has fallen either the night before or early in the morning before school begins. Students may also keep boots in their lockers in case a heavy snow fall occurs during the day.

Socks: Socks are required for all students at all times. Please see specific uniform lists for appropriate colors.

Belts: Belts should be dark in color.

Outerwear: In the classroom and school building, only the V-neck cardigan may be worn.

Hair and Accessories: Students will keep their hair neat, clean, well groomed, and in traditional styles and colors. Boys shall not have any facial hair. Boys will keep their hair short with the back length no longer than the top of the shirt collar. Boys' hair is not to be bleached, highlighted, or cut or worn in a way to bring undue attention. Girls' hair may be tastefully and conservatively highlighted. Girls may wear barrettes, scrunchies and hair bows that are moderate in size that match the uniform colors. Hats are not acceptable in the classroom or school buildings for either boys or girls.

Jewelry: Boys may not wear earrings or piercings of any sort. Girls may wear earrings avoiding those that dangle for obvious safety reasons. Watches and rings are fine for boys and girls, keeping in mind moderation and good taste. Gold and silver tasteful necklaces and bracelets may be worn if they are petite in nature.

Note: Navy or black bicycle shorts are required for K-5th grade girls while not wearing tights and optional for 6th-12th grade girls to wear under their skirts and jumpers. Bicycle shorts in other colors or shorts of any other style or color are not acceptable under skirts or jumpers. Please take the time to mark each of your children's belongings with a permanent laundry marker to facilitate return of lost items. Check items such as the v-neck cardigan periodically to be sure the child has not picked up someone else's items. With so many alike it is easy to mix up belongings! Check to ensure that the child's name is still legible on his/her belongings.

Non-uniform brands may **not** be sold in the used uniform sale at the end of the year. (This should seem obvious, however it is surprising how many non-uniform polo shirts appear on the used uniform sale table at the end of the year and new families then unknowingly purchase these. Your help in following the uniform policy will help prevent this.)

Student Required DRESS uniform for Grades K-12

The required dress uniform for The Oaks is listed below by grade level. All students will be expected to dress according to these specifications on required uniform days throughout the school year. Here is a partial list of occasions where participating students will be required to wear this uniform selection –

1. First Day of School
2. Field Trips
3. School Competitions
4. Christmas Program – boys may wear a Christmas tie
5. Spring Program

<p style="text-align: center;">Girls K-5</p> <ul style="list-style-type: none"> • Blackwatch plaid jumper • White jersey short-sleeved peter-pan blouse • Navy or Black footed tights (cold weather) • Navy or Black anklets (warm weather) • Navy or black bike shorts (required when not wearing tights) • Dark dress shoes 	<p style="text-align: center;">Girls 6-8</p> <ul style="list-style-type: none"> • Blackwatch plaid skirt • Navy sleeveless vest • White ¾ sleeved twill blouse • Navy or black bike shorts (optional) • Nylons – flesh colored or no-show footies • Dark dress shoes 	<p style="text-align: center;">Girls 9-12</p> <ul style="list-style-type: none"> • Left sided button closure bias cut plaid skirt – hunter classic navy plaid • White long sleeved oxford blouse • Navy sleeveless vest • Navy or black bike shorts (optional) • Nylons – flesh colored or no-show footies • Dark colored low heeled dress shoes
<p style="text-align: center;">Boys K-8</p> <ul style="list-style-type: none"> • Navy long twill pants flat front or single pleat, straight or boot cut • White long-sleeved oxford shirt • Navy tie – solid • Navy or Black socks • Dark belt • Dark dress shoes – non-athletic 		<p style="text-align: center;">Boys 9-12</p> <ul style="list-style-type: none"> • Plain or pleated front chino pant – khaki • White long sleeved oxford shirt • Navy/green stripe tie • Khaki or Dark socks • Dark leather belt • Dark dress shoes

STUDENT UNIFORM REQUIREMENTS: Grades K-8

The Oaks requires a uniform for all students. The uniforms must be purchased at the Spokane Uniform House, W. 526 Main, Spokane. (www.dennisuniform.com – school code: ZSO032) or Land's End by phone 1-800-469-2222 or internet at www.landsend.com/school (school number: 9000-6910-5), unless otherwise listed. We try to make very few changes from year to year with the school uniform items, but The Oaks does reserve the right to make changes to the uniform items at the end of each school year for the following year's lists.

K-5th Girls Required Formal Uniform:

MUST BE WORN ON	Blackwatch Plaid Jumper (Uniform House)
FORMAL UNIFORM	White jersey short-sleeved peter-pan blouse (Uniform House)
DAYS	Navy or black footed tights (cold weather) (Uniform House or elsewhere)
	Navy or black anklets (warm weather) (Uniform House or elsewhere)
	Navy or black bike shorts (Uniform House, Land's End, or elsewhere)
	*required when not wearing tights
	Dark dress shoes (Bought elsewhere)

6th – 8th Girls Required Formal Uniform:

MUST BE WORN ON	Blackwatch Plaid Skirt (Uniform House)
FORMAL UNIFORM	Navy Sleeveless Vest (Uniform House) *Part of 6 th –12 th Grade Formal
DAYS	White ¾ sleeved twill blouse (Uniform House)
	Navy or black bike shorts (Uniform House, Land's End or elsewhere) optional
	Nylons – flesh colored or no-show footies
	Dark dress shoes (Bought elsewhere)

K-8th Boys Required Formal Uniform:

MUST BE WORN ON	Navy long twill pants flat front or single pleat, straight or boot cut (Uniform
FORMAL UNIFORM	House, Land's End or Elsewhere)
DAYS	White long-sleeved oxford shirt (Uniform House or Land's End)
	Navy tie – solid (Uniform House)
	Navy or black socks (Uniform House, Land's End or elsewhere)
	Dark belt (Bought elsewhere)
	Dark dress shoes – non-athletic (Bought elsewhere)

K-8th Girls Optional Items:

CAN BE WORN ON	Blackwatch Plaid shorts (Uniform House)
NON-FORMAL	Navy long twill pants flat front or single pleat, straight or boot cut (Uniform
UNIFORM DAYS	House, Land's End or elsewhere) May only be worn Nov. – March
	Dark belt for pants or shorts
	White short or long sleeved interlock polo shirt (Uniform House or Land's End)
	Green short or long sleeved interlock polo shirt (Uniform House or Land's End)
	V-Neck, button front cardigan – navy (K-12 th grades) (Uniform House)
	Solid white t-shirt may be worn under polo or blouse (bought elsewhere)
	White, navy or black footed tights, knee-highs, anklets or no-show socks
	Navy, black or flesh-toned nylons or no-show footies (6 th – 8 th grades)
	Appropriate shoes: tennis shoes, sandals, boots (socks must be worn with shoes)
	Barrettes, Scrunchies, or Hair bows, moderate in size (bought elsewhere)

K-8th Boys Optional Items:

CAN BE WORN ON
NON-FORMAL
UNIFORM DAYS

Navy twill shorts – flat front or single pleat, straight or boot cut (Uniform House, Land's End or elsewhere)

Dark Belt for pants or shorts

White short or long sleeved interlock polo shirt (Uniform House or Land's End)

Green short or long sleeved interlock polo shirt (Uniform House or Land's End)

V-Neck, button front cardigan – navy (K-12th Grades) (Uniform House)

Solid white t-shirt may be worn under polo or blouse (bought elsewhere)

White, navy or black socks (Uniform House, Land's End or elsewhere)

Appropriate shoes: tennis shoes, sandals (socks must be worn with shoes)

*Students will be requested to wear the required uniform on special occasions, field trips, special programs, etc. If the required uniform is not requested, students are free to wear any of the required or optional items. Boys do not need to wear a tie unless they are asked to wear the required uniform. No hats please (apart from winter hats which should be removed upon entering the building), unless granted permission. Students who wear hats while in school will have their hats confiscated and not returned until the last day of school.

STUDENT UNIFORM REQUIREMENTS: Grades 9-12

The Oaks requires a uniform for all students. The uniforms must be purchased from Land's End by phone 1-800-469-2222 or internet at www.landsend.com/school (school number: 9000-6910-5) or at the Spokane Uniform House, W. 526 Main, Spokane. (www.dennisuniform.com – school code: ZSO032), unless stated specifically below. We try to make very few changes from year to year with the school uniform items, but The Oaks does reserve the right to make changes to the uniform items at the end of each school year for the following year's lists.

9th–12th Girls Required Formal Uniform:

Left sided button closure bias cut plaid skirt – hunter classic navy plaid (Land's End)
White long sleeved oxford blouse (Land's End)
Navy sleeveless vest (Uniform House) * Part of 6th – 12th grade formal
Navy or black bike shorts (Uniform House, Land's End or elsewhere) optional
Nylons – flesh colored or no-show footies (Bought elsewhere)
Dark colored low heeled dress shoes (Bought elsewhere)

9th–12th Girls Optional Items:

Pleated, pieced hem skirt – classic navy (Land's End)
Khaki pleated or flat front plain chino pants, straight or boot cut (Land's End) May only be worn Nov. – March
Dark belt worn with pants
Garnet short sleeved interlock polo (Land's End)
White short or long sleeved interlock polo (Uniform House or Land's End)
V-Neck, button front cardigan – navy (K–12th grades) (Uniform House)
Solid white t-shirt may be worn under polo or blouse (bought elsewhere)
White tennis shoes or other appropriate shoes that do not draw undue attention (socks must be worn with shoes)
Winter snow boots (when snow has fallen the night before or early in the morning before school begins)
Navy, black or flesh-tone nylons or no-show footies (bought elsewhere)
Navy or black tights or knee-highs (bought elsewhere)
Navy, white or black no-show socks (bought elsewhere)
Barrettes, Scrunchies, or Hair bows, moderate in size (bought elsewhere)

9th–12th Boys Required Formal Uniform:

Plain or pleated front chino pant – khaki (Land's End)
White long sleeved Oxford shirt (Uniform House or Land's End)
Navy/green stripe tie (Land's End)
Khaki or dark socks (Bought elsewhere)
Dark Leather belt (Bought elsewhere)
Dark leather shoes (Bought elsewhere)

9th–12th Boys Optional Items:

Plain front chino pant – arctic gray (Land's End)
Plain or pleated front chino shorts – Khaki (Land's End) May only be worn Sept. – Oct. and April – June
Classic navy short or long sleeved interlock polo (Land's End)
White short or long sleeved interlock polo (Uniform House or Land's End)
V-Neck, button front cardigan – navy (K–12th grades) (Uniform House)
Solid white t-shirt may be worn under polo or blouse (bought elsewhere)
White tennis shoes – worn with shorts only (Bought elsewhere)
Dark tennis shoes – worn with shorts or long pants (Bought elsewhere)
White, dark or khaki socks

School Number for Lands End: 9000-6910-5

* Students will be requested to wear the required uniform on special occasions, field trips, special programs, etc. If the required uniform is not required, students are free to wear any of the required or optional items. No hats please (apart from winter hats which should be removed upon entering the building).

POLICY FOR OBTAINING SUBSTITUTE TEACHERS

In the event (normally unforeseen) of The Oaks teacher needing a substitute teacher for any portion of the day, the following procedures apply:

1. The teacher should contact the Headmaster as soon as possible (when in doubt, call; it's easier to cancel than to arrange last-minute subs). Please call by 6:30 a.m. if you wake up ill. The Headmaster will maintain an up-to-date list of substitutes.
2. Copies of lesson plans and any necessary materials should be made available to the substitute by the teacher.
3. In case of illness or emergency, the Headmaster will make arrangements for the substitute. If possible, the teacher may make recommendations of preferred substitutes to the Headmaster.
4. It is the teacher's responsibility to let the Headmaster know how long a substitute will be needed (how many days). The teacher should call prior to the end of the first day if the substitute will be needed the next day.
5. Substitutes will receive a copy of Guidelines for Substitutes and will be expected to fulfill the teacher's normal supervisory duties.
6. Substitutes will not normally receive pay, unless other arrangements are made.
7. The teacher should send the substitute(s) a written Thank-You note after resuming work.

STUDENT TARDY POLICY

A “tardy” is when a student is not sitting at their desk, quiet and waiting for instruction from the teacher when the classroom clock indicates 8:00 A.M. (or for logic and rhetoric school students at the beginning of each class period). There is no differentiation between an excused tardy and an unexcused tardy (this is not the same as someone notifying the school regarding a scheduled doctor or dental appointment). A student will be allowed three tardies per semester before office visits are required. The grammar school teachers will be required to report tardies each quarter to the office and these records will be kept in the student files. Logic and Rhetoric School teachers will record tardies at the beginning of each period each school day. Tracking of the tardies will start over at the beginning of each new semester.

The fourth and sixth tardies result in an office visit. Three office visits for any reason results in a meeting with the student, student’s parents, and the Headmaster. A fourth office visit results in a two-day suspension, and normally a fifth office visit results in expulsion from school (page 20, Discipline Policy). The fifth office visit because of tardies will result in another two-day suspension.

This policy will help teachers to better utilize their class time by having the students prepared to start on time. A student record of tardies for logic and rhetoric school students will be kept for each class period in the school office. Parents may check in the school office for tardy information on their students. Tardies will be designated as follows:

<u>Tardy</u>	<u>Penalty</u>
#1	No penalty – grace
#2	No penalty – grace
#3	No penalty – grace – warning notice goes home
#4	Office Visit #1 – note home
#5	No penalty – grace
#6	Office Visit #2 – note home
#7	No penalty – grace
#8	Office Visit #3 – meeting with student and parents
#9	Office Visit #4 – two-day suspension
#10	Office Visit #5 – two-day suspension

The parents will receive notification each time an office visit is recorded for a tardy. Students will meet with the Headmaster after the fourth and sixth tardies. Students and parents will meet with the Headmaster after the eighth tardy. Students will be suspended for two days after the ninth and tenth tardies in one semester. Please be aware of how the policy works regarding office visits leading up to suspension and expulsion. See page 20 of the Student Parent Handbook regarding Discipline.

3RD TARDY NOTICE

This is to inform you that _____

has received his/her 3rd tardy today, _____.

A “tardy” is when a student is not sitting at his desk, quiet and waiting for instruction from the teacher when the classroom clock indicates 8:00 a.m. (or for logic and rhetoric school students at the beginning of each class period.) There is no differentiation between an excused tardy and unexcused tardy (this is not the same as someone notifying the school regarding a scheduled doctor or dental appointment, at least 24 hours ahead of time.) A student will be allowed three tardies per semester. The teachers will be required to record tardies in their class record books. Teachers will be required to notify the office when a third, fourth, sixth, or eighth tardy notice needs to be sent home for a student.

Tardies will be designated as follows:

<u>Tardy</u>	<u>Penalty</u>
#1	No penalty – grace
#2	No penalty – grace
#3	No penalty – grace –warning notice goes home
#4	Office Visit #1 Required – note home
#5	No penalty – grace
#6	Office Visit - #2 Required – note home
#7	No penalty – grace
#8	Office Visit #3 Required - meeting with parents
#9	Two-Day Suspension
#10	Two-Day Suspension

In accordance with this policy, the student now has three tardies; another tardy will result in one required office visit. The sixth tardy will require another office visit. The eighth tardy will require a meeting with the student, parents and headmaster. The ninth or tenth tardies will result in an automatic two-day suspension.

Students arriving late in the classroom is disruptive to teachers and other students. Please take the necessary steps to insure that the student does not receive any further tardies this semester. At the beginning of a new semester, the tardy count reverts back to zero. Thank you for your help with this.

Teacher Signature

Please sign and return this notice to the school office-

Parent Signature

Date

COMPREHENSIVE GRIEVANCE POLICY

Objective: To establish biblical guidelines for the resolution of disputes and grievances in the operation of The Oaks.

Scope: These guidelines are to be followed whenever there is a dispute or grievance between any two parties connected in a direct way to the school, concerning any aspect of The Oaks' operations. This includes students, parents, staff, volunteers, administration, and the Board.

Definitions:

Dispute: Any disagreement that results in broken fellowship or trust between the parties, or that disrupts the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of The Oaks' objectives and goals.

Grievances: Any concern about any decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next level.

Concerns: The substance and details of the dispute and/or grievance.

Guidelines:

General:

1. It is understood that if any disputes arise which are not covered by this policy, the board will decide what procedures to follow based on a parity of reasoning from those procedures established by this policy.
2. It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18 and James 3 will be followed.

Students/Parents to Teachers:

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.
2. If the problem is not resolved, the parents or student may bring the concern to the appropriate administrator. If the student brings the concern, he must have permission from his parents to do so.
3. If the problem is still not resolved, the parents should appeal the decision to the Headmaster.
4. If there is still no resolution, they should request a hearing from The Oaks' School Board.

Parents/Patrons to Administrator:

1. If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the Headmaster.
2. If the situation is not resolved, they should request a hearing from The Oaks' School Board.

USE OF SECULAR CURRICULUM MATERIALS POLICY

Guidelines:

When secular materials have been adopted for student use, the following guidelines must be adhered to:

1. The secular material must be rigorously examined and countered in philosophy with biblical/true perspectives (i.e. presenting the elements of the Theory of Evolution is desirable, but it must be subjugated in time and emphasis to the elements of the Creation account), in keeping with the scope of the course.
2. Falsehoods and unbiblical philosophies must be always identified as such.
3. Biblical principles within and/or related to the course objectives must also be presented to the students (i.e. while using a secular United States history text, the teacher must identify and emphasize the biblical foundations of our country).

VALEDICTORIAN AND SALUTATORIAN SELECTION POLICY

Guidelines:

Each spring, the Headmaster conducts a meeting of the logic and rhetoric school teachers to select the senior class valedictorian and salutatorian (the first salutatorian will be chosen in the spring of 2006). In order to determine the senior(s) who can best represent and articulate the goals and vision of The Oaks students, the logic and rhetoric school teachers evaluate the senior students based on the following criteria (in order of priority): Spiritual testimony, academic performance, extracurricular activities, and honors received. To be eligible to receive this award, a student must have attended The Oaks for more than two years and have a cumulative grade point average of 3.5 or higher.

GRADUATION REQUIREMENTS POLICY

The following are the Graduation Requirements for The Oaks:

1. Bible – 6 credits (can include Bible Context, Interpretation, Basic Doctrine, Apologetics)
2. English – 5 credits (can include American Lit., Classical Lit., British Lit., Christian Lit.)
3. Foreign Language – 3 credits (can include Latin, Greek, Spanish)
4. History – 6 credits (can include 20th Century, Civics, Philosophy, Economics)
5. Math – 6 credits (must include Geometry, Algebra II, Trigonometry; and can include Calculus, Statistics)
6. Rhetoric – 3 credits (must include Rhetoric I and II)
7. Science – 6 credits (must include Basic Science, Chemistry, Biology; and can include Physics)
8. Choir – 4 credits (Choir must be taken all semesters)
9. Senior electives – 13 credits (can include any of the above that are not used for those specific subjects as well as Grand Tour, Drama, Choral, Publications, Leadership, Christian Worldview, Logic II, Debate or any other high school electives completed and passed during grades 9 through 12)

Note on Electives: A student may only take the same elective six semesters total and no more than four semesters in a row. Classes will be assigned according to grade priority (i.e. seniors will be assigned first, juniors next, sophomores, freshmen, and then jr. high students). New students will choose from classes that remain open after all current students are assigned electives. High school students can have no more than four electives total in Study Hall.

Total required credits for graduation are 46 credits. The minimum number of credits for two of the four years of high school is 10 credits (5 credits per semester) and for another two years is 12 credits (6 credits per semester). Two additional credits are also needed to meet the required 46 credits.

Students that have been at The Oaks during their 8th grade year will have the following statement added to the Notes section of their transcript: “This student has had Algebra I and U.S. History in 8th Grade.”

Students receive one credit for each course that meets five days each week during a semester. Students receive one-half credit for each course that meets two or three days each week during the semester.

Calendar: The school calendar is divided into two, eighteen-week semester grading periods; 45 minute class periods, 8 periods per day, 5 days per week.

Grading System:

A = Excellent, 4.0

B = Good, 3.0

C = Average, 2.0

F = Failing, 0.0

Grade Point Averages: Grade point averages (GPA) are computed at the end of each semester. Grades from elective courses are not used to calculate the grade point average. Grade point averages are reported for all students.

Class Rank: Class rank is calculated at the end of the seventh semester and at the end of the eighth semester. Due to small class sizes, only the rankings of first and second place students are reported on the student transcript.

All students are required to take the PSAT Test during their junior year and the College Board SATI test during their junior or senior years. Students can also take the ACT test in addition to the SATI test.

Add/Drop Classes Policy

Date: September 4, 2008

Updated: April 6, 2017

Objective: To establish basic guidelines for the school administration to use when determining when a Logic or Rhetoric student can add or drop a class during the semester.

Scope: This policy covers all Logic and Rhetoric classes.

Guidelines: The following guidelines are to be adhered to by the administration when making a determination on when a 7th to 12th grade student can add or drop a class during the semester.

1. Parents of 7th to 12th grade students must confirm with the Head of Logic and Rhetoric to determine if a student can add or drop a class.
2. Parents of 7th to 12th grade students must give a written note to the Head of Logic and Rhetoric stating their desire for their child to add or drop a class.
3. The Head of Logic and Rhetoric will notify Student Records if a student is adding or dropping a class.
4. Parents may add a class for their student during the first week (first five days) only of any semester.
5. Parents may drop a class for their student before the end of the third week (first fifteen days) only of any semester. The student will receive a grade on his/her transcript for all courses not officially dropped before the end of the third week (first fifteen days) of any semester.

CELL PHONE/ELECTRONICS POLICY

Date: October 5, 2007

Objective: To clarify the regulation of cell phone and other electronic device usage on school grounds during school hours.

Scope: The following policies and guidelines will be followed by all students in the school.

Definitions:

School Grounds: School buildings, parking lots, play fields.

School Hours: 7:45 a.m. to 2:45 p.m., Monday through Friday.

Electronic Devices: Any electronic device other than cell phones (i.e. computer, iPod, MP3, etc.).

Guidelines:

The following process shall be followed as determined by the Board:

1. Cell Phones are allowed on the school grounds but must be kept in the student's locker. It cannot be turned on during school hours from 7:45 am to 2:45 pm. If students are expecting messages or phone calls during the day, they can go to the school office during their lunch period and get permission from the secretaries to check their messages while they are in the office. Their cell phone will be turned off before they leave the office; returned to their locker and then they will return to class. This will eliminate the interruption of text messages and phone calls during the school day. We want our students interacting with real people in real time, and concentrating on their school work.
2. Students will not be allowed to have any electronic devices on the school grounds during school hours or during school events. Exceptions: Digital Cameras are allowed at sporting events. Laptop computers are allowed in the classroom only with the permission of the teacher.
3. Students must receive permission from each teacher to use their laptop computers in the classroom. If computers are used without permission from a teacher, or anywhere on the school grounds besides for the permitted use, the student(s) will lose the privilege of having their computer at school.
4. Any electronic device used apart from the above listed circumstances, will be taken and placed in the school office where it must be retrieved by a parent.

EXTRA CURRICULAR ACTIVITIES POLICY

Date: September 26, 2006

Program Philosophy: The Oaks - A Classical Christian Academy (“The Oaks”) seeks to provide an extracurricular activities program to supplement its academic program. The Oaks recognizes that God has granted students a variety of gifts including talents in music, academic study, oratory, drama, athletics, as well as in other areas. We seek to provide an opportunity for these students to develop and use their God-given talents. We also believe that an extracurricular activities program enhances the atmosphere of our school by providing students and parents with additional opportunities to develop school community.

Objective: To provide direction and a strategic framework for the implementation of all extracurricular activities that aligns with The Oaks’ Statement of Purpose, Vision, Educational Philosophy, Objectives and Standards, Statement of Faith, Bylaws of The Oaks and other Policies.

Definitions:

Extracurricular Activity or Activities: The Oaks sanctioned activity or activities intended for student participation and learning beyond normal (curricular) activities.

Participation in such activities, which generally occurs outside of regularly scheduled class time, is considered voluntary and is not a right, but a privilege. Examples include athletics, the Arts, clubs and student organizations.

Policy:

1. Extracurricular activities will not take priority over the academic activities at The Oaks.
2. As with any facet of school life at The Oaks, conflicts or disputes related to extracurricular activities shall be resolved in a biblical manner as described in The Oaks’ Comprehensive Grievance Policy found in both the Staff Manual and Student-Parent Handbook.
3. The coaches of each extracurricular athletic sport are under the authority of the Athletic Director. The directors of all other extracurricular activities (i.e. drama, debate, etc.) serve under the authority of the Administration.
4. The Oaks’ Board of Directors (the “Board”) will approve each new extracurricular activity.
5. Participation in any league organization requires Board approval.
6. Extracurricular activities are a privilege that comes with good academic standing. Eligibility for individual student participation is the decision of administration in consultation with appropriate staff.
7. Participants in extracurricular activities will only be students currently enrolled fulltime at The Oaks.

8. Prior to the first practice/rehearsal, each student must have on file written parental permission to participate, using The Oaks Extracurricular Activities Release Form. If involved in an athletic activity, an updated Pre-Participation Physical Exam Form is required every other year and also required to be on file by the first practice.

Guidelines:

1. Procedure for Establishing an Extracurricular Activity at The Oaks:
 - a. Prepare the following items and submit them to the Assistant Principal for initial approval:
 - i. A brief statement of purpose and potential value to students.
 - ii. A comprehensive budget listing both expenses and sources of funding.
 - iii. A list of staff or personnel needed along with possible resources to fill such needs (i.e. judges, referees, assistants, coaches, volunteers, etc.).
 - iv. List facility needs for activity.
 - b. Receive initial approval from the Assistant Principal who will, in turn, present the extracurricular activity to the Board for preliminary approval.
 - c. Once approved by the Board, prepare the following and submit to the Assistant Principal:
 - i. An overview of initial interest from staff or personnel willing to oversee the extracurricular activity (i.e. instructor, leader, coach, etc.). All such staff or personnel shall complete an application and be interviewed by the Athletic Director (for Athletics) or administration for all other activities. (Also see #7, Recruiting leaders/coaches.)
 - ii. List frequency of meetings, practices and/or games and their estimated impact on students' prior commitments, especially academic. Indicate if and to what extent, the extracurricular activity will take students out of regularly scheduled classes.
 - iii. If an extracurricular activity is to be of a competitive nature, list potential opponents and any requirements involved (i.e. joining a league, fees, etc.).
 - d. After considering the foregoing, the Assistant Principal shall make a recommendation to the Board for final approval, modification, or rejection. If the Board approves the extracurricular activity, the Assistant Principal may direct that the extracurricular activity organizers move forward with securing a leader/coach, notifying school families, soliciting student participants and parent volunteers, etc.

2. Student Eligibility:

- a. All students at The Oaks must maintain a GPA of 2.3 or above to participate in an extracurricular activity. However, a transfer student placed on academic probation based on their entrance assessment, may not participate in any extracurricular activity unless waived by the administration.
- b. To be eligible to participate in an extracurricular activity, the signed Extracurricular Activities Release form must be in the office before the first practice/rehearsal. In the case of athletics, the physical exam form must be turned in by the first practice. Physical exams are required every other year. Fees must be paid within two weeks of the first practice.
- c. For the good of the rest of the participants in any extracurricular activity, students who are ineligible for the beginning of a season/activity, remain ineligible for participation during the entirety of that season/activity regardless of their grade point average for the following quarter. Similarly, if students are eligible to begin a season/activity, they remain eligible until the end of that season/activity.
- d. For a student to be eligible to participate in an extracurricular activity, they must attend all scheduled classes the day of the event, unless otherwise permitted by the Assistant Headmaster.

3. Discipline:

- a. All guidelines for student behavior adopted by the Board apply to extracurricular activities. Discipline of participants will be according to the Discipline Policy in The Oaks' School Handbook.
- b. Discipline that is particular to an extracurricular activity and not covered under the above policy is up to the discretion of the leader/coach: provided that, such discipline must first be approved by the Athletic Director for all athletic activities or the Assistant Principal for all other activities. After receiving approval and conferring with the parents, the leader/coach may administer any of the following options: Suspension from one or more extracurricular activity event(s). Suspension from the extracurricular activity. Leaders/coaches are to remember that they do not function above parental authority, but rather with delegated authority from the parents.
- c. Any participation fees received will not be refunded in the event a participant is suspended from or quits the extracurricular activity.

4. Taking Students Out of Regularly Scheduled Classes for Extracurricular Activities:

- a. Students may be taken out of school for The Oaks sponsored extracurricular activity with the following stipulations:
 - i. Approval of the Assistant Principal must be obtained any time students will be taken out of regularly scheduled classes for an extracurricular activity.
 - ii. All teachers involved with students missing their class due to an extracurricular activity must be notified by the Athletic Director (for sports) or the activity leader at least 5 days prior to the event.

- iii. Any student missing a regularly scheduled class is responsible to acquire the missed assignments and turn in any missed work in accordance with the excused absence policy in the Parent-Student Handbook.

5. Transportation:

- a. Transportation to extracurricular activities will be provided by the families involved.
- b. The leader/coach of each activity will coordinate or delegate the coordination of transportation arrangements as needed.
- c. If transportation is not provided by the families, the extracurricular activity may be cancelled.
- d. Faculty or staff are permitted to provide transportation in place of parents.
- e. Student drivers are not permitted to drive other students (with the exception of siblings) to or from an extracurricular activity unless the parents of the driver and the passenger have submitted written approval to the school office and the school has letters on file from both families giving their permission.

6. Overnight Trips:

- a. All overnight trips must have Board approval.
- b. An annual trip that has been approved by the Board does not need re-approval. Nonetheless, the Board must be notified of such a trip. Arrangements and accommodations for overnight stays are made by the Athletic Director for the athletic events and activity leader/coach for other events with approval of the Assistant Principal.

7. Awards:

- a. Special awards may be presented at an end of an extracurricular activity gathering. Decisions for the recipients of awards are the responsibility of the activity leader/coach. Categories of awards presented are to be approved by the Assistant Principal or designee.
- b. A certificate of participation may be given to participants at the discretion of the activity leader/coach.

8. Recruiting Leaders/Coaches:

- a. Recruiting extracurricular activity leaders/coaches must be done by the following procedure:
 - i. Submit the name(s) for approval to the Assistant Principal.
 - ii. If approved, proceed with arranging an interview with the administration or Athletic Director, depending on activity.
- b. Leaders/coaches must read and agree to follow the guidelines laid out in the Extracurricular Activities Leaders Guide.

- c. Leaders/coaches must undergo the appropriate background check.
- d. Current certification in CPR and First Aid is required for leader/coaches.
- e. Coaches may be required to attend an Official's Rules Clinic at the discretion of the Athletic Director.
- f. Leaders/coaches will be evaluated at season end by the administration or their designee. Evaluation will be on the basis of adhering to the Extracurricular Activities Leaders Guide, and such other factors as determined by the Assistant Principal.
- g. The Oaks' Administration, at its sole discretion, has the right to immediately remove an activity leader/coach in the case of behavior that violates the Extracurricular Activities Leaders Guide, The Oaks Statement of Purpose, Vision, Educational Philosophy, Objectives and Standards, Statement of Faith, Bylaws of The Oaks, Staff Manual, Student-Parent Handbook or Policies. Termination may also occur through failure to correct behavior or concerns presented in the evaluation process.

9. Equipment and Uniforms:

- a. Equipment needs should be brought to the attention of the Athletic Director for athletics and the Assistant Principal for all other extracurricular activities.
- b. Equipment and uniforms will be purchased with participation fees and becomes the property of The Oaks. All equipment will be the responsibility of the leader/coach.

10. Practice and Events:

- a. Leaders/coaches and the Athletic Director will see that The Oaks facilities and equipment are kept neat at all times. They must make a final inspection of such facilities and equipment after all of the participants have left and determine that such facility and equipment is secure. The cost of additional custodial care and utilities due to an extracurricular activity event will be assessed from that activity's budget.

11. Financial:

- a. Charging admission to an extracurricular activity must be approved by the Board.
- b. Accounting and managing of money generated by extracurricular activities will be the responsibility of The Oaks' business office. Expenditures from excess funds must be approved by the administration.

12. Code of Conduct:

- a. All representatives of The Oaks, including parents and spectators, are expected to conform to biblical standards of behavior in all circumstances, and The Oaks Statement of Purpose, Vision, Educational Philosophy, Objectives and Standards, Statement of Faith, Bylaws of The Oaks, Staff Manual, Student-Parent Handbook or Policies.

APPENDIX A

SUGGESTIONS FOR CONSTRUCTING TEST ITEMS

Completion Items:

1. Require short explicit answers.

Poor: Shakespeare wrote King Lear, Othello, Taming of the Shrew, and Hamlet.

Good: *King Lear* was written by Shakespeare.

Better: Who wrote King Lear?

2. Should specify in advance if spelling is to be graded.

3. The blanks should be at or near the end of the statement, so that the response logically follows the stimulus.

Poor: Christopher Columbus discovered America.

Good: America was discovered by Christopher Columbus.

Better: Who discovered America?

4. There should preferably be only one blank per test item, but if more than one, they should be for a related series. Do not use so many blanks that the question is a puzzle.

Poor: Martin Luther King was an advocate of the Black Civil Rights movement.

Good: Martin Luther King was an advocate of the Black Civil Rights movement.

5. Each blank in all items should be the same length. This avoids the possibility of the blank itself serving as a clue.

Poor: John Kennedy was assassinated by _____.
Abraham Lincoln was assassinated by _____.

Good: John Kennedy was assassinated by _____.
Abraham Lincoln was assassinated by _____.

6. When writing the item, be sure to write complete sentences. Do not include any specific determinate (clues) such as (a, an) or a word that implies singularity.

Poor: When an animal eats plants, it is said to be a Herbivore.

Good: What do scientists call animals that eat only plants? _____.

7. If an answer is to be in specific units, be sure to indicate the units wanted.

Poor: When did Columbus discover America? _____.

Poor: If apples weigh $5 \frac{2}{3}$ oz. each, how much would a dozen apples weigh? _____.

Good: If apples weigh $5 \frac{2}{3}$ oz. each, how much would a dozen apples weigh? ____ lb. ____ oz.

8. When writing an item, do not take a statement directly from a textbook or from the teacher's lecture, but write the item so as to test understanding rather than rote memory.

9. Write an item that cannot be completed by general knowledge but requires some knowledge of the subject matter.

10. Words or phrases omitted should not be trivial words or phrases.

Poor: The heart has four chambers.

Good: The heart has four chambers.

Better: How many chambers are in the human heart?

11. When using completion items write them as questions, if possible. See numbers 1, 3 and 10 above.

Multiple Choice Items:

1. The stem should pose a clear question or problem and should contain as much of the item as possible. It should be written as a question.

Poor: A comma

A. should be used to join two complete thoughts.

B. is never appropriate after the term, "however."

C. may sometimes be used in place of a colon.

D. should follow after items in a series.

Better: Which of the following shows the correct use of the comma?

A. Jane liked Dan, he doesn't like her.

B. After the fight John left, for home.

C. Mary, Sue, and Julie entered the contest.

D. Dancing requires practice and concentration.

2. The stem should be stated simply and understandably, using correct English.

3. Avoid use of direct statements from textbooks.

4. Avoid use of trick and ambiguous questions.

Poor: In what year did Columbus discover America?

- A. 1492
- B. The calendar was inaccurate then; the year was actually 1495.
- C. Columbus did not "discover" America.
- D. Columbus discovered San Cristobel in 1492 and came to America in 1493.

5. Avoid the use of negatives such as none or not. *If they must be used, underline or capitalize them.*

Poor: Which of the following is not a mammal?

Better: Which of the following is NOT a mammal?

OR

All of the following are mammals EXCEPT:

6. Vary the position of the correct alternative.

7. All alternatives should be logically related to the stem and listed in some logical numerical or systematic form. This is less confusing to the students and decreases the probability that he will make careless mechanical errors.

How many legs do spiders have?

- | | | | |
|-------|------|-------|------|
| Poor: | A. 6 | Good: | A. 3 |
| | B. 4 | | B. 4 |
| | C. 3 | | C. 6 |
| | D. 8 | | D. 8 |

8. The length of the alternatives should be consistent, not vary with being correct or incorrect. Otherwise, students may tend to mark the longer responses without reading all the possible choices. Test-wise students know that the correct answer is often the longest one with the most qualifiers.

Poor: The function of the villus is to:

- A. Absorb digested food.
- B. Transport non-lipid soluble materials across a concentration gradient of the plasma membrane by active transport.
- C. Remove foreign particles or antigens from the gastrointestinal tract by phagocytosis and subsequent degradation.
- D. Aid cells in synthesis and packaging of certain digestive enzymes to be secreted into the duodenum for the hydrolysis of carbohydrates such as starch.

9. Avoid use of wordy stems.

10. Avoid use of verbal clues such as a, an.

Poor: A word which names a person, place, or thing is called a:

- A. verb
- B. adverb
- C. noun
- D. adjective

11. Avoid use of response alternative such as "none of the above," "none of these," "both (a) and (c) above," or "all of the above." "None of the above" may measure only the student's ability to recognize incorrectness. "All of the above" may be a giveaway if a student recognizes more than one correct alternative. Also a student may recognize a correct response and mark it without reading down to the "all of the above" alternative.

Poor: Ernest Hemingway wrote which of the following?

- A. *The Grapes of Wrath*
- B. *A Farewell to Arms*
- C. *The Sun Also Rises*
- D. Both B and C above
- E. All of the above

12. Each alternative should be independent so as not to give clues to answer another alternative.

13. When testing for knowledge of a term, it is preferable to put the word in the stem, and alternative definitions in the response alternatives.

Poor: A whole number which can be positive or negative is referred to as a (an):

- A. Rational number
- B. Natural number
- C. Integer
- D. Numeral

Better: An integer can best be defined as:

- A. Any number greater than zero
- B. A whole number which can be either positive or negative
- C. A number, either positive or negative, including fractions
- D. A counting number

14. All alternatives should be written as they are all plausible to the less informed student.

True/False Alternative Response Items:

1. Avoid using specific determiners such as always, never, might, may only, etc. There are usually exceptions to these strong terms.

Poor: T F All of the mountains in the Rocky Mountains were formed by volcanic action.

Good: T F The mountains in the Rocky Mountains were formed by volcanic action.

2. When writing a true/false item, be sure to base it on a statement that is absolutely true or false.
3. Eliminate double negatives and if possible avoid negatives. If a negative such as *not* or *none* must be used, be sure to underline or capitalize it.

Poor: T F Robert Frost was not a great American Poet.

Good: T F Robert Frost was NOT a great American Poet.

4. Do not take statements out of textbooks, but write the statement in your own words.
5. Do not make the true statements consistently longer than the false statements and vice versa.
6. Do not use unfamiliar language or complex sentences with many dependent clauses.

Poor: T F John Glenn, an American astronaut, was a skillful pilot and is best known for his first orbital flight around the earth.

Good: T F John Glenn is best known for his first orbital flight around the earth.

7. Avoid the use of more than one idea in an item unless it is a cause/effect item. If it is a cause/effect item, it should be stated so that students will react to the effect and not the cause.

Poor: T F Slavery was a major cause of the Civil War whereas the economic situation of the southern states was not.

Good: T F Slavery was one of the major causes of the Civil War.

Poor: T F Gerald Ford did not win the 1976 presidential election because of the good weather in the east which brought many people to the polls on election day.

Good: T F One of the reasons Gerald Ford did not win the 1976 presidential election was the good weather in the east which brought many people to the polls on election day.

8. A false statement should be written so that it is plausible to someone who has not studied the area being tested.

9. The crucial part of a true/false item should be placed at the end of the item.

Poor: T F The economic situation of the southern states was a major cause of the Civil War.

Good: T F A major cause of the Civil War was the economic situation of the southern states.

10. When using opinion, the source should be identified unless the ability to identify the source is what is being measured.

Poor: T F According to most literature critics, Melville is considered to be the greatest American Writer.

Good: T F According to John Harcourt, Melville is considered to be the greatest American Writer.

11. It is preferable that students not be asked to write "T" or "F" in a blank. Many students have developed a talent for making T's and F's look very similar. It is best to provide alternative responses and have the students circle or underline the one which is correct.

Matching Exercises:

1. In the directions the basis for matching should be stated, and also whether the various responses can be used once or more than once.
2. The right column items should be identified with letters, and students should match items by writing the letters in a space to the left of the test item number.
3. The statements in the response column should be kept short and listed in some logical order--alphabetically or chronologically. This helps students quickly locate responses.
4. The number of items in the left column should be five or less for junior high students. Tests for high school students may contain up to ten items.
5. The number of responses should exceed the number of items by two or three in order to avoid answering by the process of elimination.
6. Items in each column should belong to the same general class.

Poor:

- ____ a. John Kennedy
- ____ b. George Washington
- ____ c. Abraham Lincoln
- ____ d. Rutherford B. Hayes
- ____ e. Richard Nixon

- ____ a. Thirty-fifth
- ____ b. Assassinated
- ____ c. First
- ____ d. Nineteenth
- ____ e. Discovered America

Good:

- | | |
|----------------------|-----------------|
| 1) Rutherford Hayes | a) First |
| 2) John Kennedy | b) Eighth |
| 3) Abraham Lincoln | c) Thirteenth |
| 4) George Washington | d) Sixteenth |
| | e) Nineteenth |
| | f) Twenty-fifth |
| | g) Thirty-fifth |

7. Each matching item should be contained on a single page.

8. Longer words and phrases should be listed in the left column and shorter words and phrases should be listed in the right column.

Poor:

- | | |
|-------------------|---|
| ___ 1) Freud | a) Leading Behaviorist today |
| ___ 2) Herrnstein | b) Proposed self-actualization theory |
| ___ 3) James | c) Early Behaviorist |
| ___ 4) Maslow | d) Proposed the Law of Relative Effect |
| ___ 5) Skinner | e) Proposed that unconscious drives motivate behavior |

Essay Questions:

1. Recall of facts is measured better by other means.
2. Write essay questions for only those items that cannot be tested by objective items.
3. Delimit the scope of the content to be covered.
4. Define the students task as clearly, specifically, and completely as possible.

Use words or phrases such as:

Analyze
Classify
Evaluate
Describe
Interpret
Explain why...
Justify the use of...
Give reasons to support...
Compare the similarities between...
Predict what would happen if...

5. Write questions that require considerable thought but little writing.
6. Be sure tasks presented are new and unfamiliar to the students.
7. In the item be sure to include the type of detail expected in the response.
8. The instructions should give helpful information such as time allotted or how many points will be awarded.
9. DO NOT prepare one essay question as a whole test.
10. Do not allow a choice between items but be sure all students answer all items on the test. Where pupils are answering different questions, the common basis for evaluating their achievement is lost. Allowing a choice of items decreases the validity of the test.

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