



Policy Manual

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Document Purpose

This policy manual defines the responsibility of The Oaks Education Association policies and related guidelines for the operation of The Oaks – A Classical and Christian Academy. No policy in this manual may supersede any of The Articles of Incorporation or the By-Laws of The Oaks Education Association.

Definitions

As used in this policy manual (unless otherwise defined in the text of a specific policy herein), the following words shall have the following meanings:

“The Oaks” means The Oaks Education Association which includes (unless stated otherwise) The Oaks – A Classical Christian Academy, a PK-12 classical and Christian school owned and operated by The Oaks Education Association.

“Board” means the Board of Directors of The Oaks.

“Articles” means the Articles of Incorporation of The Oaks as may be hereafter amended.

“By-Laws” means the By-Laws of The Oaks, as may be hereafter amended.

“Headmaster” means the Headmaster of The Oaks.

“Policy Manual” means this policy manual of The Oaks.

“ACCS” means the Association of Classical and Christian Schools.

“School” means The Oaks.

Policy 1.0

Ends

1.1 Mission Statement

Date: October 2004

Updated: April 25, 2006

Objective: To simplify the calling of The Oaks.

Scope: Board, faculty, staff, students and families

Definitions: Classical – based upon the Trivium

Christian – based upon God’s word in the Bible given to us by the triune God.

Policy 1.1 “Providing an excellent classical education founded upon a biblical worldview.”

Guidelines: Not applicable

1.2 Philosophy

Date: October 2004

Updated: April 25, 2006

Objective: To clarify what The Oaks will use as a filter to determine what will be taught and communicated to our students and families.

Scope: Board, faculty, and staff.

Definitions:

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

- A. *The Lost Tools of Learning* by Dorothy Sayers
- 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

Accordingly:

1.2.1 We believe that the bible clearly instructs parents, not the Church or the 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.

1.2.2 We believe that God’s character is revealed not only in his Word but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated and can instruct us about God himself.

1.2.3 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.

1.2.4 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.

1.2.5 We are a full PK-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).

1.2.6 That a Christian, faith-based education is essential to the achievement of our mission.

1.2.7 That teaching God’s word and teaching how to apply God’s Word is essential to education.

- 1.2.7.1 All truth is God's truth.
- 1.2.7.2 It is important to have knowledge of and appreciation for the attributes of God.
- 1.2.7.3 The work of the Holy Spirit is vital.
- 1.2.7.4 Prayer is essential.
- 1.2.7.5 Every individual is of value; all are uniquely created in the image of God.
- 1.2.7.6 That a personal relationship with Jesus Christ is essential.

1.2.8 That every aspect of education should be permeated with God's Word, including teachings on:

- 1.2.8.1 The natural world.
- 1.2.8.2 Human history and God's activity in it.
- 1.2.8.3 Humanity, its cultures, and how we are to live in the world.

1.2.9 That a biblically consistent education must be modeled as well as taught. Therefore all faculty and staff:

- 1.2.9.1 Embody excellence.
- 1.2.9.2 Demonstrate a servant's heart.
- 1.2.9.3 Serve in harmony.
- 1.2.9.4 Engage only in activities consistent with biblical truth.
- 1.2.9.5 Model submission to authority.

Guidelines: Not applicable

1.3 Statement of Faith

Date: October 2004

Updated: April 25, 2006

Objective: To establish what is included in our primary doctrine.

Scope: Anything listed in the Statement of Faith is considered primary doctrine and is permitted to be expounded upon in the classroom. Doctrinal elements not stated in the Statement of Faith are considered secondary doctrine. (Refer to the Secondary Doctrine Policy)

Scope: Board, faculty, and staff

Definitions:

The following are the foundation of 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. When these types of doctrine or issues arise, they will be referred to the family and their churches for final authority. As a member of The Association of Classical and Christian Schools, The Oaks also subscribes to the A.C.C.S. statement of faith. As stated in Article III, #2, Statement of Faith, in The Articles of Incorporation.

1.3.1 We believe the Bible is the only inerrant, authoritative Word of God.

1.3.2 We believe that there is one God, eternally existent in three Persons: Father, Son, and Holy Spirit. He is omnipotent, omniscient, and omnipresent.

1.3.3 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.

1.3.4 We believe that, for the salvation of the lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.

1.3.5 We believe that salvation is through faith alone.

1.3.6 We believe that faith without works is dead.

1.3.7 We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.

1.3.8 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.

1.3.9 We believe in the spiritual unity of all believers in our Lord Jesus Christ.

Guidelines: Not applicable

1.4 The Oaks Vision Statement

Date: October 2004

Updated: April 25, 2006

Objective: To establish the extent and focus of the ministry of The Oaks.

Scope: Board, faculty, staff, students and families

Definitions:

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 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 that 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 in the Lord.

We aim to cultivate in our parents a sense of responsibility for The Oaks; 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 in love and good works.

Finally, in our relationships 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.

Guidelines: Not applicable

1.5 Aesthetic Vision

Date: October 2004

Updated: April 25, 2006

Objective: To establish a working guideline to help formulate what is good, true and beautiful in conjunction with school programs.

Scope: Any class, program, extra curricular activity, field trip, purchase or building project

Definitions:

The Apostle Paul instructs us to set our minds on that which is true, noble, just, pure, lovely; we are to meditate on those things which are of good report, virtuous, or praiseworthy. As a classical and Christian school, we have particular duties in this regard; we have been entrusted by our school parents with the responsibility to help train and discipline the minds of their children. We understand that the loveliness and nobility enjoined by the apostle involve more than just “spiritual” truths, and that our duty as a school includes the discipline of aesthetic education.

We therefore affirm that the triune God contains within Himself all ultimate loveliness and beauty. As His creatures, therefore, we are to serve and worship Him in all that we do in the beauty of holiness. He has created us in His own image and requires us to strive to imitate Him in all we do, and this includes the duty of understanding our responsibilities of appreciating and creating objects of loveliness.

In the education that we provide, we therefore deny all forms of aesthetic relativism. At the same time, we affirm our limitations as creatures. This means that in any work of art containing true beauty, only God knows exhaustively all that is beautiful about the work, while we see the beauty only partially. Because different human observers see different “partialities,” this creates an illusion of subjectivity. Because our vision of the beautiful must necessarily be partial, we seek to instruct our students to make all aesthetic judgments in humility. At the same time, we want to train them on their responsibility to make grounded and informed aesthetic judgments, rejecting all forms of principled ugliness or aesthetic nihilism.

We seek to teach the importance of aesthetic standards in all activities associated with the school, striving for that form of excellence suitable to each activity. This obviously includes a strong emphasis throughout our curriculum on the fine art-music, painting, sculpture, drama, and poetry- with the attendant responsibilities of the students including study, meditation, and memorization. But our emphasis on aesthetics also extends to more mundane matters-the cleanliness and decoration of classrooms, student dress, athletic competitions, handwriting, etc. In all this, we aim to teach our students the reasons for what

we require, and not just impose the bare requirements. As a Christian school we want to particularly avoid all forms of pious and traditional kitsch-aesthetic frauds, which can evoke a sentimental and superficial aesthetic response.

The standards we use in determining what we consider to be aesthetically valuable include, but are not limited to, conformity to the standards of Scripture, historical durability and the approval of many minds over generations, a balance of complexity and simplicity, dignity, metaphorical strength, harmony, subtlety, the power to evoke love of truth and goodness, the art of concealing art, acuity or craftsmanship, an ability to work against standards while honoring and employing them, avoidance of formulaic clichés and wisdom.

Guidelines: Not applicable

1.6 Goals for “A Classical and Christ-Centered Education”

Date: October 2004

Updated: April 25, 2006

Objective: To establish what is to be accomplished within the classroom.

Scope: Administration and teachers

Definitions:

In the programs and teaching, at all levels, as well as through extra-curricular activities and examples set by the board, administration, faculty and staff, The Oaks strives to be:

Christ-centered by:

1.6.1 Teaching all subjects as parts of an integrated whole with the Scriptures at the center (2 Timothy 3:16, 17):

1.6.2 Providing a clear model of the biblical Christian life through our staff and board (Matthew 22:37-40);

1.6.3 Encouraging every student to begin and develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20)

Classical by:

1.6.4 Emphasizing grammar, logic, and rhetoric in all subjects (see definitions below);

1.6.5 Encouraging every student to develop a love for learning and live up to his academic potential;

1.6.6 Providing an orderly atmosphere conducive to the attainment of the above goals.

Definitions:

Grammar: The fundamental rules of each subject – the facts and the rules.

Logic: The ordered relationship of particulars in each subject.

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

Comments:

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 invincible 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. 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 having 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 Learning – 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.

1.7 In Loco Parentis Policy

Date: October 2004

Updated: April 25, 2006

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:

In Loco Parentis – In place of the parent.

At all levels, Board, administration, teachers, and staff acknowledge that The Oaks does not function above parental authority, but rather with delegated authority from the parents.

1.7.1 The Oaks Goals for a Classical and Christian School (Policy 1.6) and The Oaks Vision Statement (Policy 1.4) represent the desired results which we believe will come from our educational support of godly homes. We intend to fulfill these established goals through supporting parents who are already dedicated to such goals in their respective households.

1.7.2 The Oaks implementation of our Goals and Vision Statement are not intended to supplant the responsibility of parents before God for the nurture of education of their children.

1.7.3 The Oaks will seek to fulfill the obligations we have with regards to this policy, and both our Goals and Vision Statement primarily through careful admission procedures and biblical discipline.

Guidelines: Not applicable

Policy 2.0

Organizational Structure

2.1 Articles of Incorporation of The Oaks Education Association

ARTICLES OF INCORPORATION
OF
OAKS EDUCATION ASSOCIATION

March 18, 1996

ARTICLES OF INCORPORATION
OF
OAKS EDUCATION ASSOCIATION

The undersigned, acting as the incorporators of a nonprofit corporation, under the provisions of RCW 24.03, adopt the following Articles of Incorporation for such corporation:

ARTICLE I.

NAME

The name of the corporation shall be: OAKS EDUCATION ASSOCIATION.

ARTICLE II.

DURATION

The duration of the corporation shall be perpetual.

ARTICLE III.

PURPOSE

The purposes for which the corporation is formed are as follows:

1. The corporation is organized exclusively for charitable, educational, and religious purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1954, or the corresponding provision of any future United States Internal Revenue Code; and

2. This corporation shall support parents by providing a classical and Biblically based education in a Christian environment. This purpose is inseparable from and is built upon a firm commitment to the following statement of faith which forms the foundation of a Biblically based education in a Christian environment. These fundamental beliefs will be unapologetically taught in various ways through all grade levels. Because these beliefs form the fundamental basis of the Biblical education provided by this corporation, all teachers, staff and administrators must firmly adhere to these doctrinal truths:

a. We believe the Bible to be the only inerrant, authoritative Word of God.

b. We believe that there is one God, eternally existent in three persons: Father, Son and Holy Spirit. He is omnipotent, omniscient, and omnipresent.

c. 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.

d. We believe that, for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.

e. We believe that salvation is by grace through faith alone.

f. We believe that faith without works is dead.

g. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.

h. 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.

i. We believe in the spiritual unity of all believers in our Lord Jesus Christ.

ARTICLE IV.

SECTION 501(c)(3) RESTRICTION

The corporation shall have all the powers granted by law necessary and proper to carry out its above-stated purposes. However, the powers of the corporation shall be limited to those permitted to an organization which is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1954, or the corresponding provision of any future United States Internal Revenue Law. No part of the net earnings of the corporation shall inure to the benefit of, or be distributed to, its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its purposes. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1954, or the corresponding provision of any future United States Internal Revenue Law, nor shall the corporation, contributions to which are deductible under Sec-

tion 170(c)(2) of the Internal Revenue Code of 1954, or the corresponding provision of any future United States Internal Revenue Law, carry on any activities which would remove the said tax benefits.

ARTICLE V.

REGISTERED AGENT AND OFFICE

The name of the registered agent of the corporation is: MICHAEL L. "LON" PARMELY.

The registered office address, which is also the address of the registered agent, is:

4132 S. Tricia Ct.
Spokane, WA 99223

ARTICLE VI.

BYLAWS

6.1 Provisions for the regulation of the internal affairs of the corporation shall be set forth in the Bylaws, subject to the provisions of these Articles.

6.2 The authority to make Bylaws for the corporation is hereby vested in the Board of Directors and they may change and amend such Bylaws so long as they do not conflict with the provisions of these Articles or with the regulatory agreement.

ARTICLE VII.

DIRECTORS

7.1 Number. The number of directors constituting the initial Board of Directors of the corporation is four and the names and addresses of these persons who are to serve as initial directors are:

<u>Name</u>	<u>Address</u>
Michael L. "Lon" Parmely	4131 S. Tricia Ct. Spokane, WA 99223
Timothy G. Ansett	4527 S. Pittsburg Spokane, WA 99223
Todd Ostlund	3419 E. Pineneedle Ave. Colbert, WA 99005
Bruce Williams	15710 N. Gleneden Dr. Spokane, WA 99208

7.2 Director Liability. A director shall have no liability to the corporation for monetary damages for conduct as a director, except for acts or omissions that involve intentional misconduct by the director, or a knowing violation of law by the director, or for any transaction from which the director will personally receive a benefit in money, property or services to which the director is not legally entitled. If the Washington Nonprofit Corporation Act is hereafter amended to authorize corporate action further eliminating or limiting the personal liability of directors, then the liability of a director shall be eliminated or limited to the full extent permitted by the Washington Nonprofit Corporation Act, as so amended. Any repeal or modification of this Article shall not adversely affect any right or protection of a director of the corporation existing at the time of such repeal or modification for or with respect to an act or omission of such director occurring prior to such repeal or modification.

ARTICLE VIII.

AMENDMENTS

The corporation reserves the right to amend, alter, change or repeal any provision contained in these Articles of Incorporation in the manner now or hereafter prescribed by statute.

ARTICLE IX.

DISSOLUTION

This corporation is not organized for profit, and its assets and monies shall not be used for the private profit of any individual. Upon liquidation or dissolution of this corporation, its property and assets shall be distributed and disbursed for purposes and objects set forth in these Articles of Incorporation to any organization or organizations selected by the directors which is qualified as exempt under the provisions of Section 501(c)(3) of the Internal Revenue Code of 1954, or any successor statute and regulations thereof, as presently existing or as may be hereafter amended.

ARTICLE X.

INCORPORATOR

The names and addresses of the incorporators are as follows:

<u>Name</u>	<u>Address</u>
Michael L. "Lon" Parnely	4131 S. Tricia Ct. Spokane, WA 99223
Timothy G. Ansett	4527 S. Pittsburg Spokane, WA 99223

Address

3419 E. Pineneedle Ave.
Colbert, WA 99005

15710 N. Gleneden Dr.
Spokane, WA 99208

M. L. Parnelly
MICHAEL L. PARNELLY, Incorporator

Tim Ansett
TIMOTHY C. ANSETT, Incorporator

Todd Ostlund
TODD OSTLUND, Incorporator

Bruce Williams
BRUCE WILLIAMS, Incorporator

I, MICHAEL L. PARMELY, hereby consent to serve as registered agent, in the State of Washington, for OAKS EDUCATION ASSOCIATION, a nonprofit Washington corporation. I understand that as agent for the corporation, it will be my responsibility to receive service of process in the name of the corporation; to forward all mail to the corporation; and to immediately notify the office of the Secretary of State in the event of my resignation or any changes in the registered office address of the corporation for which I am agent.

M. L. Parmery
MICHAEL L. PARMERY, Registered Agent

Registered Office:
4131 S. Tricia Ct.
Spokane, WA 99223

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2.2 By-Laws of The Oaks Education Association

**BYLAWS
OF
OAKS EDUCATION ASSOCIATION**

Amended Document February 14, 2002

ARTICLE I. NAME AND OFFICES

1. Name. The name of this nonprofit corporation is OAKS EDUCATION ASSOCIATION (the "Corporation").

2. Offices. The principal office of the Corporation shall be 4224 - 4th Avenue, Spokane, Washington 99202. The Corporation may also have offices at such other places as the Board of Directors of the Corporation (the "Board") may from time to time appoint or the purpose of the Corporation may require.

ARTICLE II. MEMBERS

The Corporation shall have no members.

ARTICLE III. OBJECTIVES AND STATEMENT OF FAITH

The purpose of the Corporation is to support parents by providing a classical and Biblically based education in a Christian environment through the operation of a school. To that end, the primary objective of the Corporation is to operate a school, which shall be named "The Oaks - A Classical Christian Academy" ("The Oaks"). The Oaks shall be owned by the Corporation, a nonprofit Washington corporation, and shall adhere to the objectives and statement of faith as set forth in this Article III.

Education at The Oaks is defined as inherently different than public education in philosophy and content. The Oaks attempts to operate as an extension of the family. At all its levels, programs and teachings, The Oaks seeks to:

1. Objectives.

A. Teach all subjects as parts of an integrated whole with the Scripture at the center (2 Timothy 3:16-17).

B. Provide a clear model of Biblical Christian life through its staff and Board (Matthew 22:37-40).

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

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

E. Encourage every student to develop a love for learning and to achieve his academic potential.

F. Provide an orderly atmosphere conducive to attaining these goals.

2. Statement of Faith.

- A. We believe the Bible to be the only inerrant, authoritative Word of God.
- B. We believe that there is one God, eternally existent in three Persons: Father, Son and Holy Spirit.
- C. 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.
- D. We believe that, for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.
- E. We believe that salvation is by grace through faith alone.
- F. We believe that faith without works is dead.
- G. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.
- H. 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.
- I. We believe in the spiritual unity of all believers in our Lord Jesus Christ.

As a matter of firm policy, it is mandatory that all members of the Board and staff of The Oaks subscribe to the above objectives and statement of faith in a manner and method prescribed by the Board, either by written statement or by oral testimony before the Board.

ARTICLE IV. BOARD OF DIRECTORS

1. Powers. The business and affairs of the Corporation shall be managed by the Board. In addition to its other powers and authority, the Board shall have the full power, except as prohibited by the terms of any gift, devise, bequest or other transfer, in its sole discretion, to change the form of any investment and, for that or other purposes of the Corporation, to dispose of any property held by the Corporation. The Board shall have the right to employ or retain agents to carry out the purposes of the Corporation, including, but not limited to, attorneys, consultants, engineers, contractors and accountants.

2. Composition and Qualification of the Board. Directors shall be selected for, among other reasons, their interest and ability to carry out the purposes of the Corporation. Directors must subscribe to the objectives and statement of faith described in Article III herein, either by written statement or by oral testimony before the Board. Every attempt will be made to secure Directors having expertise valuable to the school and a demonstrated commitment to the key elements of Classical and Christian education. In all cases,

the demonstrated Christian walk of the individual Board member shall be a major consideration as to their suitability as Board members. Directors need not be residents of the State of Washington. Staff members are excluded from serving on the Board.

3. Number. The Board shall consist of nine directors (excluding *ex-officio* members, if any). Five directors shall be permanent positions ("Permanent Directors"). Four directors shall be elected positions ("Elected Directors"). The number of directors may be increased or decreased from time to time by amendment to or in the manner provided in these Bylaws. No decrease, however, shall have the effect of shortening the term of any Elected Director unless such director resigns or is removed in accordance with the provisions of these Bylaws. No more than three of the five Permanent Directors may come from the same local church and no more than four of the total nine directors may come from the same local church.

4. Tenure. Each Permanent Director shall hold office until such Permanent Director resigns or is removed in accordance with these Bylaws. Unless an Elected Director resigns or is removed in accordance with these Bylaws, each Elected Director shall hold office for three years (ending June 30 of the third year) or until a successor is elected. Elected Directors whose terms have expired shall be re-appointed or replaced (whichever the case may be) by a unanimous affirmative vote of the remaining members of entire Board. The re-appointment or replacement of an Elected Director shall occur at the first regular meeting in June of the year in which the Elected Director's term shall expire, or at such other time as deemed necessary by the Board. The new (re-appointed or replaced) Elected Director's term shall commence on July 1. To the extent practicable, an Elected Director shall give written notice to the Board no later than March 1 of the year in which the Elected Director's term shall expire advising the Board as to whether or not such Elected Director intends to seek re-appointment to the Board. The Board may, in its discretion, grant any member of the Board a one year sabbatical leave from the Board.

5. Current Members of the Board. As of February 14, 2002, the Permanent Directors are Tim Ansett, Lon Parmely, Jeff Gibson and Tim Card and the Elected Directors (together with their respective term expiration) are Kevin Nichols (June 30, 2002) and Jim McNeill (June 30, 2003). The terms for the remaining vacant Elected Director positions, once filled, will expire, on June 30, 2004 and June 30, 2005, respectively. *Ex officio* members of the Board are Bruce Williams and Greg Ditton.

6. Resignation; Removal of Directors. Any director may resign at any time by delivering written notice to the members of the Board, or by giving oral notice at any meeting of the Board. Any director may be removed from office at any time upon the affirmative vote of two-thirds (2/3) of the directors then in office at any regular or special meeting of the Board, whenever such removal is determined by the Board to be in the best interests of The Oaks. Four consecutive absences from regular Board meetings shall be grounds for removal from the Board. Notice of the proposed removal of any director must be given to such director prior to the date of the meeting at which such removal is to be voted upon. Such notice to the director must state the cause for the proposed removal.

7. Vacancies. Any vacancy occurring in a Permanent Director position on the Board by reason of death, resignation, or removal shall be filled by the unanimous affirmative vote of the remaining Permanent Directors. Any vacancy occurring in an Elected Director position by reason of death, resignation, or removal shall be filled by the unanimous affirmative vote of the remaining members of the entire Board. Such appointee shall serve the unexpired term of the Elected Director whose position has been vacant.

8. Procedure for Board Selection. The Board shall comply with the following procedure, in addition to the requirements in Article IV, Section 2, to select a director to be voted upon by the Board to replace or appoint a Permanent Director or Elected Director: (1) the Board shall post and/or advertise the availability and description of positions on the Board; (2) interested persons shall submit a letter of interest to the Board stating the reasons for their interest and their qualification for service; (3) the Board shall review all applications and interview applicants; (4) upon the unanimous affirmative vote of the members of the Board then in office, the Board shall select a candidate who shall serve as *ex officio* member of the Board for no less than two months; and (5) after expiration of the two month period (or such longer period as may be determined necessary by the Board), the Board, pursuant to the applicable voter-approval requirements contained herein for approving a Permanent Director or Elected Director, shall approve or reject the *ex officio* member as a Permanent Director or Elected Director. In the event the *ex officio* member is rejected, the Board may start the foregoing procedure again or may select the next qualified applicant as *ex officio* member of the Board. Any portion or all of the foregoing procedure may be waived or modified by unanimous consent of the members of the Board then in office; provided that, such waiver shall not be construed as modifying the vote requirements for approving a Permanent Director or Elected Director.

9. Regular Meetings. Regular meetings of the Board shall be held on the second and fourth Thursday of each month at 6:30AM at the principal office of the Corporation, or at such other time and/or place as may be determined by the Board.

10. Special Meetings. Special meetings of the Board may be called by the President or at the request of no less than three members of the Board. Written notice of special meetings of the Board stating the date, time and place thereof shall be delivered personally or by e-mail or by facsimile, or by mail at least forty-eight hours prior to the date set for such meeting by the person or persons authorized to call such meeting or the Secretary at the direction of the person or persons authorized to call such meeting. If no place for such meeting is designated in the notice thereof, the meeting shall be held at the principal office of the Corporation.

11. Participation by Conference Telephone. The directors may participate in a meeting of the Board by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time and participation by such means shall constitute presence in person at a meeting.

12. Waiver of Notice. Whenever any notice is required to be given to any director of the Corporation pursuant to applicable law, a waiver thereof in writing signed by the director, entitled to notice, shall be deemed equivalent to the giving of notice. Any director may waive

notice of any meeting at any time. The attendance of a director at a meeting shall constitute a waiver of notice of the meeting except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully convened.

13. Quorum. At all meetings of the Board, a majority of the directors shall be necessary and sufficient to constitute a quorum for the transaction of business, and the act of a majority of the directors present at any meeting at which there is a quorum shall be the act of the Board, except as may be otherwise specifically provided by statute or by these Bylaws. If, at any meeting, there is less than a quorum present, a majority of those present may adjourn the meeting from time to time without further notice to an absent director.

14. Voting. Each member of the Board shall possess one vote in matters coming before the Board. All voting at meetings of the Board shall be by each member, in person, and voting by proxy shall not be allowed.

The Board will be considered as having formally acted when, in a duly-constituted meeting, a proposal is moved, seconded, discussed, passed with the appropriate margin of votes, entered in the minutes, and duly-approved. Board discussion, consensus and debate, does not constitute formal Board action.

15. Action Without Meeting. Any action which may be taken at a meeting of the Board may be taken without a meeting if a consent, in writing, setting forth the action so taken, is signed by all the members of the Board entitled to vote thereon. Such consent shall have the same force and effect as a unanimous vote and may be stated as such in any Articles or document filed with the Secretary of State.

16. Ex-officio Board Members. The Board may designate non-voting *ex-officio* members of Board by unanimous affirmative vote of the members of the Board then in office. Their term of service will continue at the discretion of the Board. At the direction of the Board, a non-voting *ex-officio* member may be designated as Secretary of the Corporation.

ARTICLE V. OFFICERS

1. Number. The officers of the Corporation shall be the President, Vice-President, Secretary, and Treasurer. Such other officers and assistant officers, as may be deemed necessary or appropriate, may be appointed by the Board.

2. Election, Term of Office, and Qualifications. The officers shall be elected annually by two-thirds (2/3) affirmative vote of the members of the Board then in office at the first regular meeting of the Board in July ("First Regular Meeting"), or at such other time as determined by the Board. Only members of the Board shall be eligible to serve as officers, except that an *ex officio* member of the Board may serve as Secretary of the Corporation as provided in these Bylaws. Persons elected to office, whether at the First Regular Meeting or at any other time, or to fill any vacancies, shall hold office until the date of the next First Regular Meeting and until their respective successors are elected and qualified.

3. Vacancies. In case any office of the Corporation becomes vacant by death, resignation, retirement, disqualification, or any other cause, a two-thirds (2/3) affirmative vote of the Board then in office may elect an officer to fill such vacancy, and the officer so elected shall hold office and serve until the First Regular Meeting of the Board next succeeding and until the election and qualification of his successor.

4. President. The President of the Corporation shall supervise all activities of the Corporation; execute all deeds, bonds, contracts, and other obligations, on behalf of the Corporation, with the Secretary, in the name of the Corporation; preside at all meetings of the Board; and perform such other duties usually inherent in such office, except that such duties may be delegated as the President of the Corporation sees fit to so delegate.

5. Vice-President. The Vice-President of the Corporation shall act for the President in his absence and perform such other acts and duties as the President may from time to time direct.

6. Secretary. The Secretary of the Corporation shall have the duty to keep all records of the Board and of the Corporation, and to perform such other acts as the President may direct; shall sign, in the name of the Corporation, with the President, (or in the President's absence, with the Vice-President), all deeds, bonds, contracts and other obligations on behalf of the Corporation; shall attend and keep the minutes of all the meetings of the Board; and shall keep a record containing the names of all persons who are directors of the Corporation, showing their places of residence, and such books shall be opened for inspection as prescribed by law.

7. Treasurer. The Treasurer of the Corporation shall receive and be accountable for all funds belonging to the Corporation, pay all obligations incurred by the Corporation when payment is authorized, maintain bank accounts in depositories designated by the Board, and render periodic financial reports.

8. Removal. Any officer may be removed from office by two-thirds (2/3) affirmative vote of the Board then in office (excluding the officer to be removed) at any regular or special meeting called for that purpose.

ARTICLE VI. FISCAL RESPONSIBILITY

1. General Policy. The Board is responsible through the budgeting process to ensure that the day-to-day operations of the school, including facility maintenance, shall be fully funded. Budgeted revenue for the day-to-day operations will not exceed projected tuition and fees, pledged giving, and 90% of the general undesignated giving of the previous year.

2. Budgets. The Board will approve annual operating budgets. The operating budget for the following fiscal year shall be submitted to the Board by July 1, with final Board action to approve the budget taken no later than July 31.

3. Financial Statements. The Treasurer shall ensure that detailed, balanced quarterly financial statements are submitted to the Board within thirty (30) days of the end of the month

for which the statement is prepared. All financial statements are subject to final approval by the Board.

4. Fund Raising and Development. The Board shall set policy for the fund raising and/or development activities of The Oaks. The Board may employ a Director of Development as well as additional personnel as deemed necessary to implement any fund raising and/or development activities.

ARTICLE VII. AGENTS AND REPRESENTATIVES

1. General. The Board may appoint such agents and representatives of the Corporation with such powers and to perform such acts or duties on behalf of the Corporation as the Board may see fit, so far as may be consistent with these Bylaws, to the extent authorized or permitted by law.

2. School Administrator or Principal. The Board, by a two-thirds (2/3) affirmative vote of the Board then in office, may employ a School Administrator or Principal whose duties shall include, but are not limited to, pre-qualifying all staff, hiring support staff, developing budgets, preparing financial statements, maintaining the spiritual quality of the school, developing the curriculum, and all day-to-day administrative duties. While matters of staff policy shall remain the primary duty of the School Administrator or Principal, no administrative or teaching staff hiring or firing decision shall be final without a two-thirds (2/3) affirmative vote of the Board then in office. The School Administrator or Principal may be terminated from employment by a two-thirds (2/3) affirmative vote of the Board then in office.

ARTICLE VIII. CONTRACTS

The Board, except as in the Articles of Incorporation and these Bylaws otherwise provided, may authorize any officer or agent to enter into any contract or execute and deliver any instrument in the name of, and on behalf of, the Corporation, and such authority may be general or confined to the specific instance; and unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, or to pledge its credit, or render it liable pecuniarily for any purpose or to any amount.

ARTICLE IX. COMMITTEES

1. Advisory Committee. The Board may appoint from their number, or from such other persons as the Board may see fit, one or more Advisory Committees and, at any time, may appoint additional members thereto. Such Advisory Committees shall advise with, and aid, the officers of the Corporation in all matters designated by the Board. Each such Committee may, subject to the approval of the Board, prescribe rules and regulations for the call and conduct of the meetings of the committee and other matters relating to its procedure.

The members of any Advisory Committee shall not receive any stated salary for their services as such, but, by resolution of the Board, a fixed reasonable sum or expenses of

attendance, if any, or both, may be allowed for attendance at each regular or special meeting of such Committee. The Board shall have power in its discretion to contract for and to pay to any member of any Advisory Committee special compensation appropriate to the value of such services.

2. Audit Review Committee. The Board shall appoint at least three (3) persons to the Audit Review Committee, a majority of whom shall be other than employees/staff and/or those related by blood or marriage, for the purpose of reviewing the annual audit and reporting its findings to the Board. In particular, the Audit Review Committee shall ensure that the Corporation strictly adheres to the financial guidelines established by the Evangelical Council for Financial Accountability (ECFA), or its legal successor.

A. The duties of the Audit Review Committee shall include, but are not limited to, making recommendations for the appointment of independent financial auditors, review and oversee any recommendations made in the independent auditors' management letter, review the annual audited financial statements with the independent auditors and ensure that an annual audit is performed by an independent public accounting firm in accordance with generally accepted auditing standards (GAAS) with financial statements prepared in accordance with generally accepted accounting principles (GAAP).

B. The Audit Review Committee may, subject to the approval of the Board, prescribe rules and regulations for the call and conduct of the meetings of the Committee and other matters relating to its procedure.

C. The members of the Audit Review Committee shall not receive any stated salary for their services as such, but, by resolution of the Board, a fixed reasonable sum or expenses of attendance, if any, or both, may be allowed for attendance at each regular or special meeting of such Committee. The Board shall have power in its discretion to contract for and to pay to any member of the Audit Review Committee special compensation appropriate to the value of such services.

ARTICLE X. FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of September and end on the thirty-first day of August of each year.

ARTICLE XI. PROHIBITION AGAINST SPLITTING IN CORPORATE EARNINGS

No director, officer, or employee of, or member of, a Committee of or person connected with this Corporation, or any other private individual, shall receive at any time any of the net earnings or pecuniary profit from the operation of the Corporation, provided that this shall not prevent the payment to any such person of such reasonable compensation for services rendered to or for the Corporation in effect in any of its purposes as shall be fixed by the Board; and no such person or persons shall be entitled to share in the distribution of any of the corporate assets upon the dissolution of the Corporation. All directors of the Corporation shall be deemed to have expressly consented and agreed that, upon such dissolution or winding up of the affairs of

the Corporation, whether voluntary or involuntary, the assets of the Corporation then remaining, after all debts have been satisfied, shall be distributed, transferred, conveyed, delivered, and paid over in such amounts as the Board may determine, or as may be determined by a court of competent jurisdiction upon allocation of the Board, exclusively to charitable, religious, scientific, literary, or educational organizations and in accordance with the Articles of Incorporation.

ARTICLE XII. INVESTMENTS

Except as is otherwise provided in the Articles of Incorporation, the Corporation shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest any funds held by it, according to the judgment of the Board, without being restricted to the class of investments which a Trustee is or may hereafter be permitted by law to make, or any similar restriction.

ARTICLE XIII. INDEMNIFICATION

1. Grant of Indemnification. Subject to the limitations contained in Section 2 of this Article XIII, each person who was or is made a party or is threatened to be made a party to or is involved (including, without limitation, as a witness) in any threatened, pending, or completed action, suit or proceeding, whether formal or informal, civil, criminal, administrative or investigative (hereinafter a "proceeding"), by reason of the fact that he or she is or was a director of the Corporation or who, while a director of the Corporation, is or was serving at the request of the Corporation as a director, officer, employee or agent of this or another Corporation or of a partnership, joint venture, trust, other enterprise, or employee benefit plan, whether the basis of such proceeding is alleged action in an official capacity as a director or in any other capacity while serving as a director, officer, employee or agent, shall be indemnified and held harmless by the Corporation to the fullest extent permitted by applicable law, as then in effect, against all expense, liability and loss (including attorneys' fees, costs, judgments, fines, ERISA excise taxes or penalties and amounts to be paid in settlement) reasonably incurred or suffered by such person in connection therewith, and such indemnification shall continue as to a person who has ceased to be a director and shall inure to the benefit of his or her heirs, executors and administrators.

2. Limitations on Indemnification. Notwithstanding Section 1 in this Article XIII, no indemnification shall be provided hereunder to any such person to the extent that such indemnification would be prohibited by the Washington Business Corporation Act or other applicable law as then in effect, nor, except as provided in Section 4 of this Article XIII with respect to proceedings seeking to enforce rights to indemnification, shall the Corporation indemnify any such person seeking indemnification in connection with a proceeding (or part thereof) initiated by such person except where such proceeding (or part thereof) was authorized by the Board.

3. Advancement of Expenses. The right to indemnification conferred in this section shall include the right to be paid by the Corporation the expenses incurred in defending any such proceeding in advance of its final disposition, except where the Board shall have adopted a resolution expressly disapproving such advancement of expenses.

4. Right to Enforce Indemnification. If a claim under Section 1 of this Article XIII is not paid in full by the Corporation within 60 days after a written claim has been received by the Corporation, or if a claim for expenses incurred in defending a proceeding in advance of its final disposition authorized under Section 3 of this Article XIII is not paid within 20 days after a written claim has been received by the Corporation, the claimant may at any time thereafter bring suit against the Corporation to recover the unpaid amount of the claim and, to the extent successful in whole or in part, the claimant shall be entitled to be paid also the expense of prosecuting such claim. The claimant shall be presumed to be entitled to indemnification hereunder upon submission of a written claim (and, in an action brought to enforce a claim for expenses incurred in defending any proceeding in advance of its final disposition, where the required undertaking has been tendered to the Corporation), and thereafter the Corporation shall have the burden of proof to overcome the presumption that the claimant is so entitled. It shall be a defense to any such action (other than an action with respect to expenses authorized under Section 3 of this Article XIII) that the claimant has not met the standards of conduct which make it permissible hereunder or under the Washington Business Corporation Act for the Corporation to indemnify the claimant for the amount claimed, but the burden of proving such defense shall be on the Corporation. Neither the failure of the Corporation (including its Board, independent legal counsel or its shareholders) to have made a determination prior to the commencement of such action that indemnification of or reimbursement or advancement of expenses to the claimant is proper in the circumstances because he or she has met the applicable standard of conduct set forth herein or in the Washington Business Corporation Act nor (except as provided in Section 3 of this Article XIII) an actual determination by the Corporation (including its Board, independent legal counsel or its shareholders) that the claimant is not entitled to indemnification or to the reimbursement or advancement of expenses shall be a defense to the action or create a presumption that the claimant is not so entitled.

5. Nonexclusivity. The right to indemnification and the payment of expenses incurred in defending a proceeding in advance of its final disposition conferred in this section shall be valid to the extent consistent with Washington law.

6. Indemnification of Officers, Employees and Agents. The Corporation may, by action of its Board from time to time, provide indemnification and pay expenses in advance of the final disposition of a proceeding to officers, employees and agents of the Corporation on the same terms and with the same scope and effect as the provisions of this section with respect to the indemnification and advancement of expenses of directors and officers of the Corporation or pursuant to rights granted pursuant to, or provided by, the Washington Business Corporation Act or on such other terms as the Board may deem proper.

7. Insurance and Other Security. The Corporation may maintain insurance, at its expense, to protect itself and any individual who is or was a director, officer, employee or agent of the Corporation or another Corporation, partnership, joint venture, trust or other enterprise against any liability asserted against or incurred by the individual in that capacity or arising from his or her status as an officer, director, agent, or employee, whether or not the Corporation would have the power to indemnify such person against the same liability under the Washington Business Corporation Act. The Corporation may enter into contracts with any director or officer

of the Corporation in furtherance of the provisions of this section and may create a trust fund, grant a security interest or use other means (including, without limitation, a letter of credit) to ensure the payment of such amounts as may be necessary to effect indemnification as provided in this section.

8. Amendment or Modification. This section may be altered or amended at any time as provided in these Bylaws, but no such amendment shall have the effect of diminishing the rights of any person who is or was an officer or director as to any acts or omissions taken or omitted to be taken prior to the effective date of such amendment.

9. Effect of Section. The rights conferred by this section shall be deemed to be contract rights between the Corporation and each person who is or was a director or officer. The Corporation expressly intends each such person to rely on the rights conferred hereby in performing his or her respective duties on behalf of the Corporation.

ARTICLE XIV. AMENDMENTS

These Bylaws may be altered, amended or repealed, and new bylaws may be adopted by a two-thirds (2/3) affirmative vote of the Board then in office at any regular or special meeting of the Board. Amendments so adopted shall take effect immediately.




ARTICLE XV. EXEMPT ACTIVITIES

Notwithstanding any other provision of these Bylaws, no director, officer, employee or representative of this Corporation shall take any action or carry on any activity, by or on behalf of the Corporation, not permitted to be taken or carried on, without penalty, by an organization exempt from taxation, or by an organization whose contributions are deductible under federal income tax laws as they now exist, or as they should hereafter be amended.

ARTICLE XVI. RULES AT MEETINGS

Roberts Revised Rules of order shall govern all meetings of the Corporation, unless in conflict with the laws of the State of Washington, or the Articles of Incorporation, Bylaws of this Corporation, or resolution of the Board, or unless waived by the unanimous consent of the Board. Minutes of all regular Board meetings will be maintained in a permanent binder in the corporate offices.

2.3 Certificate of Incorporation

<p>STATE of WASHINGTON</p> <p></p> <p>SECRETARY of STATE</p>	
<p>I, RALPH MUNRO, Secretary of State of the State of Washington and custodian of its seal, hereby issue this</p>	
<p>CERTIFICATE OF INCORPORATION</p>	
<p>to</p>	
<p>OAKS EDUCATION ASSOCIATION</p>	
<p>a Washington Non Profit corporation. Articles of Incorporation were filed for record in this office on the date indicated below.</p>	
<p>UBI Number: 601 700 344</p>	<p>Date: March 18, 1996</p>
<p></p>	<p>Given under my hand and the Seal of the State of Washington at Olympia, the State Capital</p> <p></p> <p>Ralph Munro, Secretary of State</p> <p>2-531377-6</p>

2.4 Letter Regarding 501(C)(3) Status

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
P O BOX 30224
LAGUNA HIGUEL, CA 92607-0224-7406

DEPARTMENT OF THE TREASURY

Date: MAY 13 1997

OAKS EDUCATION ASSOCIATION
C/O TERRY O. OSTLUND
806 W KNOX AVE
SPOKANE, WA 99205

Employer Identification Number:
91-1740296
Case Number:
956127010
Contact Person:
WILLIAM NIXT
Contact Telephone Number:
(714) 360-2588
Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$108 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the

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OAKS EDUCATION ASSOCIATION

Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$10 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$5,000 or 5 percent of your gross receipts for the year, whichever is less. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it.

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Revenue Procedure 75-50, published in Cumulative Bulletin 1975-2 on page 587, sets forth guidelines and recordkeeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. You must comply with this revenue procedure to maintain your tax-exempt status.

If we have indicated in the heading of this letter that an addendum

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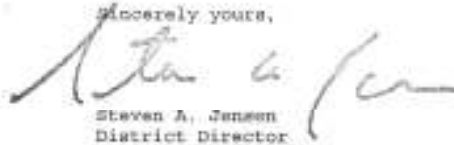
OAKS EDUCATION ASSOCIATION

applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Steven A. Jensen
District Director

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Since you have not indicated that you intend to finance your activities with the proceeds of tax exempt bond financing, in this letter we have not determined the effect of such financing on your tax exempt status.

Letter 547 (DO/CQ)

Policy 3.0

The Board

3.1 Major Responsibilities of the Board Policy

Date: September 5, 1996

Updated: April 25, 2006

Objective: To establish the responsibilities of the Board for directing The Oaks.

Scope: The overall responsibility to operate The Oaks according to guidelines and in accordance with the objectives and mission of The Oaks as stated in the By-Laws (Article III, Objectives and Policy 1.1 of the Policy Manual).

Definitions:

As part of this task, the Board will be responsible specifically for:

3.1.1 Encouragement of the Headmaster, as well as any others who make significant contributions toward the advancement of The Oaks goals (Policy 1.6).

3.1.2 The hiring and continued evaluation of the Headmaster

3.1.3 Making the final decision on the hiring of all full time staff and faculty.

3.1.4 Ensuring that a prudent budgeting process allows for funding the day-to-day operations of The Oaks.

3.1.5 Approving detailed monthly financial statements within 30 days of the end of each month.

3.1.6 Authorizing any officer(s) or agent(s) to enter into a contract or to execute and deliver an instrument in the name of and on behalf of the association.

3.1.7 Approving policies of The Oaks in regard to such matters as hiring and firing staff, maintenance of facilities, acquisitions of property and equipment, curriculum, student conduct, discipline, and fundraising.

3.1.8 Each Board member is required to remember that the authority of the Board is corporate. Individual Board members, in dealing with administration, staff, or parents, may not represent the Board as a whole unless specifically instructed to do so by the Board, or required to do so by the By-Laws or this Policy Manual.

Guidelines: Not applicable

3.2 Board Calendar Policy

Date: September 2, 2004

Updated: April 25, 2006

Objective: To give a timeline to the Board to work from in forming agendas for Board meetings and to give direction to Board committees.

Scope: An entire calendar year.

Definitions:

The following events or benchmarks summarize the timetable for major activities of the Board during a one-year period beginning in September.

September	New fiscal year begins.
October	No items scheduled.
November	Examine operating budget to date and compare to budget. Conduct the Board's Annual Planning Meeting.
December	No items scheduled.
January	Establish tuition for the following school year.
February	Prepare any documents necessary for the re-enrollment period in March.
March	Assess returning staff and staffing needs. Re-enrollment of existing families. Review annual national standardized test scores. Establish plans for new or returning Board members.
April	Begin interview for new staff. Determine facility needs for next year. Assess staffing needs. Conduct evaluation of The Oaks.
May	Review and set The Oaks calendar for the next year. Review all facility needs. Make any decisions regarding maintenance.
June	Proposed budget for the next school year is to be ready to present to the Board by July 1. Elect new Board members.
July	Review new planned budget, based upon enrollment to date.
August	Prepare Year End reports.

Guidelines: Not applicable

Policy 4.0

Board Functions

4.1 The Board Policy

Date: September 2, 2004

Updated: April 25, 2006

Objective: To outline the organizational structure of the Board and the duties of the President, Vice-President, Secretary, Treasurer, and committees of the Board.

Scope: N/A

Definitions: The responsibilities of the committees of the Board are defined as follows:

Personnel

Staff Hiring

Compensation

Benefits

Job Descriptions Evaluations

Training

Finance:

Stay regularly informed of the financial activity of The Oaks.

Imbued with the authority to request information from the Headmaster.

The treasurer shall serve as the chairman of the finance committee.

Curriculum:

Development and maintenance of Secondary curriculum (including graduation requirements).

Development and maintenance of Elementary curriculum.

Textbook selection, materials

Scope and sequence

Labs

Independent study program

Facility:

Planning for growth

Maintenance of existing facilities

Philosophy:

Develop and refine a clear description of Christian and classical education.

Extra-curricular:

Maintain handbooks for coaches and directors (i.e. Drama)

Interview coach applicants and make recommendations to the administration.

Work with personnel committee on job descriptions and evaluation tools.

Make recommendations to the Board regarding extra-curricular activities.

Guidelines:

1. Committee assignments will be made annually at the first meeting of the new Board. The normal term of committee assignments will be from the beginning of the first meeting following assignment until the end of the first meeting of the new committee the next year.
2. Each committee:
 - a. Is responsible for proposing and reviewing policy within its defined areas.

- b. Will consist of one to three Board members and will operate under Robert's Rules of Order with recorded minutes.
 - c. Is responsible for contacting the Board President to place items on the agenda at least one week prior to the next Board meeting.
 - d. Is responsible to report directly to, and be under the authority of, the Board. The Headmaster may, when directed by the Board, assist or serve on a committee, but he does not normally report to the committees nor the committees to the Headmaster.
- 3. The President of the Board will preside over all meetings of the Board, as well as all general meetings of the association, and will be responsible for preparing and distributing the agenda to each Board member prior to each meeting. He may sign, with the secretary or any other full and proper officer authorized by the Board, any checks, deeds, contracts, or other instruments, which the Board has authorized to execute.
- 4. In the absence of the President, or in the event of the inability of the President to act, the Vice-President will perform the duties of the President. The Vice-President may also be appointed to chair various committees.
- 5. The Secretary or his designee will:
 - a. Keep the minutes of all Board and association proceedings.
 - b. Have copies of the proceedings available for distribution at the next Board meeting.
 - c. See that all notices are duly given in accordance with the provisions of the association by-laws or as required by law.
 - d. Keep current, valid post office address of each association member.
 - e. Sign with the chairman any legal instrument approved by the Board.
 - f. Maintain the policy manual and association by-laws for the Board.
 - g. Generally perform the duties of the office of Secretary of the Board, including such other duties as from time to time may be assigned to him by the President or by the Board.
- 6. The Treasurer will:
 - a. Work with the Headmaster each year to produce an annual budget and present it to the Board for approval each June/July. The Treasurer and the Headmaster will evaluate the needs for the new year by reviewing the previous year's actual expense amounts and making adjustments where necessary for the anticipated needs of the new year.
 - b. Communicate with the employee responsible for maintaining the financial records (i.e., accounts payable, accounts receivable,

payroll, etc.) of The Oaks (referred to hereafter as “Bookkeeper”) to track income and expenses each month as well as any budget changes made by the Board.

c. Present financial reports to the Board at regular board meetings in order to keep the Board informed for The Oaks current financial status. These financial reports will be approved or amended in the board meeting minutes.

d. Make recommendations to the Board for tuition amounts each year when producing the annual budget. The total projected tuition income will not be less than 85% of the total year’s projected expenses.

e. Receive monthly bank statements from the banking institution and income ledgers from the school secretary each month. These will be used to reconcile The Oaks bank accounts each month. This information in turn will be used to reconcile the accounts with The Oaks Bookkeeper.

f. The Board Treasurer will be the member who will approve and sign for all corporate contracts, lease agreements, and 990 federal tax forms.

g. Delinquent tuition accounts will be reported monthly by the Bookkeeper to the Headmaster and the Board Treasurer. Should action need to be taken according to the Fee Collection Policy 7.2 and Delinquent Tuition Policy 7.4, the Board Treasurer will present this information to the Board and take appropriate action as directed by the Board.

h. Generally perform the duties of the office of Treasurer of the Board, including such other duties as from time to time may be assigned to him by the President or by the Board.

4.2 Policy to Create a Policy

Date: September 22, 2005

Updated: April 25, 2006

Objective: To establish a set format and procedure for creating written policy.

Scope: This policy is to be used whenever policy is proposed, revised, or written with the intention of being included in the Policy Manual.

Definitions:

Dates: Policy approval and revision dates are to be noted.

Objective: To define what the outcome of the policy should be.

Scope: This section is to define the breadth of application that the policy is intended to cover, such as personnel, time period, geographic locale, etc.

Definitions: Any term used in this policy that is considered worthy of defining is to be defined in this section.

Guidelines: This is the section to list the procedures or guidelines particular to this policy.

Guidelines:

1. Policies will follow the format exemplified in the five sections as defined in Definitions above.
2. The organization of policies in the manual will be established a policies and revised to fit this format.
3. All proposed policy will be submitted in writing to the Board.
4. Voting on proposed policy revisions to existing policy should occur at meetings subsequent to the meeting when the proposal was made. This will give time for thorough consideration.

Policy 5.0

Administration

& Operations

5.1 Waiting List Policy

Date: March 29, 2004

Updated: April 25, 2006

Objective: To provide guidance to enrolling families that did not get into The Oaks upon initial application.

Scope: All families that have been put upon the wait list for applying to The Oaks.

Definitions:

Guidelines:

Do not put any re-enrolling currently enrolled students on wait list as long as they have registered and paid deposit prior to May 1st.

Establish desired class size for each grade considering all factors including expected re-enrollment of all current students.

Do not identify waiting list as first come, first served. We may choose to accept later student enrollments in a given grade if a family has other children to enroll in other grades.

We should try to avoid having “scattered” grades having more than one classroom. We also need to remember that to achieve the same net “profit” of \$18,000 from having 24 students taught by one teacher and one aide, we would need to have 17 students in each of two classrooms.

Examples:

1. Kindergarten – Accept a maximum of 18 students initially. Additional students should be wait-listed. If we get greater than 26 (accepted + wait-listed), we should consider adding a second Kindergarten section.
2. Grade One – Accept a maximum of 18 students. Additional students should be wait-listed. If we get greater than 28 (accepted + wait-listed), we should consider adding a second Grade One class. We may also consider expanding the class beyond 18 students, depending on circumstances.
3. Grades Two through Six – Initially accept any currently enrolled students. If more than 24 current students re-enroll, any new additional students should be wait-listed. If less than 24 current students re-enroll, accept new additional students up to a maximum of 24 students. Additional students should be wait-listed. If we get greater than 32 students (accepted + wait-listed), we should consider adding a second classroom. We may also consider expanding a class beyond 24 students, depending on circumstances.

5.2 Crisis Plan Policy

Date: December 18, 2003

Updated: April 25, 2006

Objective: To establish procedures in handling emergencies.

Scope: All persons in an Oaks run facility.

The Crisis Plan Manual is located in Appendix 1 of the Policy Manual.

Policy 6.0

Financial Management

6.1 Fee Collection Policy

Date: September 2, 1997

Updated: April 25, 2006

Objective: To ensure that fees are collected in a timely manner and to establish policy whereby unpaid fees are collected as quickly as possible.

Scope: This process is to be followed unless specific other arrangements have been made between the Headmaster and the families involved. Good faith will be presumed on the part of these families unless subsequent circumstances indicate no positive action can be expected.

Definitions:

Late Fees: Fees not paid in full by the fifth working day of the month due.

Guidelines:

The following process is to be followed in the collection of late fees.

1. In the event fees are not paid within the first five working days of the month, a fee reminder card will be sent to all applicable families. This will be done no later than the tenth of each month, and will indicate any assessment of late payment fees.
2. If fees are still not paid, or written arrangements made within 30 days of the due date, the Headmaster or his delegate will personally contact the student's parents or responsible parties. The essential elements or agreements made at that time will be recorded, signed, and filed.
3. Should payment of fees not be received within 45 days of the due date, a pending expulsion notice will be sent by certified mail to the student's parents or responsible parties.
4. If after all the efforts noted above have been exercised and a period of 90 days has elapsed from the due date, without payment or written arrangements, the school administration will inform the family that their student(s) are expelled for non-payment.

6.2 Development Policy

Date: October 11, 2001

Updated: April 25, 2006

Objective: To establish development policies and related guidelines for The Oaks. The term “development” as used in this policy.

Scope: The development policies and related guidelines will address all areas of communication, conduct, accountability and decision-making in the development of The Oaks.

Definitions:

Development: Includes financial stewardship, tuition and fees, fundraising, student recruitment and retention, and community relations.

Guidelines:

Financial Stewardship: It is the policy of the Board to make financial decisions based upon and exhibit standards of conduct utilizing combined Biblical principles of good stewardship and faith in God’s provision. This will be done through prayer and seeking Biblical wisdom and counsel. The Board will, to the best of its ability, regularly communicate to enrolled families and other interested parties pertinent information regarding the financial condition of The Oaks. Such regular communication may include quarterly distribution of financial statements, annual distribution of audited and unaudited financial statements, and all other forms of communication deemed necessary and desirable by the Board; provided that, such communication shall be consistent with the By-Laws.

Tuition & Fees: It is the policy of the Board to provide the highest quality classical Christian education at the most affordable cost to parents. Although it is the policy of the Board to operate The Oaks in a “non deficit” condition, the tuition and fee structures do not cover the entire cost of educating the students. It is the policy of the Board to set tuition and fees to satisfy no less than 85% of the current year’s operating budget, with the remaining balance being satisfied by supplemental financial resources derived from fundraising efforts; provided that, tuition will not be increased by more than 5% of the preceding year’s tuition level, unless otherwise determined by the Board. In establishing tuition and fees, the Board may consider a variety of factors, including competitive market benchmarks (other private schools in the Spokane area), the established market value relative to those benchmark schools, the operating budget, student retention and recruitment and other factors deemed relevant by the Board. Further, the Board’s establishment of tuition and fees shall be consistent with any budget requirements contained in the By-Laws.

Fundraising

1. It is the policy of the Board that fundraising efforts will be directed to a constituency of enrolled families, neighbors of enrolled students, indirect family members, alumni, Christian education supporters, local businesses, churches, foundations and corporations. Fundraising activities will involve enrolled families through direct financial contribution, time involvement and commitments for activities, events, and projects, ideas and network marketing.
2. It is the policy of the Board that all fundraising activities should exhibit Christian excellence in character, communication, and conduct.
3. It is the policy of the Board that regular communication about progress, needs, and challenges of the fundraising efforts of The Oaks should be distributed to enrolled families and other interested parties as determined necessary and desirable by the Board.
4. It is the policy of the Board to conduct a limited number of fundraising activities designed to produce greater financial results. The Oaks development efforts should not be perceived by the constituency as being “too frequent” or “always asking for money”. It is the policy of the Board that all fundraising activities will encourage joyful and voluntary giving consistent with Biblical principles.
5. It is the policy of the Board that all contributors of time, talents and other resources will be recognized by The Oaks administration.
6. It is the policy of the Board that The Oaks may employ a full-time or part-time Development Director (the “Director”) to coordinate and facilitate the necessary fundraising efforts, activities, and communications. The Director shall report to the Headmaster. The Board hereby establishes a Development Committee (the “Committee”) to provide “wisdom in the counsel of many” oversight and consultative review to the development efforts of The Oaks, including all fundraising activities. The Committee will be comprised of one (1) Board member, the Headmaster (the “Headmaster”), the Director and three (3) to five (5) other qualified individuals. The Board member shall serve as Chair of the Committee and shall appoint the three (3) to five (5) members of the Committee. The Board shall approve the members to be appointed to the Committee, and shall have the final authority to approve or reject all decisions of the Committee, remove any member of the Committee or dissolve the Committee, all within its discretion.

7. The Director, in conjunction with the Committee, shall submit to the Board an annual fundraising plan (the “Plan”), which Plan should identify operating and long-term capital needs, together with a strategy to satisfy such needs. The Director shall submit the Plan to the Committee for their respective approval prior to submission to the Board. The Board shall have final authority to approve, modify or reject the Plan. The Plan, with any modifications from the Board, shall be adopted by the Board simultaneously with adoption of the operating budget for the next school year.

Student Recruitment and Retention

It is the policy of the Board to recruit and retain students to utilize a minimum of 85-95% of the total capacity of The Oaks. It is also the policy of the Board to develop and maintain ongoing relationships with the eventual alumni of The Oaks.

Community Relations

It is the intent of the Board to develop a comprehensive community relations policy that addresses public relations.

6.3 Delinquent Tuition Policy

Date: June 20, 2002

Updated: April 25, 2006

Objective: To ensure that tuition is collected in a timely manner and to establish policy whereby unpaid tuition is collected as quickly as possible.

Scope: The following policies and guidelines will address all areas related to the collection of delinquent tuition.

Definitions:

Guidelines:

The following process shall be followed in the collection of late fees (for example, fees not paid in full by the tenth day of the month due) due to the school, unless other circumstances justify a different process be followed as determined by the Board:

1. All families and/or responsible parties that have students enrolled in The Oaks shall be notified of this tuition policy.
2. Good faith will be presumed on the part of all families that have their children enrolled in The Oaks, unless subsequent circumstances indicate otherwise.
3. The obligation of families and/or other responsible parties to pay tuition for the enrollment of their child in The Oaks is a contractual obligation enforceable under and in accordance with the laws of the State of Washington.
4. In the event, tuition is not paid within the first ten working days of the month due, a reminder card shall be sent to the applicable parents or responsible party ("Delinquent Party"). Such reminder card shall be mailed no later than the tenth of the month in which the tuition is due, and will indicate the assessment of late payment fees.
5. If tuition remains unpaid, or other arrangements (for example, negotiated payment plans with the Headmaster and the Board to cure delinquent tuition) have not been made within 20 days after date the reminder card was mailed, the Headmaster or his delegate shall personally contact the Delinquent Party.
6. If 60 days have elapsed since the date the delinquent tuition was due and the delinquent tuition remains unpaid or other arrangements have not been made, the Headmaster or his delegate shall send an expulsion notice, by certified mail to the Delinquent Party. The expulsion notice shall contain language that The Oaks reserves all remedies available under law to enforce the payment of delinquent tuition.

7. If after all of the foregoing efforts noted above have been exercised and a period of 90 days has elapsed from the due date, without payment of the delinquent tuition or other arrangements having been made, the Headmaster shall inform the Delinquent Party that their student(s) are hereby expelled from The Oaks for failure to pay tuition.
8. Upon the payment of delinquent tuition, the Board, in its discretion, may permit the expelled student to be re-admitted to The Oaks on such terms and conditions the Board deems necessary and advisable. No student will be permitted to start a new school year with an outstanding balance of tuition owed from the previous school year. Graduate diplomas and grades shall not be issued until all tuition has been paid in full.
9. If circumstances warrant, the Delinquent Party and The Oaks may enter into an agreement for the payment of such delinquent tuition; provided that, such agreement is reduced to writing and signed by the Delinquent Party and Headmaster, and approved by the Board. Such agreement shall be on file in the office of the Headmaster.
10. The Board shall approve all expulsions and write-offs of uncollected tuition.
11. The Headmaster shall include in the Headmaster's report to the Board all delinquent tuition accounts of more than 30 days.
12. To further the best interests of The Oaks, the Board, in its discretion, may waive or modify any portion or all of the foregoing policy by unanimous consent of the members of the Board then in office.

6.4 Pastor Discount Policy

THIS POLICY WAS DISCONTINUED ON 01/07/2010 WHEN ALL TUITION DISCOUNTS WERE REMOVED BY BOARD MOTION.

Date: September 25, 2002

Updated: April 25, 2006, April 15, 2008

Objective: To encourage local pastors to enroll their children in The Oaks so that they grow in their understanding of a Christian education and this knowledge can be passed on to their congregation as well.

Scope: The following policies and guidelines will help the administration determine if a family should receive a pastor discount for their students.

Definitions:

Pastor: a paid employee/pastor of a local Christian church

Guidelines:

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

1. Upon receiving a letter from a paid employee/pastor of a local Christian Church the Board will consider offering a 30% discount on tuition.
 - a. 100% discount for the pastor's fifth child and beyond
2. The request letter must be submitted each year for that year's tuition.
3. This pastor discount will help impact our families by helping their pastor's better understand the value of a classical and Christian education. The role of the pastor is key in informing the Christian community of the importance of Christian education. The church does lead the way in how the world views things. Cornelius Van Til stated that culture is religion externalized. In the past when the church embraced the importance of a Christian education we wouldn't have had a problem with communicating the benefits of a Christian education. Today Christian education is viewed as an option that people have among various other ways to educate. By having godly men who lead their congregations in our school, we will be able to help churches to grow in establishing solid godly families. These churches will benefit from having students that view the world biblically.
4. Another advantage that pastors will receive is the opportunity to grow in their understanding of a Christian education. This knowledge can be passed on to their congregation as well. Impacting pastors in this way would be different from going into their offices and trying to get them to see things from our perspective. They will have the chance to experience Christian education while their children are being taught biblically each day. The long-range effects of this will be the furtherance of the Gospel here in Spokane. The church will be externalizing its beliefs in a way that will reveal a true godly culture.

5. In Scripture we can find verses that distinguish not only groups, but the important role of spiritual leaders and making provision for them.

Numbers 18:21&ff. – I give the Levites all the tithes in Israel as their inheritance in return for the work they do while serving at the Tent of Meeting.

Deut. 14:28,29 – At the end of every three years, bring all the tithes of that year's produce and store it in your towns, so that the Levites (who have no allotment or inheritance of their own) and the widows who live in your towns may come and eat and be satisfied, and so that the Lord your God may bless you in all the work of your hands.

We are not a church, however, we can justify distinguishing pastors as a group to help out financially. Scripture does not obligate us, but we have been put into a position to pass on this type of blessing to our families that pastor a church. They have chosen to follow God's calling to shepherd His people and we are to support those in leadership. This is a tangible way to support these families. By supporting pastors, financially, we will be helping them fulfill the commitment to educate biblically. We will help them by relieving some of the financial burden they carry. It will be a testimony to their congregations on the importance we believe God has given to the significance of a Christian education.

6.5 Annual Budget Approval and Budget Monitoring Policy

Date: July 27, 2006

Objective: To outline the procedures used to set up, approve, and monitor the annual budget.

Scope: The following policies and guidelines will help the Board Treasurer set an annual budget to be approved by the Board and to be monitored by the Board Treasurer and reported on a regular basis at board meetings.

Definitions: Board Treasurer – a board member that has been elected to the position of treasurer each year.

Guidelines:

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

1. The Board Treasurer in conjunction with the Headmaster will review the past year's budget and expenses and set the new year's budget based upon these numbers taking into account any program changes, additions, deletions, etc. The Board Treasurer will work closely with the Headmaster and Bookkeeper to help foresee any new expenses for the coming year.

2. The new annual budget will be presented to the Board by the Board Treasurer in June of each year, leaving the months of June and July as a time for discussion and changes before voting on approval at the end of each July.

3. The approved budget will be recorded in the school office by the Bookkeeper and expenses and income will be tracked and reported by the Bookkeeper to the Board Treasurer at the end of each month. The report will contain actual vs. budgeted income and expenses in order to help the Board Treasurer and Headmaster monitor these areas. This information will be reported to the Board at their scheduled board meetings. Board Treasurer and Bookkeeper will meet regularly to keep up to date with income, expenses and budget information.

4. Delinquent tuition accounts will be reported monthly by the Bookkeeper to the Headmaster and the Board Treasurer. Should action need to be taken according to the Fee Collection Policy 7.2 and Delinquent Tuition Policy 7.4, the Board Treasurer will present this information to the Board.

5. The Board Treasurer will receive the Bank Statement from the banking institution each month which will be reconciled with the Bookkeepers records. The school secretary will send a copy of the Income Ledger to the Board Treasurer each month to be used when reconciling the Bank Statement.

6. The Board Treasurer will be the member who will approve and sign for all corporate contracts, lease agreements, and 990 federal tax forms.

7. Tuition amounts will be set after the budget is set and the total projected tuition income will not be less than 85% of the total year's projected expenses.

6.6 Financial Expectations Policy

Date: September 2, 1997

Objective: To ensure communication between parents and the school regarding the conditions under which they are making payments on tuition, book and registration fees. This is to assist the parents and the school in having a clear understanding of financial expectations.

Scope: The policy applies to all families that have students enrolled at The Oaks.

Definitions:

Tuition: Families and The Oaks are entering into an agreement whereby the school will provide an education as stated in the Vision, Purpose, Philosophy, and Objectives. Families are agreeing to pay tuition in order that the school may fulfill its obligations in educating students. The board establishes a budget for the school year based upon the commitment of parents to meet their financial obligation to the school. Without this commitment on the part of the parents, the school would not be able to fulfill their commitment. It is, therefore, important that parents understand their financial role in this process.

Resource Fees: Students are not purchasing books and consumable materials with this fee, but are renting them from the school.

Guidelines:

1. The annual tuition, resource and registration fees for all grades will be set by the board each year.
2. Any applicable family discounts will be set by the board each year.
3. Tuition shall be paid in twelve equal monthly installments due on the first of the month from July through June or can be paid in full in July. If a student withdraws there is no refund of any tuition, registration or resource fees paid to date and these funds would become a donation to the school.

Policy 7.0

Personnel

7.1 Compensation and Benefits Policy

Date: September 5, 1996

Updated: April 25, 2006

Objective: To define the compensation and benefit program provided to the staff members of The Oaks.

Scope: The following guidelines contain the salary administration program and benefit program for the full-time and part-time staff of The Oaks.

Definitions:

Administrative Staff – employees whose main responsibilities are in
administration – includes Headmaster, Vice-Headmaster, bookkeeper,
head secretary

Full-time – Administrators who work at least 40 hours per week

Part-time – Administrators who work less than 40 hours per week

Teaching Staff – Part or full time paid teachers

Full-time – Teachers who are scheduled for a full day (4 preps)
of teaching each day

Part-time – Teachers who are scheduled for less than 4 prep
periods of teaching each day

Support Staff – receptionists, lunchroom helpers, teacher aides, janitors,
maintenance workers

Part-time – Support staff who work less than 20 hours per week

Hourly – Support staff who work on an hourly basis as needed

Guidelines:

- 1) The employees' job classifications and benefits will be reflected in their contracts.
- 2) Salaries for all staff will be determined by the Board at budgeting time each year.
- 3) Tuition Waiver - The Oaks will provide to the dependent children of the teacher a tuition waiver provided that the Teacher's children meet the academic and disciplinary standards and requirements of The Oaks. Books and other student or incidental fees will be paid by the teacher at the rate charged other students. This waiver is in proportion to the percent of time teaching. Full time teacher receives a 100% tuition waiver, half time teacher receives a 50% tuition waiver, etc. Support staff do not receive tuition waivers. Eligibility Requirements: upon hire for administration and teaching staff
- 4) Sick Leave - Staff will receive sick days as they are needed after consultation with and approval by the Headmaster. Eligibility Requirements: upon hire – all job classifications. See Sick Leave Policy 7.15.

- 5) Health Insurance – The Oaks shall secure medical insurance for the teacher and, if elected, the teacher’s dependents during the term of this agreement. The cost of the teacher’s medical insurance shall be paid by The Oaks. If the teacher elects not to accept medical insurance or optional coverage as available, the teacher shall not be entitled to the cash equivalent of such insurance coverage premium. Eligibility Requirements: Upon hire for administrative and teaching staff (who work over 20 hours per week)
- 6) Retirement Plan – The Teacher may participate in The Oak’s Simple IRA Retirement Plan according to it’s terms and conditions. Eligibility Requirements: After the completion of third year of employment for administrative and teaching staff

7.2 Mandatory Enrollment of Faculty/Staff Children Policy

Date: September 5, 1996

Updated: April 25, 2006

Revised: May 14, 2010

Objective: To define clearly the policy of mandatory enrollment for the children of full-time administrative and teaching staff.

Scope: n/a.

Definitions: n/a

Guidelines:

- 1) All school-aged children of full-time administrative and teaching staff who are employed at The Oaks shall be required to attend The Oaks.
- 2) Children of full time employee receives 50% tuition assistance and the Tuition Reduction Benefit (see Policy 7.16).
- 3) Exceptions to this policy may only be granted by the Board only for compelling reasons. Exceptions must be in line with any other pertinent policies in the Policy Manual.

7.3 Dress Code for Staff Members Policy

Date: October 11, 1996

Updated: November 1, 2010

Objective: To provide a consistent standard by which administrators can determine appropriate dress for staff members.

Scope: All faculty and staff

Definitions:

Guidelines:

1. All staff members (teachers, administrators, office personnel, maintenance staff, 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, 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.

7.4 Code of Ethics Policy

Date: January 13, 1997

Updated: April 25, 2006

Objective: To maintain the testimony of The Oaks.

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

Definitions:

N/A

Guidelines:

1. All teachers, staff members, and representatives of The Oaks are expected to conform to biblical standards of behavior at all times. Employee contracts have conduct provisions that must be followed.

7.5 Obtaining Substitute Teachers Policy

Date: January 13, 1997

Updated: April 25, 2006

Objective: To provide a consistent standard by which administrators and teachers can make necessary arrangements for substitute teachers.

Scope: All teachers

Definitions:

Guidelines:

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

- A. 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).
- B. Copies of lesson plans and any necessary materials should be made available to the substitute by the teacher.
- C. In case of illness or emergency, the Headmaster will make arrangements for the substitute. If possible, the teacher may make recommendations of preferred subs to the Headmaster.
- D. It is the teacher's responsibility to let the Headmaster know how long a sub will be needed (how many days). The teacher should call prior to the end of the first day if the sub will be needed the next day.
- E. Substitutes will receive a copy of Guidelines for Substitutes and will be expected to fulfill the teacher's normal supervisory duties.
- F. Substitutes will not normally receive pay, unless other arrangements are made.
- G. The teacher should send the substitute(s) a written Thank-You note after resuming work.

Substitute Teacher Guidelines:

1. Agree to accept responsibility of maintaining the discipline of the class.
2. Be willing to carry out the instructions of the regular teacher.
3. Check with the Headmaster's office when arriving at school.
4. Secure complete lesson plans.
5. Display a friendly, but business-like, helpful attitude and a good sense of humor at all times, if possible.
6. Follow the directions of the regular teacher closely. This includes roll call, reporting of absences and tardies, seating, lesson plans, etc. Be familiar with school policies.
7. Make very clear all assignments.
8. Substitute teachers are not to use corporeal punishment but should report any discipline issues to the Headmaster.
9. Leave necessary notes and instructions in the office for the regular teacher.

7.6 Evaluations/Personnel File Policy

Date: January 13, 1997

Updated: April 25, 2006

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 Headmasters' 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 office 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 will be responsible to evaluate the teachers and staff members immediately under his supervision.
2. The evaluations will be based Headmasterly upon formal observations of the staff member and interviews with the staff member. Observations and opinions of third parties (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 the finalization of the evaluation.
3. The evaluation will be considered finalized when the staff member being evaluated and the one responsible for the evaluation both acknowledge by signature that the evaluation has been discussed in detail.
4. When the evaluation is finalized, the Headmaster will place it in that staff member's personnel file. Other appropriate inclusions in 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 include.
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.

7.7 Hiring Policy

Date: January 13, 1997

Updated: April 25, 2006

Objective: To provide a clear policy describing the steps by which candidates are interviewed and hired by The Oaks.

Scope: This policy covers the interview and hiring of all candidates. All paid employees of The Oaks will be hired in line with this policy.

Definitions:

Administrative Staff – employees whose main responsibilities are in
administration – includes Headmaster, Vice-Headmaster, bookkeeper,
head secretary

Full-time – Administrators who work at least 40 hours per week

Part-time – Administrators who work less than 40 hours per week

Teaching Staff – Part or full time paid teachers

Full-time – Teachers who are scheduled for a full day (5 preps)
of teaching each day

Part-time – Teachers who are scheduled for less than 5 prep
periods of teaching each day

Support Staff – receptionists, lunchroom helpers, teacher aides, janitors,
maintenance workers

Part-time – Support staff who work less than 20 hours per week

Hourly – Support staff who work on an hourly basis as needed

Guidelines:

- 1) All full and part-time teaching staff will have written work agreements (contracts). Maintaining these documents is the responsibility of the Headmaster. The Board will approved all new or revised documents.
- 2) Full-time teaching and administrative staff will be interviewed by the Board. Selection will be by two-thirds vote of the Board.
- 3) Interviewing and selection of part-time teaching and support staff will be done by the administrative staff most directly involved in the supervision of those employees. The Board is to be informed of all support staff hirings.
- 4) Written job descriptions are to be approved by the Board and used in the hiring process.
- 5) A candidate is not an employee until he has signed the appropriate work agreements and documents for his position.
- 6) The Oaks requires all staff members to be Christians, adhering to The Oaks Statement of Faith. Otherwise there is no discrimination on the basis of race, color, national origin, age, sex, or physical disabilities – provided the person is able to fulfill all requirements of the position.
- 7) The Headmaster will establish the work calendar for all staff each year, as well as the times of all regular workdays.

7.8 Separation Policy

Date: January 13, 1997

Updated: April 25, 2006

Objective: To provide a clear policy describing the steps by which employees may be separated from The Oaks.

Scope: This policy covers the procedure of separating an employee.

Definitions: n/a

Guidelines: Separation of employees may take place under the following circumstances:

- 1) Voluntary Separation: Employees may choose to resign voluntarily at the culmination of a work agreement period.
- 2) Unforeseen Circumstances: Due to events such as death, disability, school closure, etc., the employee may not be able to continue work.
- 3) Non-Renewal of Contract: At the normally scheduled time for re-signing the annual contract, the employee may not be offered a new contract by the Headmaster.
- 4) Dismissal:
 - a) Immediate dismissal of an employee is always an option that the Headmaster may exercise for discipline. This is to cover unforeseen circumstances of gross misconduct on the part of an employee.
 - b) The normal procedure for dismissal is:
 - i) Immediate supervisor should provide a written warning with time for correction specified and an explanatory conference with the employee.
 - ii) A follow-up evaluation conference should be held at the end of the specified time.
 - iii) If adequate improvement is not apparent, immediate dismissal is in order.
 - c) Reasons for dismissal will most likely include the following:
 - i) Two or more very low evaluations without notable improvement,
 - ii) Immorality,
 - iii) Mistreatment of or harshness with students, or
 - iv) Blatant disrespect of parents, other staff, or students.
 - d) The procedure for a Board appeal on a dismissal is:
 - i) The employee must make a written appeal, submitting it to the Headmaster who must submit it to the Board President.
 - ii) The Board President will schedule a meeting for the employees to discuss the dismissal with the Board.
 - iii) The Board will then make a final written report on the matter.

7.9 Church Attendance Policy

Date: January 13, 1997

Updated: April 25, 2006

Objective: To set the standard for church attendance for The Oaks staff.

Scope: This policy applies to all full-time and part-time staff of The Oaks.

Definitions: Church: any church in substantive agreement with the following statement of faith:

1. We believe the Bible is 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. He is omnipotent, omniscient, and omnipresent. As stated in Article II, #2b, Duration, in The Articles of Incorporation. (This is in our Articles of Incorporation, and or staff manual but it is not in our newest version of the By-Laws).
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 the lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.
5. We believe that salvation is 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.

Guidelines:

- 1) All staff of The Oaks are required to attend a local Christian church on a regular basis.
- 2) Any questions about which churches meet this criterion should be answered by the Headmaster.
- 3) If there is still a question, it should be referred to the Board.

7.10 Faculty Requirements Policy

Date: January 13, 1997

Updated: March 27, 1998 and April 25, 2006

Objective: To define the requirements for all staff members of The Oaks.

Scope: This policy applies to all full-time and part-time administrators and teachers of The Oaks.

Definitions: n/a

Guidelines:

- 1) Staff members must profess a belief in and commitment to The Oaks Statement of Faith as demonstrated in part by their written answers to the application questions, their responses to interview questions, and their choice of church fellowship.
- 2) Staff members must demonstrate the Christian maturity to model godly behavior and attitudes for their students. The qualifications for this maturity are best described in Scripture in 1 Timothy 3:1-7.
 - a. blameless, well-behaved
 - b. temperate, sober-minded
 - c. hospitable
 - d. able to teach
 - e. not given to drunkenness
 - f. not violent, instead gentle
 - g. not quarrelsome
 - h. not greedy for money, not covetous
 - i. rules his house well, having his children in submission with all reverence
 - j. not a novice
 - k. good testimony among those who are outside
- 3) Staff members must exhibit a commitment to the Classical and Christian methodology of education as demonstrated in part by their written application, responses to interview questions, choice of educational method for their own children (if applicable), and participation in the Association of Classical and Christian Schools (ACCS) or an ACCS school. Upon receiving ACCS accreditation status, teachers will be required to be certified by ACCS.
- 4) Staff members must exhibit a lifelong love of learning as demonstrated by continuous study in various fields of interest.
- 5) Staff members must show evidence of a love for children as demonstrated by their relationships to their own children and/or regular participation in the care and education of other children.
- 6) Staff members must show evidence of a God-given gift for teaching as demonstrated by an excellent track record of teaching children, supported by references from parents and supervisors.
- 7) Staff members must exhibit professionalism in their speech, demeanor, preparation, punctuality, and dress.
- 8) Secondary level staff members must have achieved and continue to demonstrate a mastery of the subject area they teach.
- 9) Exceptions to this policy may only be granted by the Board for compelling reasons. Exceptions must be in line with any other pertinent policy in this manual.
- 10) Upon hire, all staff members are required to attend Logos Teacher Training for one week for the first two summers of their employment (the first training will be the summer previous to their first year of teaching at The Oaks) and the third summer they will attend the ACCS National Conference. The Oaks will cover the travel, lodging, meal and registration expenses to the Logos Teacher Training weeks and to the ACCS Conference. After these first three summers, each staff member is required to work one week each summer for staff training and development. The specific date of this week will be mutually agreed upon by the staff and the administration.

7.11 Progressive Discipline Policy

Date: January 13, 1997

Updated: April 25, 2006

Objective: To provide an objective and specific problem solving procedure for use when an employee disciplinary action becomes necessary. If an employee fails to follow an established Oaks policy and procedure, it is essential that the employee be encouraged to understand and correct the problem. Depending on the seriousness of the problem and after consultation with the Board, one or more steps of the progressive discipline process may be skipped which could result in immediate termination without two weeks notice or pay in lieu of notice.

Scope: This policy applies to all employees of The Oaks.

Definitions: n/a

Procedure:

Personal Conference and Verbal Warning –

1. When appraised of the problem, the Headmaster should privately discuss the matter with the employee and develop a solution to the problem.
2. The Headmaster should inform the employee that he does not expect the incident to occur again.
3. The Headmaster should prepare documentation for the file describing the incident and counseling session.
4. The Headmaster will keep employee informed of progress.

Personal Conference and Written Warning –

1. Should the same or similar incident occur again, the Headmaster will document the incident in writing.
2. The Headmaster should discuss the problem in private with the employee a second time.
3. If the employee's explanation of the incident is unsatisfactory, the Headmaster should issue the employee a written warning.
4. The written warning must explain clearly the reason for the corrective action and state what further disciplinary action will be taken in the event this or a similar incident occurs again. The warning must state that the corrective action will be reviewed by a specified period of time. The employee should be asked to sign the written warning at the time the warning is received and the employee should be given a copy.

Second Written Warning or Suspension –

1. Should the same or similar incident occur again, the Headmaster should discuss the problem in private with the employee again.
2. A second written warning may be issued or the employee may be suspended from work.
3. The length of the suspension would depend on the seriousness of the offense and must be applied with consistency to all employees.
4. A written warning or suspension notice must be signed by the employee and a copy given to the employee at the time of the discussion.

Suspension –

1. Suspension as a disciplinary action applies only at the time of the second written warning and when determined to be an appropriate consequential action.
2. Suspension may not exceed three days. When the employee returns and makes a commitment to refrain from further infractions of the rule, reinstatement may occur.

Termination –

1. Should the same or similar incident occur again, termination will result.

7.12 Certification Policy

Date: January 13, 1997

Updated: April 25, 2006

Objective: To establish the academic qualifications for teachers at The Oaks.

Scope: This policy applies to all staff members of The Oaks with teaching responsibilities.

Definitions: ACCS: Association of Classical Christian Schools

Guidelines:

1. A valid teaching certificate for Washington (or any other state) is not required for teaching at The Oaks.
2. All teachers will be required to attend two summer sessions of ACCS Teacher Training at Logos School in Moscow, Idaho and one summer session at the ACCS National Conference (different locations depending upon year). Registration fees, room and Board will be covered by The Oaks.
3. Teachers and administrators are encouraged to pursue certification with ACCS.

7.13 Comprehensive Grievance Policy

Date: March 13, 1998

Updated: April 25, 2006

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 concerning any aspect of The Oak's operations, between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and 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 Board.

Parents/Patrons to Headmaster:

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 Board.

7.14 Personal Leave Policy

Date: January 23, 2003

Updated: April 25, 2006

Objective: To establish basic guidelines for all full-time administrative and teaching staff to request up to three days of personal leave each academic year.

Scope: This policy covers all full-time administrators and teaching staff of The Oaks.

Definitions: Personal Leave: is understood to be any planned, non-emergency time taken by any full-time staff member away from what would otherwise be his or her normal working hours/days. That is, for whatever daily length of time normally devoted to work at The Oaks, the staff member may take personal leave for up to three increments of their working time, without forfeiture of pay.

Guidelines: The following guidelines are to be adhered to by the staff member desiring personal leave and the administration granting the leave:

- 1) All full-time administrative and teaching staff members may request up to three days of personal leave each academic year.
- 2) Requests for personal leave should be submitted in writing to the Headmaster at least one week prior to the planned leave. Granting leave on shorter notice is at the discretion of the Headmaster. The teacher must arrange for substitute teachers during this time.
- 3) It will be the Headmaster's responsibility to grant and record all personal leave days taken by his staff members.
- 4) No pay will be received for more than three days of personal leave taken during the academic year.
- 5) Personal leave days may not be accumulated from year to year.

7.15 Emergency/Sick Leave Policy

Date: June 1, 2006

Objective: To establish basic guidelines and consistent standards by which administrators 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.

Definitions: Staff – all teaching, administrative, and support staff members.

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

Guidelines:

- 1) Staff members needing to take time off work for typical illnesses (flu, colds, etc.) should contact the supervising administrator (Headmaster or Vice-Headmaster) and let him know the circumstances and potential loss of time related to their problem. For these types of illnesses or other emergencies (e.g. 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 current 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, like the personal 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 Board for a case-by-case decision as to salary and substitute issues.

7.16 Staff Tuition Reduction Policy

Date: May 14, 2010

Objective: As part of its overall compensation arrangement, The Oaks will offer its employees up to a \$12,900 tuition reduction benefit. This benefit is in addition to the employee's base salary amount, as determined by the annual employment contract and as part of the overall compensation and fringe benefits package. The benefit is available to any dependent of any full-time employee and, in accordance with IRC Section 117(d), is excludable from the employee's income for federal income tax purposes. The amount, if any, that the employee does not elect to use as tuition reduction shall be paid as additional taxable compensation.

Scope: The following policies and guidelines will be followed by all full-time employees in the school.

Definitions:

Full-Time Staff – Any teacher or administrator that works at least 40 hours per week.

Employees Children – the tuition reduction benefit can be used only for employee students enrolled at The Oaks.

Guidelines:

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

1. The Oaks will offer all employees up to a \$12,900 tuition reduction benefit regardless of whether the employee has students at The Oaks or not.
2. The employee can accept the benefit in tuition reduction or in cash.
3. An employee without children at The Oaks can opt to take the cash, an employee with children at The Oaks can opt to take all or part of the tuition reduction benefit (with the unused tuition reduction benefit received in cash).
4. If an employee has more than \$12,900 in tuition due they would need to make regular monthly tuition payments for the difference.
5. Employees will receive a Staff Tuition Reduction Instruction Form from the Business Manager and asked to submit the completed form prior to receiving their annual employment contract. Their choices will be reflected in their contract.

Policy 8.0

Educational Programs

8.1 Student Uniform Policy

Date: September 5, 1996

Updated: September 1, 2006 and April 25, 2006

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:

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.

Student Required DRESS uniform for Grades PK-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

Girls PK-8 Blackwatch plaid jumper (PK-5) Blackwatch plaid skirt (optional for 6-8) White long-sleeved peter-pan blouse (PK-8) Optional for 6-8 – Navy sleeveless vest Navy tights (cold weather) (PK-5) Navy anklets (warm weather) (PK-5) Navy or flesh-toned nylons (optional for 6-8) Dark dress shoes	Girls 9-12 Hunter/Classic Navy Plaid A-skirt Maize Yellow short sleeved polo Classic Navy sleeveless vest Flesh-toned nylons Dark colored low heeled dress shoes (brown, black, mahogany or navy)
Boys PK-8 Long navy twill pants White long-sleeved oxford shirt Navy socks Navy belt Navy tie (Plain/Solid – no pattern) Dark dress shoes	Boys 9-12 Long khaki twill pants White long sleeved oxford shirt Khaki socks Brown leather (or leather-type) belt Navy tie (Plain/Solid – no pattern) Dark dress shoes (brown)

BOYS AND GIRLS P.E. – 7th and 8th Grades - White or gray t-shirt and black or blue gym shorts of modest length and tightness

DAY-TO-DAY Student Uniform Requirements for Grades PK-8

The Oaks requires a uniform for all full-time students. The uniforms must be purchased at the Spokane Uniform House, W. 526 Main, Spokane. (www.dennisuniform.com – school code: ZSO032) Lands End items can be called in to 1-800-469-2222 or internet www.landsend.com/school (school code: 9000-6910-5). 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.

- Girls Required Uniform: Blackwatch Plaid Jumper (Uniform House)
6th Grade and older may have Blackwatch Plaid Skirt (Uniform House)
White long-sleeved peter-pan blouse (PK-5) (Uniform House)
White $\frac{3}{4}$ length oxford blouse (6-8) (Lands End)
Navy tights (cold weather) (Bought elsewhere)
Navy anklets (warm weather) (Bought elsewhere)
*6th Grade and older may wear navy or flesh-colored nylons
Dark dress shoes (Bought elsewhere)
- Boys Required Uniform: Navy long twill pants (must have pleats in front, no patch pockets, no cuffs; brands are Dennis, Land's End, Bugle Boy, Dockers, French Toast, etc.) (Bought elsewhere)
White long-sleeved oxford shirt (Uniform House)
Navy socks (Bought elsewhere)
Dark belt (Bought elsewhere)
Navy tie (Plain/Solid – no pattern) (Bought elsewhere)
Dark dress shoes (Bought elsewhere)
- Optional Items: Blackwatch Plaid shorts (girls) (Uniform House)
Navy twill flat-front or one pleat pants (girls) (Sears Dockers or French Toast, Uniform House, Or Land's End) no patch pockets or cuffs (Nov.-Mar.) (Uniform House or Land's End or Elsewhere)
Dark belt is worn with boys and girls pants or shorts
Navy shorts (boys) (Uniform House or Land's End or Elsewhere)
White short-sleeved polo shirt (both) (no insignia) (Uniform House or Lands End)
White long-sleeved polo shirt (both) (no insignia) (Uniform House or Lands End)
White long-sleeved turtle neck shirt (both) (no insig.) (Uniform House or Lands End)
Evergreen short-sleeved polo shirt (both) (no insig.) (Uniform House or Lands End)
Evergreen long-sleeved polo shirt (both) (no insig.) (Uniform House or Lands End)
Evergreen l-s turtle neck shirt (both) (no insig.) (Uniform House or Lands End)
White short-sleeved peter-pan blouse (girls) (Uniform House)
White or Navy anklet "no-show" socks (girls) (Bought elsewhere)
White or Navy knee socks (girls) (no trouser socks or knee high nylons) (Bought elsewhere)
White or Navy socks (boys) (Bought elsewhere)
White tights (girls) (Bought elsewhere)
Classic Navy Fleece Jacket with Oaks Logo (Lands' End)**
Any other appropriate shoes (tennis, sandals with socks) (Bought elsewhere)

*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. ** Logo is embroidered by Lands End – please request logo number 0674701K for school code 9000-6910-5.

DAY-TO-DAY Student Uniform Requirements for Grades 9-12

The Oaks requires a uniform for all full-time students. The uniforms must be purchased from Lands End by phone 1-800-469-2222 or internet at www.landsend.com/school, 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.

- Girls Required Uniform:
- Plaid A-skirt – Hunter/Classic Navy (Lands End)
 - Yellow short sleeved interlock polo – Maize (Lands End)
 - Navy sleeveless vest – Classic Navy (Lands End)
 - Flesh-toned nylons (student's choice) (Bought elsewhere)
 - Dark colored low heeled dress shoes (student's choice) (Bought elsewhere)
- Girls Optional Items:
- Navy Skort – Classic Navy (Lands End)
 - Yellow long sleeved interlock polo – Maize (Lands End)
 - White short sleeved interlock polo (Lands End)
 - White long sleeved interlock polo (Lands End)
 - Navy long sleeved fleece jacket – Classic Navy (Lands End)
(The fleece jacket must have The Oaks Logo** on it.)
 - Navy or White tennis shoes (worn with skort only) (student's choice)
(Bought elsewhere)
 - White, Navy or Maize anklet or "no-show" socks (student's choice)
(Bought elsewhere)
 - Dark Navy knee socks (no trouser socks or knee high nylons)
 - Navy tights (during winter months) (Bought elsewhere)
 - Red Cable Crew long sleeved sweater (Lands End)
 - Khaki pleated or flat-front chino pants (Lands End) (worn Nov.-Mar. only)
 - Dark Belt (Bought elsewhere)
- Boys Required Uniform:
- Twill long pants – Khaki (Lands End)
 - White long sleeved Oxford shirt (Lands End)
 - Dark leather (or leather-type) shoes (student's choice) (Bought elsewhere)
 - Brown Leather (or leather-type) belt (student's choice) (Bought elsewhere)
 - Navy tie (student's choice) (Bought elsewhere)
 - Khaki socks (Bought elsewhere)
- Boys Optional Items:
- Twill walking short – Khaki (Lands End)
(Shorts may be worn in Sept. and April through June only)
 - Navy short sleeved interlock polo – Classic Navy (Lands End)
 - White short sleeved interlock polo (Lands End)
 - Navy long sleeved interlock polo – Classic Navy (Lands End)
 - White long sleeved interlock polo (Lands End)
 - White tennis shoes (student's choice) (Bought elsewhere)
 - Navy long sleeved fleece jacket – Classic Navy (Lands End)
(The fleece jacket must have The Oaks Logo** on it.)
 - White socks – (when wearing khaki shorts) (Bought elsewhere)

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).

** Logo is embroidered by Lands End – please request logo number 0674701K for school code 9000-6910-5.

Guidelines:

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.

General (for all students): 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.

Reasons for Adopting a Uniform Code:

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 Land's End. Shirts from any other company 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 (PK-8) may be purchased at any supplier as long as they are the navy twill dress pant with pleats and no cuffs or patch pockets. 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 either the Spokane Uniform House or Land's End.

Footwear: Shoes should be comfortable. No sandals are permitted in Grades 9-12. Sandals are permitted in Grades PK-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. See Parent-Student Handbook for more details on shoes and winter boots.

Socks: Socks are required for all students at all times. Please see specific uniform lists for appropriate colors. See Parent-Student Handbook for sock clarification.

Belts: Belts should be solid black, brown, or navy for grades PK-8.

Outerwear: In the classroom and school building, only the navy blue fleece jacket with the school logo can 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 acceptable for the 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.

Mark each of children's belongings with a permanent laundry marker to facilitate return of lost items. Check items such as the fleece jackets 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.)

8.2 Discipline Policy

Date: September 25, 1996

Updated: April 25, 2006

Objective: To provide a consistent standard by which administrators and teachers can determine appropriate discipline measures.

Scope: All teachers, administrators, students and families

Definitions:

Guidelines:

The kind and amount of discipline (punishment) 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, for example, restitution, apologies (public and private), swift/painful punishment, restoration of fellowship, no lingering attitudes, for example. The vast majority of discipline problems are to be dealt with at the classroom level. In order to maintain consistency, teachers 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.

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

1. Disrespect shown to *any* staff member. The staff member will be judge of whether or not disrespect has been shown.
2. Dishonesty in any situation while at school, including lying, cheating, and stealing.
3. Rebellion, for example outright disobedience in response to instructions.
4. Fighting, for example 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, the Headmaster will determine the nature of the discipline. The Headmaster may require restitution, janitorial work, parent's attendance during the school day with their child, spanking, 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, the following accounting will be observed within the school year:

1. The first *two* times a student is sent to the Headmaster for discipline, the student's parents will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be sought.
 2. The *third* office visit will be followed by a meeting with the student's parents, Headmaster, and Vice-Headmaster.
 3. Should the student require a *fourth* office visit, a **two-day suspension** will be imposed on the student.
 4. If a *fifth* office visit is required, the student will be **expelled** from the school.
- II. **Note on Expulsion:** The 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.
- III. **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.
- IV. **Re-admittance:** Should the expelled student desire to be readmitted to The Oaks at a later date, the Board, or its delegated committee, will make a decision based on the student's attitude and circumstances at the time of reapplication.

8.3 Corporal Punishment Policy

Date: October 25, 1996

Updated: April 25, 2006

Objective: To provide a consistent standard and procedure by which the Headmaster or Vice-Headmaster can administer corporal punishment.

Scope: Headmaster and Vice-Headmaster

Definitions:

Guidelines:

Corporal punishment will involve using a strap as a means to administer a spanking to the child. The spanking will occur only upon the students' gluteus maximus, not above or below this area. The spanking will be administered by the Headmaster or Vice-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.

8.4 Nondiscriminatory Policy

Date: December 18, 1996

Updated: April 25, 2006

Objective: To provide a consistent standard by which all practices and policies of the school shall be racially nondiscriminatory.

Scope: All students and staff

Guidelines: The following statement of policy will be included in all future advertising, brochures, catalogues, pamphlets, and other printed materials:

The Oaks – A Classical Christian Academy admits students of any race, color, and national or ethnic origin and does not discriminate against job applicants and students on the basis of race, color, and national or ethnic origin.

8.5 Inclement Weather Policy

Date: October 21, 1997

Updated: April 25, 2006

Objective: To provide a consistent standard by which administrators can determine school closures, late starts, and early dismissals due to inclement weather.

Scope: All students and staff

Guidelines: The Headmaster of The Oaks will determine school closures, late starts, and early dismissals due to inclement weather based upon the information received from area contacts. These decisions will be phoned into the local radio and television stations by 6:30 a.m.

8.6 Attendance Policy

Date: March 13, 1998

Updated: April 25, 2006

Objective: To provide a consistent standard by which administrators can determine attendance requirements for students.

Scope: All students

Definitions:

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.

- I. **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 24 hours in advance.
- II. **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.
- III. **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 or doing a significant amount of make-up work.
- IV. **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 on 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.

Guidelines: Not applicable

8.7 Excused Absence Policy

Date: March 13, 1998

Updated: April 25, 2006

Objective: To provide a consistent procedure by which administrators and teachers can be notified of student absences.

Scope: All students and their parents

Definitions:

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 prior to their absence, or arrange with the teacher an appropriate make-up time for the test/quiz to be administered.

8.8 Learning Disabilities Policy

Date: March 13, 1998

Updated: April 25, 2006

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. For example, Down's syndrome, deaf/mute, blind, etc.

Learning Disability: Any condition in a potential student or student which does not require a separate classroom, program, and staff in order to provide the education services desired by the parents. For example, 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.

8.9 Student Retention Policy

Date: March 13, 1998

Updated: April 25, 2006

Objective: 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.

I. **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:

A. **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.)

B. **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.)

C. **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.)

D. **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 a child.)

E. **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?)

F. **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.)

G. **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.)

H. **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.)

II. **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 (PK-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 elementary, in order to give the child more time to mature and master the basic skills before going on.

Therefore, the following timeline and recommended procedures are aimed at the primary grades especially, although not exclusively. At the time of reporting for:

A. **The First Quarter Mid-Term** 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 summary made, in addition to the report card. This summary should identify the specific concerns that teacher has. A copy should go to the parent and the original to 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 gone over with the parents at the conference.

B. **The First Semester**, if the same concerns still exist regarding the child's progress, another Progress Summary should be written at the time 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 child's file and a copy to the parent to be signed.

C. **The Third Quarter Mid-Term** the 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.

D. **The fourth Quarter Mid-Term** another conference should be held with the parents to seriously consider retention, if inadequate progress has been made. 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 assist the child in over the summer. **In questionable cases (i.e., not involving 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.

8.10 Staff and Student Relations Policy

Date: March 13, 1998

Updated: April 25, 2006

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”).

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

Definitions: N/A

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 (I Peter 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 (for example, 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, the spouses of chaperons should accompany their spouses. Single staff members may be included on such trips only with the prior approval of the Headmaster.

8.11 Release of Students Policy

Date: March 13, 1998

Updated: April 25, 2006

Objective: To provide a consistent standard by which administrators and teachers can determine if and when a student should be released.

Scope: All teachers, administrators, students and families

Definitions: Not applicable

Guidelines:

Teachers are not to release a student to anyone before first checking with the office. The teachers and 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.

8.12 Use of Secular Curriculum Materials Policy

Date: March 13, 1998

Updated: April 25, 2006

Objective: To provide a consistent standard by which teachers and administrators can determine appropriate use of secular curriculum materials.

Scope: All teachers and administrators

Definitions: Not applicable

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 (for example, 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 be also be presented to the students (for example, while using a secular United States History text, the teacher must identify and emphasize the biblical foundations of our country).

8.13 Controversial Subjects Policy

Date: March 13, 1998

Updated: April 25, 2006

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 World view.

Scope: This policy applies to all teaching staff in the course of their teaching duties. It does not apply to non-teaching staff, nor to the teaching staff on their own 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.

1. If in the course of teaching a class a teacher see 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 (for example, 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 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 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:

See Staff Manual for specifics on guidelines for teaching controversial subjects and selecting debate topics.

8.14 Reverence Policy

Date: March 13, 1998

Updated: April 25, 2006

Objective: To establish a policy that helps The Oaks to render proper respect and consideration of God's character in all areas of instruction.

Scope: All faculty, staff, Board, students and families

Definitions:

Guidelines:

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 and discussions 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.

8.15 Secondary Doctrine Policy

Date: March 13, 1998

Updated: April 25, 2006

Objective: To provide a consistent standard and procedure by which administrators and teachers can approach classroom discussion of secondary doctrine.

Scope: All teachers and administrators

Definitions: Secondary Doctrine is doctrine that is not specifically stated in The Oaks Statement of Faith.

Guidelines:

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. See also Controversial Subjects Policy 8.13.

8.16 Attention Grabber Policy

Date: March 13, 1998

Updated: April 25, 2006

Objective: The purpose of the Attention Grabber is to communicate to parents uncompleted work or a poor performance. Students should not fall into the habit of receiving these notifications nor should parents take a relaxed attitude toward these notices.

Scope: All students

Definitions: Attention Grabber will be the term used when a student has scored 69% or less on a quiz or test or daily assignment.

Guidelines:

Teachers are responsible to send Attention Grabber notices whenever a student fails to hand in completed work, fails to hand in work on time, or scores 70% or less on an assignment, test or quiz. All Attention Grabber 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 acceptable.)

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.)

8.17 Student Promotion Policy

Date: March 13, 1998

Updated: April 25, 2006

Objective: To give administrators and teachers specific criteria for promoting students to the next grade.

Scope: All students

Definitions:

Guidelines:

Students currently in The Oaks must meet the following criteria for promotion to the next successive grade: Pass reading, math, English, and history with at least a 70% average over the course of the year.

Only one “F” per quarter in any other academic subject (e.g. 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 Objective) 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 through Twelfth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for each of grade levels.

8.18 Lice Policy

Date: October 22, 1998

Updated: April 25, 2006

Objective: To defend against lice infestations and spread among students and teachers.

Scope: All faculty, staff, students and families

Definitions:

Guidelines:

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

A “No Nit” Policy means:

- Upon initial discovery of lice (lice and/or eggs) student or staff person will be required to stay out of school for 48 hours minimum.
- Removing all lice eggs (nits) and egg cases after treatment with a lice-killing product.
- Excluding a student or staff member with lice from school until ALL nits have been removed.
- Educating families in the school to insure that parents understand:
 1. the correct procedures for the first treatment
 2. the need for complete egg removal
- If even one nit is discovered on a student at school then there must be a minimum of 24 hours “stay away” period from school for that student after the initial two day treatment period.
- All students and staff suspected of having lice must meet the “No Nit” requirement before being readmitted to the classroom.

A “No Nit” Policy helps to:

- Encourage home screening
- Eliminate diagnostic confusion (what are lice, what is a nit, how long infestation last, etc.)
- Prevent transmission and re-infestation
- Reduce the need for subsequent treatment

Procedures we will follow if lice are found on a child at school:

- Parents will be notified by phone and asked to pick up their child from school immediately.
- If one student is found to have lice, all students in that classroom will be checked.
- 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.

- 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.
- If one or more nits are found on the child or staff member, there will be a minimum “24 hour” stay-away period.
- Students or staff members will be re-admitted into the classroom when they are nit free.

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 Himself. Lice are another opportunity for us to show our trust in Him.

8.19 Tardy Policy

Date: June 10, 1999

Updated: April 25, 2006

Objective: To provide a consistent standard by which administrators and teachers can determine if a secondary student is tardy and the procedures to follow.

Scope: All students

Definitions: 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. (for elementary students) or the beginning of the class period (for secondary students). 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).

Guidelines:

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 secondary 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 elementary teachers will be required to report tardies each quarter to the office and these records will kept in the student files. Secondary 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 secondary 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.

8.20 Academic Probation Policy

Date: February 13, 2003

Updated: April 25, 2006

Objective: To provide additional motivation to students whose academic achievements are not up to their capability. This applies only to secondary 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.

Guidelines:

1. Secondary 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 (G.P.A.) for each secondary student will be calculated at the end of each quarter.
3. If a student's G.P.A. is at or below 2.2 (i.e., a "C" average), that student will be placed on academic probation during the following quarter. A parent/teacher conference will be arranged at this time.
4. If at the end of the next quarter the student's G.P.A. (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

8.21 Lilac Festival Selection Policy

Date: October 15, 2003

Updated: April 25, 2006

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 Board deems appropriate.

Definitions: 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 three individuals to be determined by the 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.
3. The candidate will give a speech on a topic chosen by the faculty. This speech must be a minimum of three minutes in length and will be presented to the selection committee.
4. Each candidate will be interviewed by a selection committee to evaluate the candidate's ability to interact with others and to represent their family, church, school, and community.
5. 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 felt that no candidates were qualified, then no candidate would be selected.
6. The selection process may be adjusted if it seems appropriate with the approval of the parents of the candidates, the candidates, and the selection committee.

8.22 Drama Selection Policy

Date: February 9, 2004

Updated: April 25, 2006

Objective: To provide a consistent standard and procedure by which The Oaks can select appropriate drama/play productions each year.

Scope: administrators, teachers, and students involved in drama

Definitions:

Guidelines:

I. Appropriateness

Reduced to the simplest formula, does the play reflect the school's philosophy of learning? Does it (though rarely in so many words) support the biblical view of morality? Sadly, many so-called "Christian" plays are usually downright insipid, and lacking in any real quality. Selecting a play that is both morally upright and of high artistic value is very hard. The best bet is to go with an oldie, but a goodie. Even then, the director will have to read through the play at least three times to filter out subtle innuendos most people will miss.

II. Popularity

It is hard to get people to a play they've never heard about before. On the other hand, a well-known play will likely cost more to purchase and cover royalties. But the cost is usually more than made up for by the larger audiences at a well-known play. **A note of caution:** Many times a popular play has been made into a movie that the students and the audiences may have seen. It may be helpful for interpretation to view the movie with the cast, but don't try to recreate the play *just* the way the movie did it – you can't, and it will likely look ridiculous if you try. Stick to the script and remember it was a play first – trust the playwright to know his stuff.

III. Genre (Type)

Always look back at what kind of plays have been done in recent years. The audiences and the students like variety. However, they also like quality; stick to what is possible, given the time, money, cast, and space available. Comedies are a pretty safe bet for a good response from the audience, but there are lots of good mysteries, melodramas, fantasies, and Shakespearean plays out there too (to name some other valid genres). With very few exceptions (*Our Miss Brooks*, for example), the VAST majority of plays specifically written about and for high-school students should be burned. Quality is always appropriate, insipidness and silliness are always inappropriate.

IV. Male/Female Parts

Consider the demographics of the group of students you will have auditioning. Typically, more girls than boys will come out. Once in awhile, if the play is good enough, boys will juggle sports schedules to be involved in the play. Normally, though, it is a good idea to look for a play with a minimum number of male parts. It will lessen the headaches of casting and rehearsals.

V. Size of Cast

Here again, the number of students likely to try out, the size of the staging area, and the time to rehearse must be taken into account. A nice size for a cast is 12-15. More than that can become hard to manage on stage, and you will have many actors waiting around to go on. Fewer than that, and the drama program may be viewed as exclusive for a few elite students. Normally, it is better to go big than small, in a school situation. The advantages of drawing in more students to the program, even in small parts, and the resulting larger audiences of families and friends, outweigh the trouble of rehearsing with all those kids.

VI. Number/Type of Sets/Scenes

When considering the staging of the play, money and the size of the stage are the two biggest aspects. As in most things, simple is best. Sets can eat a lot of time, both in their construction and in any shifts to make during the play. They can also eat a lot of money, something the school's drama program never has a lot of. Yet, a good-looking, well-filled set can greatly enhance the feel of the play. Normally, a three-act play should not have more than two major scenes. Fore-staged scenes can be used to simplify an outdoor scene. When choosing the play, don't be put off by what initially seems to be a complicated set, instead consider how stripped-down the sets can be, and focus on the acting to carry the show.

VII. Length of Play

Plays vary significantly in length, even when they have the same number of acts. For junior-high plays, one-act shows are recommended. Two-acts may be used, but the length of the show should be limited to about an hour. For the high-school show, a three-act play is recommended, but with a running time of not more than about two hours, including intermissions. Students and audiences of high-school shows have a hard time sitting for a longer show.

8.23 Firearms Policy

Date: March 8, 2004

Updated: April 25, 2006

Objective: It is the object of the Board that its school premises be a place of safety where students are educated in a plethora of subjects, including those having to do with the military sciences. In the spirit of these joint objectives, the following policy shall be observed by administrators, teachers, staff, parents, and students whenever a firearm has been requested to be brought onto school premises.

Guidelines:

- I. No firearm will be permitted on school premises without permission requested in writing by an adult at least five (5) schools days prior to the date that the firearm is sought to be brought onto school premises. The written request shall be addressed to an administrator of The Oaks. Prior to granting the requested permission, the administrator shall ascertain that the presence of the firearm on school premises shall, at all relevant times, directly serve an educational purpose beneficial to a specific class at The Oaks at the pre-authorized direction of one or more of its staff instructors. Absent such pre-authorized direction of one or more of the staff instructors, permission will be denied.
- II. The administrator granting the permission shall, in a written response to the requestor, specify a date and time at which the firearm will be permitted on school premises.
- III. After such written permission has been granted, the firearm is to be presented by an adult, at the specified date and time, to an administrator before being shown to any teacher, staff, or student.
- IV. The administrator to whom the firearm is presented shall verify, and shall memorialize by a written checklist, that:
 - A. the firearm has been brought by an adult onto school premises at the specified date and time and with advance written permission having been granted;
 - B. the firearm has been disabled so as to prevent it from being fired or otherwise discharged;
 - C. no ammunition for the firearm is on school premises;
 - D. the administrator has been informed, and has approved, of each adult and student who will have control of the firearm when the firearm is on school premises
- V. If the administrator is not able to verify all conditions set forth in Part IV, above, the firearm will be promptly removed from school premises.

VI. The administrator to whom the firearm is presented will be responsible for knowing the whereabouts of the firearm on school premises from when the firearm is first presented to when the firearm is removed from school premises.

VII. No firearm will be permitted to be out the control of the adult(s) or student(s) identified to the administrator in IV(D), above, while on school premises.

VIII. Any administrator has authority to deny any permission requested in Part I, above, for any or no reason.

IX. A firearm brought onto school premises under conditions noncompliant with this policy will not be tolerated, and any student found to be noncompliant will be subject to disciplinary action up to and including expulsion from The Oaks.

X. This policy shall be subject to rules, conditions, and ordinances, as may be in effect from time to time, of any landlord of the school premises as well as those of a recognized government or government official.

8.24 Valedictorian and Salutatorian Selection Policy

Date: March 8, 2004

Updated: April 25, 2006

Objective: To provide a consistent standard and procedure by which The Oaks can select valedictorian and salutatorian students each year.

Scope: Graduating Seniors, administrators and select faculty

Definitions:

Guidelines:

Each spring, the Headmaster, Assistant Headmaster, and a committee of secondary teachers and staff 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 committee evaluates 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.

8.25 Graduation Requirements Policy

Date: March 8, 2004

Updated: April 25, 2006, January 2012

Objective: To give administrators and teachers specific criteria for graduating students from The Oaks.

Scope: All graduating students

Definitions: Not applicable

Guidelines:

The following are the Graduation Requirements for The Oaks:

Bible – 6 credits (can include Bible Context, Interpretation, Basic Doctrine, Apologetics)

English – 5 credits (can include American Lit., Classical Lit., British Lit., Christian Lit.)

Foreign Language – 3 credits (can include Latin, Greek, Spanish)

History – 6 credits (can include American History, 20th Century, Econ, Civics, Philosophy)

Math – 6 credits (can include Geometry, Adv. Algebra, Trigonometry, Calculus, Statistics)

Rhetoric – 3 credits (must include Rhetoric I and II)

Science – 6 credits (can include Basic Science, Chemistry, Biology, Physics)

Choir – 4 credits (Choir must be taken all semesters)

Senior electives – 7 credits (can include any of the above that are not used for those specific subjects as well as Drama, Choral, Publications, Leadership, Christian Worldview, 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; 50 minute class periods, 7 periods per day, 5 days per week.

Grading System:

A = Excellent, 4.0

C = Average, 2.0

B = Good, 3.0

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.

8.26 Non-Solicitation Policy

Date: March 23, 2006

Updated: April 25, 2006

Objective: To establish basic guidelines for the school administration to use when determining if information can be disseminated to families at The Oaks.

Scope: This policy covers all school and/or non-school families who request to solicit business contacts in order to promote a product, service or event through direct or indirect (i.e., pamphlets, brochures, handouts, postings on bulletin boards) means with families affiliated with The Oaks.

Definitions: Solicitation is defined as promoting a product, service, or event.

Guidelines: The following guidelines are to be adhered to by the administration when making a determination regarding requests for solicitation to school families:

- 1) Anyone wishing to solicit a product, service, or event through direct or indirect means with families of The Oaks, must first ask permission from the Headmaster. Only information that is educational in nature will be allowed to be solicited to the school families.
- 2) Upon receiving approval from the Headmaster, items may only be posted by the office personnel at the specified location on the office bulletin board or copies of approved information may be given to the school office staff for distribution to the families.

8.27 Classroom Size Policy

Date: May 8, 1998

Updated: October 25, 1999; February 23, 2000; and April 27, 2007

Objective: To establish basic guidelines for the school administration to use when determining if an elementary or secondary class is full and if an elementary class will need a teacher aide.

Scope: This policy covers all elementary and secondary classes.

Guidelines: The following guidelines are to be adhered to by the administration, to the extent practical, when making a determination on when a classroom is full and regarding hiring a teacher aide for elementary classrooms.

- 1) A full-time elementary teacher can have 20 students per grade without a teacher aide. A part-time (15 hours per week) teacher aide will be assigned to the classroom if there are more than 20 students in that grade.
- 2) Kindergarten classes are limited to 12 students each in morning and afternoon sessions.
- 3) Grades 1-4 can have up to a maximum of 24 students per grade.
- 4) Grades 5-12 should have no more than 24 students, but as the desire is to have no more than 20 students in Grades 7-12, no new students should be accepted into grades 5-12 unless the class size is less than 20 students.

8.28 Add/Drop Classes Policy

Date: September 4, 2008

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

Scope: This policy covers all secondary 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 meet with the Headmaster to determine if a student can add or drop a class.
- 2) The Headmaster will notify Student Records if a student is adding or dropping a class.
- 3) Parents may add a class for their student during the first week (first five days) only of any semester.
- 4) 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.

8.29 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 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 and 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, they 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.

8.30 Leaving Campus Policy

Date: October 5, 2007

Revised: October 8, 2008

Objective: To clarify the procedures are for leaving campus early and returning to campus for all students.

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

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 the school campus for any reason after the regular beginning time of 8:00 a.m.

Guidelines:

The following process shall be followed as determined by the 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 cannot leave prior to 2:30 p.m. either. 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 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.

8.31 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 and 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 occur 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 Oak's 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 (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 required 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. Each student must have, on file, prior to first practice/rehearsal 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 Asst. Headmaster for initial approval:
 - i. Brief statement of purpose and potential value to students:
 - ii. Develop a comprehensive budget listing both expenses and sources of funding:
 - iii. Develop a list of staff or personnel needed along with possible resources to fill such needs (e.g., judges, referees, assistants, coaches, volunteers, etc.).
 - iv. List facility needs for activity.
 - b. Receive initial approval from the Asst. Headmaster 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 Asst. Headmaster:
 - i. Receive initial interest of staff or personnel willing to oversee the Extracurricular Activity (e.g., 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 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 competitive nature, list potential opponents and any requirements involved (e.g., joining a league, fees, etc.)
 - d. After considering the foregoing, the Asst. Headmaster shall make recommendation to the Board for final approval, modification or rejection, whatever the case may be. If the Board approves the Extracurricular Activity, the Asst. Headmaster may direct that the Extracurricular Activity 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 Asst. 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 Asst. Headmaster 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 an Oaks sponsored Extracurricular Activity with the following stipulations:

- i. Approval of the Asst. Headmaster 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.

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 reapproval. 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 Asst. Headmaster.

7. Awards:

- a. Special awards may be presented at an end of Extracurricular Activity gathering. Decisions for the recipients of awards are the responsibility of the activity leader/coach. Category of awards presented are to be approved by the Asst. Headmaster 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 name for approval to Asst. Headmaster.

ii. If there is approval, proceed with arranging an interview with 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 (to be completed by 8/06).

c. Leaders/coaches must undergo the appropriate background check.

d. Current certification in CPR and First Aid is required for leader/coaches, (to be implemented Fall of '06).

e. Coaches may be required to attend an officials' rules clinic at the discretion of the Athletic Director.

f. Leaders/coaches will be evaluated at season end by 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 Asst. Headmaster.

g. The Oaks administration, in its sole discretion, has the right to immediately remove an activity leader/coach in the case of behavior that violates 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 Asst. Headmaster 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 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 administration.

12. Code of Conduct:

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.

8.32 Athletic Events Scheduled Before The First Day of School Policy

Date: May 14, 2010

Objective: To grant the Athletic Director permission to schedule up to two High School Soccer games and two High School Volleyball games the week before the first day of school each year.

Scope: These games must have the approval of the Headmaster each year.

Guidelines:

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

1. The Athletic Director will submit the game schedule to the Headmaster in a timely manner so it can be reviewed and approved prior to finalization.
2. After the game schedule is approved by the Headmaster the Athletic Director can publish the finalized schedule to be used by student athletes, their parents and the Mountain Christian League participants.

Appendix 1

Financial Internal Controls

Appendix 1

The Oaks Financial Integrity Requirements *Internal Controls*

Accounts Payable Procedures:

1. All purchases must be approved by the Headmaster using the appropriate forms to request ordering, payment approval or reimbursement.
2. After approval from Headmaster payments are made by the Bookkeeper. A record of all payments are recorded in the bookkeeper's computer and a hard copy is kept in the files.
3. Each purchase is coded according to an appropriate budget category.
4. The Bookkeeper gives the Board Treasurer a monthly report of Budget vs. Actual Expenses. This report is handed out at each monthly board meeting.
5. The Board gives signature authority on checks to the following positions: Bookkeeper, Headmaster, Board Treasurer and Board President.

Accounts Receivable Procedures:

1. All money is received and recorded by the front office secretaries/receptionists and then given to the bookkeeper for processing. Copies of this ledger are sent to the Board Treasurer to be used when reconciling the monthly bank statement.
2. When the Bookkeeper receives money it is coded according to type of income (i.e., tuition, activities, development, etc.) and recorded in the bookkeeping software before being deposited into the bank.
3. The Bookkeeper gives the Board Treasurer a monthly report of Budget vs. Actual Income. This report is handed out at each monthly board meeting.
4. Delinquent tuition accounts. Tuition payments are due the 5th of each month. On the 6th of each month a overdue tuition reminder note is sent to delinquent accounts receivable customers. The reminder states that the tuition is due by the 10th of the month or a \$15.00 late fee will be incurred. Tuition received after the 10th of

the month is charged the late fee. If a tuition payment is 90 days overdue the delinquent accounts receivable customer name is given to the Board (see Fee Collection Policy 7.2 and Delinquent Tuition Policy 7.4 in The Oaks Policy Manual).

5. All donations given to The Oaks are recorded and receipts sent with thank you notes to each donor. Donations received each month are recorded on the monthly reports which the Board receives.

Bank Reconciliation Procedures:

1. The monthly bank statement is sent to the home of the Board Treasurer each month and is reconciled by him.
2. A print-out of the monthly bank statement is downloaded from the internet by the Bookkeeper and used to reconcile the accounting software. The Board Treasurer and Bookkeeper meet regularly to go over the monthly accounts receivables and payables.

Annual Budget Procedures:

1. The Board Treasurer and the Headmaster will submit an annual budget to the Board each spring. Upon approval by the Board the annual budget will be used by the Board Treasurer, Headmaster, and Bookkeeper to track income and expenses and make financial decisions throughout the year.
2. A record of financial reports which include detailed information for each month as well as year-to-date figures will be kept in the bookkeeper's office and copies will be distributed to the board on a monthly basis. Balance Sheets and Profit/Loss Statements will be included in these reports. Copies of these reports will also be kept in the Board Meeting Minutes in the Headmaster's office.

Accounting Records:

1. All accounting records are kept since the inception of the school in 1996. The current year and the past year records are kept in the Bookkeeper's locked filing cabinets and the remaining past year's records are kept in the school storage closet. Electronic back-ups are kept at the school (1996-2005) as well as off-site for the current year (2006).
2. Account records include all check receipts, deposit slips, bank statements, corporate papers, contracts, lease agreements, equipment manuals, facility information, insurance policies, personnel/payroll files, year end federal 990 forms, and correspondence files.



THE OAKS

A Classical Christian Academy

4224 E. 4th Ave.

Spokane, WA 99202

509-536-5955 Fax 509-536-7877

Purchase Order

Office Use Only

P.O. No.

20065

Person Placing Order: _____

Date:

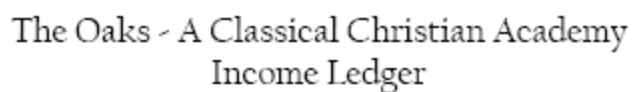
Vendor Name, Address, Phone:
(Give 800 number if available)

[illegible]

Authorized Signature _____



Payment Approval



Appendix 2

Job Descriptions

HEADMASTER

General Area of Responsibility

Provides overall administrative leadership and supervision of The Oaks in accordance with the Board-adopted philosophy, mission, and purpose.

Line of Responsibility

Reports directly to The Oaks Education Association Board of Directors.

Qualifications

Exemplifies a life style that brings honor and glory to God through Jesus Christ.
 A commitment to the mission and vision statement of The Oaks.

Responsibilities/Salary/Benefits

Organizational/Management

Supervises the day-to-day operations of the school
 Monitors the needs of the school program and solves problems promptly
 Organizes the various programs for the school
 Supervises the mail/correspondence from the school
 Oversees the ordering, administering and scoring for PSAT testing and other College Board areas
 Organizes materials from colleges, communicating test dates, compiling score reports, communicating results
 Communicates important dates and information to secondary staff
 Helps monitor homework load

Finance

Oversees income and expenses, and ensures that the school remains within the adopted budget
 Works with the Board Treasurer, as necessary, to prepare the annual budget each year
 Oversees the collection of all tuition
 Maintains accurate accounting records

Relationship With Board

Principal is an ex-officio board member
 Supports board policy and decisions
 Proposes effectual policies and changes
 Keeps board informed of relevant issues of the school
 Works together with the board in hiring qualified staff members
 Acts as effective liaison between board and staff
 Performs effectively on various subcommittees when required
 Follows and promotes the philosophy of the school

Parent Constituency

Keeps parents informed of the relevant issues and programs in the school
 Actively supports the biblical role of parents in the education of their children
 Encourages frequent participation of parents within the school programs
 Represents the school at parent, church, and community groups as able
 Is available to meet with parents and other interested people ("open door")

Instructional Leadership

Keeps informed about all instructional aspects of the school
 Studies areas and submits proposals for curriculum improvement
 Stays up-to-date on latest political, educational issues affecting the school
 Encourages growth of the faculty through in-service, workshops, class visitations, etc.
 Conducts faculty meetings
 Oversees discipline policy administration
 Maintains and communicates the vision for classical and Christian education

Faculty/Administration Relationships

Organizes and executes a plan for staff evaluations, improvements, recognition, assignments.



Delegates responsibility as appropriate, development, activities, etc.
Keeps staff informed of all pertinent information regarding school business, plans, etc.
Aware of staff morale and helps develop positive, biblical relations among staff
Works out job descriptions/evaluation procedures for non-instructional staff
Makes at least one weekly, informal visit to each classroom
Determines staff retentions, exercises authority to discipline and dismiss staff when necessary

Spiritual Leadership

Maintains personal Bible study and application
Maintains his own "house" well
Encourages faculty and staff to grow spiritually by his example
Plans and coordinates assemblies, as appropriate

Professional and Personal

Pursues personal and professional development
Maintains high standards of personal ethics and guidelines
Sets high professional example for staff

Marketing/Public Relations

Develops a comprehensive re-enrollment drive in March for continuing families
Encourages and coordinates enrollment of new students in the spring
Builds and maintains positive image for the school within the community and within the school
Conducts (or delegates) parent interviews and visitations of prospective students
Acts as host for visiting families, other interested people
Outlines and maintains procedures for admissions and expulsions
Fosters and maintains proper relations with local churches and pastors
Maintains proper relations with other Christian schools, local universities, businesses, and local public school districts

Facility Management

Coordinates and proposes development and capital improvements
Assigns space allocations and grounds use
Determines guidelines for extra-curricular and non-school use of facilities

Teaching (when necessary)

Preparing lessons
Grading papers
Communicating with students and parents

Substituting for Teachers

Classroom
Lunchroom

Full Time - 12 Month Position

Medical insurance for employee and dependents, tuition reduction benefit, 50% tuition assistance upon request, retirement, personal sick leave
Vacation: 2 weeks at Christmas, 1 week at Mid-Winter Break, 1 week at Spring Break, 4 weeks in summer



HEAD OF GRAMMAR SCHOOL

General Area of Responsibility

Works closely with the Headmaster, grammar school teachers, staff, parents and students to help with the administration of the Board-adopted philosophy, mission, and purpose of The Oaks.

Line of Responsibility

Reports directly to the Headmaster.

Qualifications

Exemplifies a lifestyle that brings honor and glory to God through Jesus Christ. A commitment to the mission and vision statement of The Oaks.

Responsibilities/Salary/Benefits

Organization/Management

- Supervises grammar school teachers and staff
- Organizes annual standardized testing
- Supervises ordering of general supplies, textbooks, and equipment
- Hires and supervises non-instructional grammar staff
- Helps organize special events
- Helps monitor uniforms
- Promotes school within the community
- Meets with prospective families and students
- Administers placement tests to new students
- Helps develop policies as needed
- Administers discipline to students when necessary

Teaching

- Substitute teaching (when necessary)

Spiritual Leadership

- Maintain personal Bible study and application
- Maintain his own "house" well
- Encourage faculty and staff to grow spiritually by example

Professional and Personal

- Pursues personal and professional development
- Maintains high standards of personal ethics and guidelines
- Sets high professional example for staff

Facility Management

- Oversees fire drills and lockdown drills
- Works with fire department to be sure facility is up-to-date with alarm system
- Maintains Crisis Management Manual

Full Time - 12 Month Position

Medical insurance for employee and dependents, tuition reduction benefit, retirement, 50% tuition assistance upon request, personal sick leave
Vacation: 2 weeks at Christmas, 1 week at Mid-Winter Break, 1 week at Spring Break, 3 weeks in summer



ASSISTANT ADMINISTRATOR

General Area of Responsibility

Works closely with the Headmaster, secondary school teachers, staff, parents and students to help with the administration of the Board-adopted philosophy, mission, and purpose of The Oaks.

Line of Responsibility

Reports directly to the Headmaster.

Qualifications

Exemplifies a lifestyle that brings honor and glory to God through Jesus Christ. A commitment to the mission and vision statement of The Oaks.

Responsibilities/Salary/Benefits

Organization/Management

- Helps organize special events
- Promotes school within the community
- Helps with any special assignments given by Headmaster

Teaching

- Substitute teaching (when necessary)

Spiritual Leadership

- Maintains personal Bible study and application
- Maintains his own "house" well
- Encourages faculty and staff to grow spiritually by example

Professional and Personal

- Pursues personal and professional development
- Maintains high standards of personal ethics and guidelines
- Sets high professional example for staff

Facility Management

- Acts as liaison between the school and the church
- Maintains all rooms scheduling for all events with the church
- Meets with church liaison on a weekly basis
- Communicates all necessary information to Headmaster (and sometimes when asked to Board)

Full Time - 10 Month Position

Medical insurance for employee and dependents, tuition reduction benefit, retirement, 50% tuition assistance upon request, personal sick leave
Vacation: 2 weeks at Christmas, 1 week at Mid-Winter Break, 1 week at Spring Break

ATHLETIC DIRECTOR

General Area of Responsibility

The Athletic Director oversees all aspects of the athletic program for students in grades 1-12, which includes budget, scheduling, coaches, transportation, athletic eligibility, awards and related communication.

Line of Responsibility

Reports to: Headmaster

Qualifications

Exemplifies a lifestyle that brings honor and glory to God through Jesus Christ. A commitment to the mission and vision statement of The Oaks.

Responsibilities/Salary/Benefits

Support the mission and purpose of The Oaks.
 Work with the administration to develop financial, spiritual, athletic and academic goals for athletes and the athletic program.
 Demonstrate essential leadership skills and qualities of working with people in the process of delegation, management, communication, implementation, and facilitation.
 Oversee or delegate another staff member to oversee all the athletic events.
 Develop and maintain a rotational uniform purchasing plan for athletic teams.
 Participate in the interview and recommendation process for coaches.
 Help establish an athletic awards process.
 Establish and help maintain quality relationships with 'league' teams, coaches and referees.
 Help maintain an accountability process for athletic equipment, supplies and accomplishments.
 Keep the administration informed of all athletic activities.

Part-Time 10-Month Position

Personal sick leave

Vacation: 2 weeks at Christmas, 1 week at Mid-Winter Break, 1 week at Spring Break

BUSINESS MANAGER

General Area of Responsibility

The primary responsibility of this position is to work closely with the Headmaster and the Treasurer of the Board and is responsible for general accounting, budgeting, and computing. An attitude of Christ-like servanthood, cooperation, accuracy and accountability is essential in this position.

Line of Responsibility

Reports to the Headmaster.

Qualifications

Exemplifies a lifestyle that brings honor and glory to God through Jesus Christ. A commitment to the mission and vision statement of The Oaks.

Responsibilities/Salary/Benefits

- Collect, review and summarize monthly accounting data and prepare financial statements.
- Prepare monthly financial status reports to be reviewed with the Principal and the Board Treasurer.
- Review list of bills to be paid. Authorize payment or seek approval from appropriate staff member and make payments by check to vendors.
- Develop and administer adequate internal controls to assure the integrity of all receipts and disbursements of The Oaks.
- Develop and administer all cash receipts and disbursements, tuition billing, accounts payable, payroll and any additional bookkeeping duties required to keep the school running smoothly.
- Work with the Principal and Board Treasurer to develop a budget each year.
- Reconcile bank accounts monthly.
- Maintain working relationship with the bank offices.
- Maintain computerized financial data in a timely manner for all assets and accounts. Create various financial reports as designated by the Principal and Board Treasurer.
- Assist in selecting and/or maintaining computer hardware, financial software, and technical support appropriate for various programs.
- Prepare and file necessary city, state and federal tax and payroll forms on a timely basis.
- Review and monitor all 401K retirement accounts, medical insurance, HSA accounts.
- Supervise all office staff in the Front Office.
- Maintain student transcripts.
- Maintain personnel files.

Part-Time 10-Month Position

Summer Hourly Wage on an as needed basis

Personal sick leave

Vacation: 2 weeks at Christmas, 1 week at Mid-Winter Break, 1 week at Spring Break

GRADES K-6 CLASSROOM TEACHER

General Area of Responsibility

The primary responsibility of this position is to love students and love the subjects as they come along side parents and help students in the grammar stage to be equipped with the tools of learning, to evaluate what they are learning in the light of Scripture, to cultivate humility and gratitude toward God.

Line of Responsibility

Reports to the Head of Grammar School

Qualifications

Exemplifies a lifestyle that brings honor and glory to God through Jesus Christ. A commitment to the mission and vision statement of The Oaks.

Responsibilities/Salary/Benefits

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 school assemblies is expected.

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, e.g. taking attendance, homework collection, daily cleaning schedules, material storage and distribution, etc.

Classroom Decorum and Discipline - The teacher should be 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 class and school rules and be encouraged to exercise self-discipline. When administrative discipline is necessary, the teacher is expected to diffuse and deal with the vast majority of corrective discipline situations within his classroom.

Lesson Preparation and Presentation - The teacher should have a thorough knowledge of and interest in the subject he is assigned to teach. There will normally include: Bible, reading, mathematics, science, grammar, composition, spelling, handwriting, history and geography. Also, in most elementary grades Latin will be an assigned subject. Music, art 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 Elementary Curriculum Guide. The teacher is expected to encourage the students to see how all subjects are interrelated, as part 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 to the use of the following: 1) comprehension checks; 2) explaining of concepts by students; 3) inductive questioning; 4) recitations, chants, songs, acronyms, mnemonics and reviews; 5) illustrations, applications, demonstrations.

Applying Christian Worldview - 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.

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 Chart). The elementary school curriculum guide is to be used as the basis for measuring the overall progress of the class and individual students.

Planning and Communications - The teacher's weekly and quarterly 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 principal. The Curriculum Guide should be used to establish weekly, quarterly and semester plans. The teacher is to regularly (at least twice each month) communicate with the parent in his class. Emphasis should be placed on getting to know the families well, as well as letting them know what is happening in the class. The parent should feel welcome to visit and assist in the classroom.

Professionalism - The teacher is to consistently and joyfully demonstrate pride in The Oaks by his work, punctuality, speech, attitude, dress, and attention to duties.

Full Time - 10 Month Position (salary is paid over a 12 month period)

Medical insurance for employee and dependents, tuition reduction benefit, retirement, 50% tuition assistance upon request, retirement, personal sick leave

Vacation: 2 weeks at Christmas, 1 week at Mid-Winter Break, 1 week at Spring Break.

GRADES 7-12 CLASSROOM TEACHER

General Area of Responsibility

The primary responsibility of this position is to love students and love the subjects as they come along side parents and help students in the logic and rhetoric stages to be equipped with the tools of learning, to evaluate what they are learning in the light of Scripture, to cultivate humility and gratitude toward God.

Line of Responsibility

Reports to the Headmaster

Qualifications

Exemplifies a lifestyle that brings honor and glory to God through Jesus Christ. A commitment to the mission and vision statement of The Oaks.

Responsibilities/Salary/Benefits

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 classes. Active, joyful participation in any staff prayer meetings and school assemblies is expected.

Classroom Management/Environment - The teacher is expected to maintain a neat, organized, clean, and stimulating classroom environment for his students. This implies that the student 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, e.g. taking attendance, homework collection, daily cleaning schedules, material storage and distribution, etc.

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. When administrative discipline is necessary, the teacher is expected to diffuse and deal with the vast majority of corrective discipline situations within his classroom.

Lesson Preparation and Presentation - The teacher should have a thorough knowledge of and interest in the subjects he is assigned to teach. All subjects should be taught utilizing the objectives, materials, positions, and methods prescribed in The Oaks Secondary 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 to the use of the following: 1) comprehension checks; 2) explaining of concepts by students; 3) inductive questioning; 4) recitation; charts, songs, acronyms, summaries and reviews; 5) illustrations, applications, demonstrations.

Applying Christian Worldview - 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.

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 Chart). The secondary school curriculum guide is to be used as the basis for measuring the overall progress of the class and individual students.

Planning and Communications - The teacher's weekly and quarterly 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 principal. The Curriculum Guide should be used to establish weekly, quarterly and semester plans. The teacher is to regularly communicate with the parents in his classes. Emphasis should be placed on getting to know the families well, as well as letting them know what is happening in the class. The parent should feel welcome to visit and assist in the classroom.

Professionalism - The teacher is to consistently and joyfully demonstrate pride in The Oaks by his work, punctuality, speech, attitude, dress, and attention to duties.

Full Time - 10 Month Position (salary is paid over a 12 month period)

Medical insurance for employee and dependents, tuition reduction benefit, retirement, 50% tuition assistance upon request, retirement, personal sick leave

Vacation: 2 weeks at Christmas, 1 week at Mid-Winter Break, 1 week at Spring Break.

PART-TIME ELEMENTARY TEACHER

General Area of Responsibility

The primary responsibility of this position is to love students and love the subjects as they come along side parents and help students in the grammar stage to be equipped with the tools of learning, to evaluate what they are learning in the light of Scripture, to cultivate humility and gratitude toward God.

Line of Responsibility

Reports to the Head of Grammar School

Qualifications

Exemplifies a lifestyle that brings honor and glory to God through Jesus Christ. A commitment to the mission and vision statement of The Oaks.

Responsibilities/Salary/Benefits

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 classes. Active, joyful participation in any staff prayer meetings and school assemblies is expected.

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 part-time teacher should work with the classroom teacher to help maintain the class routines.

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. When administrative discipline is necessary, the teacher is expected to diffuse and deal with the vast majority of corrective discipline situations within his classroom. All disciplinary action should be reported to the classroom teacher.

Lesson Preparation and Presentation - The teacher should have a thorough knowledge of and interest in the subjects he is assigned to teach. All subjects should be taught utilizing the objectives, materials, priorities, and methods prescribed in The Oaks Elementary Curriculum Guide. The teacher is expected to encourage the students to see how all subjects are interrelated, as part 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 to the use of the following: 1) comprehension checks; 2) rephrasing of concepts by students; 3) inductive questioning; 4) recitations, chiasm, songs, acronyms, summaries and reviews; 5) illustrations, applications, demonstrations.

Applying Christian Worldview - 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.

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 Chart). The elementary school curriculum guide is to be used as the basis for measuring the overall progress of the class and individual students.

Planning and Communications - The teacher's weekly and quarterly 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 principal. The Curriculum Guide should be used to establish weekly, quarterly and semester plans. The teacher is to regularly communicate with the classroom teachers.

Professionalism - The teacher is to consistently and joyfully demonstrate pride in The Oaks by his work, punctuality, speech, attitude, dress, and attention to duties.

Part-Time 10-Month Position

Personal sick leave

Vacation: 2 weeks at Christmas, 1 week at Mid-Winter Break, 1 week at Spring Break



PART-TIME SECONDARY TEACHER

General Area of Responsibility

The primary responsibility of this position is to love students and love the subjects as they come along side parents and help students in the grammar stage to be equipped with the tools of learning, to evaluate what they are learning in the light of Scripture, to cultivate humility and gratitude toward God.

Line of Responsibility

Reports to the Headmaster

Qualifications

Exemplifies a lifestyle that brings honor and glory to God through Jesus Christ. A commitment to the mission and vision statement of The Oaks.

Responsibilities/Salary/Benefits

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 classes. Active, joyful participation in any staff prayer meetings and school assemblies is expected.

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 part-time teacher should work with the homeroom teacher to help maintain the class routines.

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. When administrative discipline is necessary, the teacher is expected to diffuse and deal with the vast majority of corrective discipline situations within his classroom. All disciplinary action should be reported to the homeroom teacher.

Lesson Preparation and Presentation - The teacher should have a thorough knowledge of and interest in the subjects he is assigned to teach. All subjects should be taught utilizing the objectives, materials, procedures, and methods prescribed in The Oaks Secondary Curriculum Guide. The teacher is expected to encourage the students to see how all subjects are interrelated, as part 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 to the use of the following: 1) comprehension checks; 2) explaining of concepts by students; 3) inductive questioning; 4) recitation; charts, songs, acronyms, summaries and reviews; 5) illustrations, applications, demonstrations.

Applying Christian Worldview - 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.

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 Learning Chart). The secondary school curriculum guide is to be used as the basis for measuring the overall progress of the class and individual students.

Planning and Communications - The teacher's weekly and quarterly 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 principal. The Curriculum Guide should be used to establish weekly, quarterly and semester plans.

Professionalism - The teacher is to consistently and joyfully demonstrate pride in The Oaks by his work, punctuality, speech, attitude, dress, and attention to duties.

Part-Time 10-Month Position

Personal sick leave

Vacation: 2 weeks at Christmas, 1 week at Mid-Winter Break, 1 week at Spring Break

SECRETARY/RECEPTIONIST

General Area of Responsibility

The Oaks secretaries and receptionists have a general responsibility to exhibit a professional, Christ-centered attitude that enhances communication through the demonstration of organization, servanthood and politeness.

Line of Responsibility

Reports to the Headmaster.

Qualifications

Exemplifies a lifestyle that brings honor and glory to God through Jesus Christ. A commitment to the mission and vision statement of The Oaks.

Responsibilities/Salary/Benefits

- The Front Office needs to be staffed by an adult at all times during the regular school day to insure prompt, courteous and effective communication.
- Assume primary responsibility for answering the phones. Emergency messages will be delivered as quickly as possible.
- Schedule Parent/Teacher Conferences twice a year.
- Help copy, compile, and distribute mid-term grades and quarter report cards.
- Maintain student files with copies of attention grabber notices, f-notices, mid-term grades, report cards, SAT testing reports, ERB testing reports, medical release forms, immunization forms, etc.
- Copy and distribute communications (letters, prayer letter, reminders, etc.) from the school to students/parents.
- Have an adequate supply of brochures and information packets available.
- Mail information packets to interested families.
- Mail teacher applications to interested teachers.
- Make appointments for visiting parents and students.
- Collect and record all money received in the school office and pass it on to the Bookkeeper.
- Copy and mail income ledger to Board Treasurer each week.
- Keep track of office supplies and request new purchases when necessary.
- Sort and distribute mail.
- Instruct staff on use of copy machine.
- Monitor maintenance problems with copy machine, call repair man when needed.
- Monitor copy machine supplies and paper, and order when necessary.
- Laminate when necessary.
- Monitor and maintain first aid supplies.
- Administer first aid as needed to students (medication only with written permission from parents on medical release form) and make recordings in Medical Log.
- Contact parents when necessary for ill students.
- Perform typing duties for Principal, Vice-Principal and teachers as necessary.

Part-Time 10-Month Position

Personal sick leave

Vacation: 2 weeks at Christmas, 1 week at Mid-Winter Break, 1 week at Spring Break.

TEACHING ASSISTANT

General Area of Responsibility

The primary responsibility of this position is to assist teachers in helping students in the grammar and/or logic and rhetoric stages to be equipped with the tools of learning, to evaluate what they are learning in the light of Scripture, to cultivate humility and gratitude toward God.

Line of Responsibility

Reports to the Head of Grammar School.

Qualifications

Exemplifies a lifestyle that brings honor and glory to God through Jesus Christ. A commitment to the mission and vision statement of The Oaks.

Responsibilities/Salary/Benefits

- Assist teacher in grading papers.
- Assist in instruction and supervision of students when determined by classroom teacher.
- Recess duty
- Meet with classroom teacher on a regular basis to debrief and plan.
- Help with individual oral assessments.
- Administer make-up tests.
- Maintain a clean work area.
- Maintain clean whiteboards.
- Maintain files.
- Attend staff development time as designated by Vice-Principal and/or Principal.
- Help decorate and set up room the week before school begins.

Part-Time 10-Month Position

15 hours per week (schedule to be worked out with classroom teacher)

Vacation: 2 weeks at Christmas, 1 week at Mid-Winter Break, 1 week at Spring Break

LUNCH ROOM MONITOR

General Area of Responsibility

Oversee students during lunch periods in the gym and on the playground and well as set up, take down and cleaning of tables, kitchen and equipment (i.e., microwave ovens).

Line of Responsibility

Reports to the Lunchroom Supervisor - Lunchroom Supervisor reports to Head of Grammar School

Qualifications

Exemplifies a lifestyle that brings honor and glory to God through Jesus Christ. A commitment to the mission and vision statement of The Oaks.

Responsibilities/Salary/Benefits

- Arrive no later than 11:30 a.m. and check in at school office
- Set up water buckets and set out microwaves
- Open up windows in kitchen
- Set up round tables and set out two chair racks
- Set out hymns
- Students arrive at 11:30 a.m.
- Two monitors will assist in handing out chairs, one monitor helps students find a table to sit at
- Students stand behind their chairs awaiting song and prayer
- Blow whistle for immediate quiet and sing hymns by 11:35. Discontinue handing out chairs until after prayer.
- Appoint a child to pray (be sure they are loud enough to hear)
- Amen. Student will eat. Students in first lunch period need to ask before leaving the gym for anything.
- Collect hymn sheets
- At 11:45 two monitors will take 6 cones, 2 flags, and 2 vests while one monitor releases students who have tidied their area, to line up at the wall. Unless it is not appropriate to go outside, students from first lunch will leave their chairs at the tables.
- Students will exit out of the gym through the east door onto sidewalk along Havana. Students will walk to the corner and cross with the crosswalk monitor.
- One monitor stays and releases children to go outside. This monitor also cleans and has lunch room helpers do the tasks needed.
- Set out hymns for second lunch
- Meanwhile the crossing guard walks students across to the playground
- In the lunch room, students who finish up too late for the crossing guard need to head to their classroom.
- On the playground, at 12:00 p.m., blow the whistle for kids to line up. They need to make straight lines and be quiet to hear and cross the street safely.
- Monitors need to each occupy a crosswalk so that students can make a safe and unhindered crossing. Choose a traffic time that would be courteous to drivers.
- Students cross the street and walk relatively slow.
- Second lunch period students arrive at 12:10 in gym. They need to stand behind their chairs.
- At 12:15 p.m. blow whistle and sing the gym and appoint a child to pray.
- Amen. Let them eat.
- Students release themselves and go outside by the east door along Havana. These students do not need to ask to go to the bathroom.
- Students put away their own chairs before leaving the gym.
- The inside monitor need to clean all microwaves and put them away. Roll back each table. Close the kitchen. Put away chair racks. Put away garbage cans. Sweep all of the gym floor. Walk through the hall quickly to check for stragglers. Clean extra dishes and water buckets.
- Outside monitor, blow whistle at 12:50 and follow directions for first lunch to walk students back to class.

Hourly position - Lunchroom monitors are needed each full school day of the school year but schedules vary according to how many monitors are hired each school year.

Each day worked pays an hourly wage for 1 hour (3 hours each day for the Lunchroom Supervisor)

JANITOR

General Area of Responsibility

The overall goal of this position is to provide the staff and students with a clean, pleasant environment, which fosters excellence in performance, and pride in the school.

Line of Responsibility

Reports directly to the Headmaster

Qualifications

One who takes responsibility in their duties and communicates well with the Vice-Principal regarding any issues which may inhibit their excellent performance.

Responsibilities/Salary/Benefits

Bathroom Cleaning:

1. Wipe down fixtures. Deep clean once a week.
2. Clean toilets and urinals.
3. Inspect mirrors and clean when dirty.
4. Empty garbage cans.
5. Mop floor.
6. Restock toilet paper, soap, and towels as necessary.

Additional Garbage Cans: Hallways, Bookkeeper's Office, Principal's Office, Vice-Principal's Office, Copy Room, School Office, Library, Music Room.

Vacuuming: Music Room, Copy Room, Hallway at east end of building from bathrooms to kindergarten coat racks. Inspect hallway on north and west side of sanctuary daily. Vacuum if dirty.

Kitchen: Sweep and mop floor. Empty garbage. Pick up and wipe off counters.

Gymnasium: Sweep daily. Wet mop floor twice per week. Mopping schedule will need to be coordinated with P.E. classes and athletic practice and event schedules. Clean off shelves between kitchen and gym if cluttered.

Halls: Remove trash (water bottles, racks, etc.) from top of coat racks.

Sanctuary: Inspect daily for garbage on floor or seats. If the carpet is dirty due to an Oaks event, vacuum.

As Needed Items -

Window Cleaning: Carry Window in cleaning cart. Clean untightly smudge marks or smears observed during cleaning.

Spot Vacuuming: Vacuum window sill ledges and stair tread/riser joints in hallway in front of office and going up and down stairs.

Coat Rack Tops: Wipe down periodically.

East Entry to Gym: Vacuum and sweep.

Clean up will be necessary after special events. The janitorial staff will be notified of the dates.

Report any facility maintenance problems, scheduling issues, or any other items related to janitorial duties directly to the Vice Principal.

Hourly position. Schedule will be worked out each school year with the Headmaster.



PO Box 141146
Spokane, WA 99214
509-536-5955

BOARD OF DIRECTORS MEMBER

General Area of Responsibility

Provides overall leadership to The Oaks in accordance with the philosophy, mission, and purpose in the school bylaws.

Line of Responsibility

Board members are responsible to one another and to the Lord Jesus Christ.

Qualifications

Spiritual maturity, integrity, and Godly character must be evident in individual walk with the Lord and witness to others. Must exhibit a strong commitment to biblical conduct and behavior, as well as classical & Christian education.

Responsibilities/Salary/Benefits

To exhibit "servant leadership" to each other, the school administration, staff, and constituents.
To serve with a heart to see the vision of The Oaks fulfilled.
To be committed to preserving the board unity by contributing to the board functioning through submission to the governing process, as well as being willing to stand accountable for individual actions and decisions.
To serve a minimum of 12 hours per month, which includes regular attendance in board meetings, advanced preparation for meetings, special assigned responsibilities, attendance at school events.
To take ownership in specific areas of operating the school with performance efforts to make needed progress in a timely manner.
To maintain frequent contact with other board members and the Principal in an effort to develop essential working relationships and remaining "in touch" with school operations.
To initiate ongoing efforts to seek understanding and gain knowledge of classical and Christian education excellence. Spend personal time reading books, listening to tapes, and attending seminars pertaining to the above.
Establish proper relationships and communication with school teaching staff and families as it pertains to board issues.
Maintain a visible presence at the school, in the classrooms, and at school events and functions.
Earnestly pray for the well being of The Oaks, for God's will to be carried out through The Oaks, for the functioning board, teachers, administration, students and families associated with The Oaks.

This is a nonpaying, volunteer position.

Appendix 3

Crisis Plan Manual



Emergency Response Book

Last Revision: October 1, 2012

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Purpose

This book has been designed as a standardized Emergency Response Plan for The Oaks Classical Christian Academy. Its purpose is to provide guidelines that will allow staff to confidently conduct safe and orderly procedures in the event of an emergency on the school campus.

Code Signals

To notify staff of an emergency by use of fire alarm or phone system.

Fire alarm (pulsing siren) – Building to be evacuated – students and staff proceed to appropriate building based on posted Fire Drill Map located inside each classroom.

If fire is in Multi Purpose Building – all students go to Sanctuary Bldg

If fire is in Sanctuary Bldg – all students go to Gym

If fire is in Christian Ed. Bldg – all students go to Multi Purpose Bldg

If fire is in Portables – all students go to Gym

All other emergency communications from the school office will occur via the in-class phone system making use of the “All Call” feature. For instance, in case of “Lockdown”, the “All Call” system would be activated from the office and each teacher would receive the message to follow the “Lockdown” procedures.

Guidelines for Communication

Designated Media person: Jeff Gibson

1. Develop a written statement for dissemination.
2. Keep the staff informed through one person.
3. Be proactive with the media.
 - a. Contact the media before they contact the school.
 - b. Set geographic and time limits. (consider an off-site media center; consider media contact before and after school hours only)
 - c. Explain restrictions.
 - d. Hold the press accountable.
 - e. Create positive relations with the media before an emergency crisis occurs.
4. Stress positive actions taken by the school.
5. Do not refuse to speak to the media; they will turn to less reliable sources.
6. Do not disclaim responsibility until all facts are known.
7. Announce new changes made after the incident has passed.
Get the maximum amount of information out to the media – and thus the public-as rapidly as possible. Overall accuracy and completeness of media coverage depends to a large degree on “how fast” and “how much” info they receive.
8. Emphasize to parents, students, and staff that they should say “NO” to interviews.

Accidents

Instructor/ Staff Procedures

1. Evaluate the accident scene and notify an administrator immediately.
2. If scene is safe, proceed to victim and utilize Blood Borne Pathogens Procedure (P. 7).
3. Call 911 or send responsible student/additional staff for help to nearest teacher or administrator.
4. Stabilize victim in position found until emergency medical personnel arrive.
5. Document incident.

Blood Borne Pathogens Procedure

1. In order to protect the one giving aid to an injured person, whenever blood is present, the person giving aid must first put on latex gloves found in all First Aid Kits prior to touching the victim.
2. After treating the victim, remove the gloves by turning them inside out so one does not come into contact with blood. Care must be taken in disposing of soiled gloves so another does not come into contact with them.

Bomb Threat

Recipient/Instructor/Staff Procedures

1. Engage caller and write down exact time of call and statements, if possible record conversation. Try to engage assistance while on the phone. Do not interrupt the caller except to ask the following questions:

- a) When is the bomb going to explode? _____
- b) Where is the bomb? _____
- c) What does it look like? _____
- d) What kind of bomb is it? _____
- e) What will cause it to explode? _____
- f) Why are you doing this? _____
- g) Who are you? _____
- h) Where are you calling from? _____

2. Leave the phone off the hook and check caller ID; after caller hangs up, police will activate **Star (*) 69**.
3. Assess urgency and notify Administration.
4. Origin of call (if known):

Local	Distance	Phone Booth	Internal	Cellular
Description of caller's voice		Male	Female	
Estimate of age (young, middle age, old)		Race _____		
Accent: Tone of Voice _____				
Other voice characteristics: _____				
Did the caller seem familiar with the facility? _____				
Was there any background noise? _____				
Other comments or remarks: _____				

School Administrative Procedures

1. Call 911 to relay that a bomb threat has been received.
2. It is the mutual responsibility of the Headmaster, the Police Department, and the Fire Department to immediately inform each other of such Bomb/Threat calls and to discuss the information recorded on the call so that a determination concerning the seriousness of the call can be made. This will determine whether or not the building will be evacuated.
3. If it is determined that evacuation is necessary, follow Fire Drill evacuation plan. (See P. 14)
4. Notify the Valley Fourth Memorial Church Office

5. If the building is not to be evacuated:
 - a) The building administration and the custodial staff will search out the general areas of the building for the possible location of any foreign object. All doors should remain locked (i.e., custodial closets, storage rooms, etc.) in order to limit placement of an explosive device.
 - b) After a careful search of the building, if no bomb or foreign objects are found, school will continue as usual. In the event any such objects are discovered, immediate plans for evacuation would go into effect.

Chemical Spill

Instructor/Staff Procedures

1. Evaluate level of hazardous exposure.
2. Avoid direct contact with chemical.
3. If chemical has contacted skin or eyes, flush for at least 15 minutes
4. Contact office.
5. Do not attempt to clean up spilled chemical.
6. Keep students and staff away from area.

Custodial Procedures

1. If chemical hazards have been identified through the label and/or Material Safety Data Sheet (MSDS), located in the school office, contact administration and proceed with cleanup.
2. Keep students and staff away from spill.
3. Only attempt clean-up if proper protective equipment is available.
4. If spill is too large to handle, contact office.

School Administrative Procedures

1. If spill is too large for staff to adequately handle, call 911 for Hazardous Materials Spill Team.
2. Notify the Valley Fourth Memorial Church Office
3. If students or staff are injured, send copy of chemical's MSDS along with victim to the hospital.
4. If chemical spill is severe, initiate building evacuation.
5. File incident report.

**National Response Center for Oil & Toxic Chemical Spills
1-800-424-8802**

Earthquake

Instructor/Staff Procedures

1. Provide guidance to students and staff during an earthquake.
 - Indoors – Avoid open areas; get under a desk or heavy table and hold on to the table legs. Do not try to leave building until the shaking stops and you are directed to do so.
 - Outdoors- Get away from building, trees, poles, overhead wires. If in moving vehicle, stop and remain inside until shaking stops.
2. After the shaking stops, evacuate to an open area and report on locations of injured or trapped individuals that were left behind. Do not attempt to provide first aid or to move injured persons if it interferes with the evacuation.
3. Provide first aid, emotional support and comfort to evacuated students and staff. Take precautions to protect evacuees from exposure. Do not re-enter building until it has been cleared for occupancy by an administrator or facility supervisor.
4. Account for all students and staff.

School Administrative Procedures

1. Immediately sound the building Fire Alarm and evacuate the building in accordance with established fire drill procedure when safe to do so, only if necessary.
2. Attempt to notify emergency response (call 911). Provide a report of damage, injury and hazards.
3. Establish a Command Center at a safe location if needed.
4. Provide Fire and EMT Responders with information about locations of injured persons, building damage, and special sources of hazard (e.g., hazardous materials, power supply locations).
5. Follow instructions of emergency personnel on the scene.

Custodial Procedures

1. Check for fires or other physical hazards, (e.g., downed wiring, broken gas, water, or sewer lines) and take appropriate precautions. Shut off valves, switches, etc.

Explosion

Instructor/Staff Procedures

1. Activate fire alarm, if possible
2. Follow fire drill procedures.
3. Close door when leaving room.
4. Assemble students in appropriate facility according to fire drill map and take roll.
5. Report any missing students.
6. Await further instructions from office.
7. Reoccupy building only if told to do so.

School Administrative Procedures

1. Signal evacuation of building by sounding fire alarm.
2. Call 911 and give specific location if known.
3. Assist in evacuation of building. If necessary move students and staff to offsite shelter at Bowdish Middle School.
4. Notify the Valley Fourth Memorial Church Office
5. Assist in location of missing students/staff
6. If students will be dismissed, establish check-out area, with normal release procedures followed.
7. Document incident.

Fights

Instructor/Staff Procedures

1. Assess seriousness of situation; determine need and secure nearest available assistance.
2. Stay on scene, take control and give specific directions to stop.
3. Call or send a responsible person to contact office.
4. Disperse crowd and isolate witnesses.
5. Gather information and get report to Administrator ASAP.
6. If blood is involved, utilize Blood Borne Pathogens Procedures (P. 7)

School Administrative Procedures

1. Assess seriousness of the incident and determine the level of assistance needed (i.e. parent, police)
2. Identify parties involved.
3. Determine if medical assistance is needed, if so, make arrangements.
If blood is involved, utilize Blood Borne Pathogens Procedures (P. 7)
4. Determine disciplinary consequences.
5. Notify parents or legal guardian.
6. Determine intervention and follow-up as necessary.
7. Document incident.

Fire

Instructor/Staff Procedures

1. Activate fire alarm, if possible.
2. Follow fire drill procedures.
3. If safe, use fire extinguisher.
4. Notify office of location.
5. Close door and windows when leaving room and bring grade book.
6. Assemble students at predetermined area and take roll.
7. Report any missing students.
8. Await further instruction from office.
9. Reoccupy building when told to do so.

School Administrative Procedures

1. Signal evacuation of building by sounding alarm.
2. Call 911 and give specific location if known.
3. Assist in evacuation of building.
4. If fire is extinguished, advise fire department.
5. Notify the Valley Fourth Memorial Church Office.
6. Assist in location of missing students/staff.
7. If needed move students and staff to offsite shelter at Bowdish Middle School.
8. If students will be dismissed, establish check-out area with normal release procedures followed.
9. Tell classes to re-enter building when appropriate.
10. Document incident.
11. Notify custodial staff to recharge/replace fire extinguishers.

Flooding in Building

Instructor/Staff Procedures

1. Be prepared to evacuate area when given instructions.
2. Keep everyone away from flooding water and/or flooded areas.

School Administrative Procedures

1. Monitor situation
2. Evacuate building if needed.
3. Contact Building Maintenance.
4. Notify the Valley Fourth Memorial Church Office.

Custodial Procedures

1. Shut off water to flooding area of building.
2. Assess situation and report to administration.

Gas Leak

Instructor/Staff Procedures

1. Evacuate area.
2. Use fire drill evacuation procedures; pull fire alarm in an area that is away from the suspected gas leak.
3. Notify building administrator.
4. If gas shut-off is located in the room, turn it off.
5. Do not operate any electrical switches.

School Administrative Procedures

1. Contact Custodian.
2. Evacuate building with Fire Alarm if needed.
3. Call 911 for emergency personnel if needed.
4. Notify the Valley Fourth Memorial Church Office
5. Notify the Gas Company. (See P. 31)
6. Reoccupy building only when cleared by authorities.
7. File incident report.

Custodial Procedures

1. Do not operate any electrical switches.
2. Ventilate area via opening windows/doors.
3. Shut off main gas lines.
4. Assist Gas Company in location of leak.
5. Keep building administrator advised of situation.

Hazardous Material Release

Instructor/Staff Procedures

1. Evaluate level of hazardous exposure.
2. Avoid direct or indirect contact with released material; wind may be a factor.
3. Contact office.
4. Immediately evacuate area and keep students and staff away from area.
5. Isolate those possibly contaminated.

School Administrative Procedures

1. Call 911 for fire department.
2. Notify the Valley Fourth Memorial Church Office
3. Evacuate or proceed to shelter area (Bowdish Middle School) based upon Fire Department evaluation.
4. Cord off affected area completely.

Intruder Inside Building

Instructor/Staff Procedures

1. Report intruder to office, give description, location, and describe what the intruder is doing.
2. Keep classroom/students secure.
3. Once classroom is secure, by locking doors, closing shades, keeping students away from doors and windows, and taking attendance. (See Lockdown P. 20)

School Administrative Procedures

1. Determine level of response.
2. During severe situation, initiate lockdown. (See Lockdown P. 20)
3. Call 911 for police.
4. Meet police and assist, give description and last location of the intruder.
5. Notify the Valley Fourth Memorial Church Office.
6. File incident report.

Intruder Outside Building

Instructor/Staff Procedures

1. Determine degree of threat, contact the office, and give description and location of the intruder.
2. Assess measures for student safety. Take control and give direction (i.e., scatter, run, enter building, move to alternate location, take cover, hit the deck).
3. Move students into building as soon as safely possible. (See Lockdown P. 20)

School Administrative Procedures

1. Determine level of response.
2. During severe situation, initiate lockdown. (See Lockdown P. 20)
3. Call 911 for police.
4. Meet police and assist, give description and last location of the intruder.
5. File incident report.

Lockdown

Instructor/Staff Procedures

1. No student, teacher, or staff member is to confront an intruder during a Lockdown condition.
2. Assess the situation and determine if there is a need for immediate intervention. Report intruder to office, give location.
3. A Lockdown will be called by administration and will be communicated to all classrooms by the phone system.
4. During a class change, check halls for passing students and direct to immediately enter the room. Teachers with classrooms closest to restrooms will check restrooms for staff and students and direct them to their classrooms.
5. Lock all doors, do not open for anyone.
6. Close window blinds.
7. Turn off lights.
8. Wait for Lockdown to be lifted by communication from office by phone system.
9. Out of class response, go to nearest lockable classroom.
10. If students cannot get in a classroom, scatter and go to Bowdish Middle School.

School Administrative Procedures

1. Determine if Lockdown is needed.
2. Initiate Lockdown by announcing over phone system. When threat is over, announce that Lockdown is lifted over phone system.

Custodial Procedures

1. Lock all outside doors.

Medical Emergency

Instructor/Staff Procedures

1. Evaluate the accident scene.
2. If scene is safe, proceed to victim and assess the severity of injury.
3. Call 911 or send responsible student/additional staff for help to nearest teacher, staff member, or administrator.
4. Stabilize victim and administer first aid/CPR if trained to do so.
5. Assist emergency personnel by clearing away bystanders.

School Administrative Procedures

1. Confirm that 911 has been called.
2. Report to the scene. Direct or administer first aid and assist emergency personnel as needed.
3. Notify parent/legal guardian or person listed on emergency card.
4. File incident report.

Missing Student

Instructor/Staff Procedures

1. After a student who has been present during school hours is deemed missing, contact office.
2. If student returns, notify office.

School Administrative Procedures

1. Seek information from staff and students to determine if the student is missing.
2. Search the campus for missing student.
3. Phone missing student's parent or legal guardian.
3. Involve police as early as deemed appropriate.
5. When police arrive at school, advise them of all known facts relating to the missing student.
6. If student is located, contact parent or legal guardian and police.

School Closure Plan

Unplanned Early Dismissal Due To Emergency

Instructor/Staff Procedures

1. Follow instructions given from office.

School Administrative Procedures

1. Administration makes decision to close school and notifies staff.
2. Office staff contacts parents to notify of early release.
3. Office staff contacts local radio and TV services with announcement.

Radio

KMBI 107.9 FM ph. 448-2555

KXLY 920 AM ph. 324-4004

TV

KXLY ph. 324-4000

4. Students are released into the care of their parent/guardian/carpool from designated area.

Sexual Assault

Instructor/Staff Procedures

1. Assess nature of incident to determine level of response.
2. Contact Administrator.
3. Stay with victim until administrative staff arrives.

School Administrative Procedures

1. Call 911 for police and ambulance if necessary.
2. Provide support in a private area for the victim with an adult.
3. Secure scene/evidence.
4. If victim is a student, contact parent/legal guardian.
5. Assist police investigation as needed.
6. File incident report.

Shelter Plan

Instructor/Staff Procedures

1. Staff will go with students Bowdish Middle School and take attendance.
2. Staff will take class rosters.

School Administration Procedures

1. Administrators make decision to go to Shelter. (Bowdish Middle School)
2. Notify the Shelter. Ph. 228-4700
3. Office staff notifies parents/guardians.
4. Administrator calls news media if deemed necessary.
5. Staff and students remain at Shelter until students are picked up.

Shootings

Instructor/Staff Procedures

1. When shots are heard, tell students and other staff to take cover.
2. Identify source and location.
3. Go to Lockdown procedures. Take control and give direction. (See Lockdown P. 20)
4. Notify office and request lockdown be announced.
5. Call 911 and give exact location.
6. Check for any injuries and/or missing students.
7. Keep everyone in safe location until notified that Lockdown has been lifted via phone message from office.

School Administrative Procedures

1. Confirm that 911 for police and/or emergency personnel have been called.
2. Institute Lockdown via phone system (See Lockdown P. 20)
3. Cooperate and facilitate investigations with the proper authorities.
4. Determine what intervention and follow-up is necessary.
5. Follow communications guideline. (See P. 5)
6. File incident report.

Suicide

Instructor/Staff Procedures

1. Take all threats seriously and report to administrator.

School Administrative Procedures

Level A: Minimum threat (rumor or hearsay)

1. Immediate interview by administration.
2. Consult with another member of administration or staff for decision making support.
3. Contact parent/guardian to discuss impressions, recommendations, and referral source.
4. Document incident.

Level B: Moderate threat (needs counseling)

1. Immediate interview by administrator.
2. Consult with another administrator or staff for decision making support.
2. Contact parent/guardian to discuss impressions, recommendations, and referral source. Determine if police contact is necessary.
3. Work with parent/guardian to ensure arrangements for appropriate care.
4. Secure parent/guardian permission to share information with treatment provider to further assist student.
6. Notify referral source to ensure that follow through has taken place.
7. Document incident.

Level C: Immediate threat (person in immediate danger of injuring self)

1. Do not leave person unattended.
2. Immediate interview by administration.
3. Contact parent/guardian, and police.
4. Request immediate conference with parent/guardian.
5. Support parent/guardian in decision making and/or documentation of counseling plan.
6. Secure parent/guardian permission to share information with treatment provider to further assist student.
7. Notify referral source to ensure that follow through has taken place.
8. Document incident.

Utility Failure/Loss Of Electricity

Instructor/Staff Procedures

1. Instructors conducting class remain in classroom until further instructions.
2. Instructors without classes and other staff report to office for instructions.
3. If during lunch, monitors are to direct students to return to their classrooms.

School Administrative Procedures

1. Contact custodian regarding electric outage.
2. Ensure utility company has been contacted. (See P. 31)
3. Administrator updates staff and advises.
4. Possible determination to dismiss school. (See P. 23)

Custodial Procedures

1. Determine extent of loss of electricity.
2. Assist utility company in restoration of electricity if possible.

Vandalism

Instructor/Staff/Custodial Procedures

1. Report to administration immediately.

School Administrative Procedures

1. Assess seriousness of the incident, determine level of assistance needed and protect evidence/take pictures.
2. Contact police if needed.
3. Notify the Valley Fourth Memorial Church Office
4. Identify parties involved if possible.
5. Seek written documentation from witnesses.
6. Determine disciplinary consequences and what follow-up is needed.
7. Notify parents/legal guardians.
8. Document incident.

Weapons On Premises

Instructor/Staff Procedures

1. Assess the seriousness of the situation; determine level of assistance needed. Notify the office and if necessary, call 911.

School Administrative Procedures

1. Assess the seriousness of the situation; determine level of assistance needed.
2. Initiate Lockdown if warranted. (See P. 20)
3. Confirm that 911 has been called.
4. Notify the Valley Fourth Memorial Church Office.
5. Proceed to the scene.
6. Assign someone to meet police to give location.
7. Notify parent/legal guardian.
8. Determine disciplinary consequences.
9. Document incident.

Emergency Phone Numbers

Police.....911

Fire.....911

Hazardous Material Spill.....911 1-800-424-8802

Ambulance.....911

Crisis Line.....1-800-576-7764

Poison Information Center.....1-800-732-6985

Utilities:

Modern Electric Water Co (Electric and Water.....928-4540

Avista (24-Hour Gas Odor).....1-800-227-9187

Shelter – Bowdish Middle School228-4700

Valley Fourth Memorial Church Office.....924-4525

Kim Frank Cell954-4398

Norm Sears Cell954-4399

Oaks Staff Cell Numbers

Bruce Williams, Headmaster.....954-3911

Kim Mewes, Head of Grammar School.....939-2965

Charlie Dowers, Administrator.....954-8997

Craig Potter, Facility Supervisor.....879-5982