



## **Administrative 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 K-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
- E. *A Case for Classical Christian Education* 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 K-12 program because we believe that as long as a child is under the parents’ authority and undergoing formal education he should be trained biblically (Deut. 6:6,7; Prov. 22:6).

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, extracurricular 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, craftsmanship, 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

## 1.8 Statement on Marriage and Human Sexuality

**Date:** January 2016

**Objective:** To establish our biblical and religious beliefs regarding gender and marriage.

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

**Definitions:**

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

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

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

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

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

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

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

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

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

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

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

***Policy 5.0***  
***Administration***  
***& Operations***

## 5.1 Waiting List Policy

**Date:** March 29, 2004

**Updated:** April 25, 2006; June 30, 2017

**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 April 1<sup>st</sup>.

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 24 students initially. Additional students should be wait-listed. If we get greater than 30 (accepted + wait-listed), we should consider adding a second Kindergarten section.
2. Grade One – Accept a maximum of 26 students. Additional students should be wait-listed. If we get greater than 32 (accepted + wait-listed), we should consider adding a second Grade One class. We may also consider expanding the class beyond 26 students, depending on circumstances.
3. Grades Two through Six – Initially accept any currently enrolled students. If more than 26 current students re-enroll, any new additional students should be wait-listed. If less than 26 current students re-enroll, accept new additional students up to a maximum of 26 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 26 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.

### 6.3 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.

## 6.6 The Oaks Government Voucher Policy

**Date:** December 5, 2013

**Objective:** To define The Oaks position to refuse monetary payment should any agency of the civil government in the United States offer school vouchers.

**Scope:** Board, Administration

### **Definitions:**

1. **What is a voucher?** For the purpose of this policy, vouchers should be defined as a monetary payment made on behalf of parents of school age children by any agency of the civil government in the United States, whether federal, state or local, with that money to be used for tuition or tuition assistance in a private Christian academy. National programs designed for private corporations or individuals to give to a scholarship fund (i.e., ACE (Alliance for Choice in Education) or APESF (Arizona Private Education Scholarship Fund)) which is then connected with school families who would qualify for these scholarships will be allowed. These types of organizations may have government affiliations, but do not tie the school to the government education stipulations.

### **Guidelines:**

1. ACCS requires accredited schools to refrain from accepting government vouchers.
2. The issue is one of ultimate authority in our school. It is not over an abstract question of “school and state”, rather, our concern is particular to the current state of our culture and country. Every civil government in the United States is prohibited by law from acknowledging the Lordship of Jesus Christ in any way. Our school, on the other hand, is seeking to acknowledge the authority of the Lord Jesus Christ in every area of life.
3. Our concern over vouchers is that we do not want our schools funded by those who have shown themselves to be formally antagonistic to everything we are trying to do and teach.
4. In our view, the acceptance of vouchers would be a significant first step in bringing our school under the direct control of an unbelieving civil magistrate.
5. We understand that parents may have various entanglements with government money, rather we are seeking to avoid creating any new, significant entanglements which would bring our school under the authority of those who refuse to acknowledge Jesus Christ as Lord.
6. We are seeking the freedom to teach our students that the Lordship of Christ is relevant in all that they do. The all-encompassing Lordship of Christ should affect how we decide to fund our schools.

## 6.7 Donation of Equities Policy

**Date:** April 10, 2014

**Objective:** To define The Oaks procedures when receiving donations of equities (stocks, bonds, or other securities).

**Scope:** Board, Administration, Business Manager

**Guidelines:**

1. When The Oaks receives donations of equities (stocks, bonds, or other securities) through a transfer into The Oaks Solomon Smith Barney or Charles Schwab accounts, these equities will be converted upon receipt into cash and held in the money market fund in these accounts.
2. Receipts will be issued to the donor for the value of the equities on the date they were received into The Oaks account. Donors should contact The Oaks Business Manager when they make these donations through transfers.
3. These funds may be moved, when appropriate, into other school accounts.

# ***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, Head of Schools, Business Manager, Administrative 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 & March 22, 2016

***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 which includes living a personal lifestyle in accordance with The Oaks Statement on Marriage and Human Sexuality. Employee contracts have conduct provisions that must be followed.

## 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; February 13, 2018

**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, except heads of school, will be hired in line with this policy.

**Definitions:**

Administrative Staff – employees whose main responsibilities are in

administration – includes 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.
- 2) 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.
- 3) A candidate is not an employee until he has signed the appropriate work agreements and documents for his position.
- 4) The Oaks requires all staff members to be Christians, adhering to The Oaks Statement of Faith and Statement on Marriage and Human Sexuality. 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.
- 5) 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, April 25, 2006, September 28, 2018

**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) Logic and Rhetoric 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.

## 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 apprised 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; September 28, 2018

***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. Teachers are required to pursue The Oaks' ACCS teacher certification.

### 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; April 25, 2006; March 22, 2016; May 2016;  
June 30, 2017, June 2018

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

**Scope:** This policy applies to all students.

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

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

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

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

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

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

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

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

*Five Advantages of School Uniforms:*

1. The neat appearance created by a uniform code enhances a ready-to-learn atmosphere.
2. A uniform code instills school spirit and a sense of belonging. The student is part of a group identity that strives for excellence and the code establishes a tradition.
3. A uniform code saves parents time, as most all uniform items, including accessories, can be purchased either from the Uniform House or School Uniforms by Tommy Hilfiger. 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 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 the guidelines 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 while the student waits in the office.

*General Guidelines:*

*Shirts:* Students may wear white t-shirts under their polos if necessary for extra warmth. Please note that t-shirts must be a solid white and there should be no writing that shows through the polo. Shirts must be tucked in at all times. All polo shirts must be purchased at Uniform House or School Uniforms by Tommy Hilfiger. Shirts from companies other than those listed will be considered non-uniform items.

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

*Garment sizing and length:* Sizing of garments needs to be within reason for the 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. Boys' shorts and girls' shorts and skirts are to measure no more than 2" above the top of the patella (knee bone) or longer. Shorts must be purchased from the supplier listed.

*Footwear:* Shoes should be comfortable and not draw undue attention to the wearer. Dress shoes shall only be solid and dark-colored with dark soles. Grades 9-12 formal uniform shoes should be dark-colored (dark brown, black, mahogany, or navy), dark-soled, low-heeled (2" or less), leather or leather looking dress shoes. Sandals are permitted in grades K-8 but must have a heel strap and be worn with socks. No sandals are permitted in grades 9-12. High school students (9th -12th grades) are allowed to wear winter snow boots during school days when snow has fallen either the night before or early in the morning before school begins. Students may also keep boots in their lockers in case a heavy snowfall occurs during the day. Athletic shoes shall have non-marking soles and be mostly white.

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

*Belts:* Belts should be dark in color.

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

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

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

*Note:* Navy or black bicycle shorts are required for K-5<sup>th</sup> grade girls while not wearing tights and optional (along with khaki bicycle shorts) for 6<sup>th</sup>-12<sup>th</sup> grade girls to wear under their skirts and jumpers. Bicycle shorts in other colors or shorts of any other style or color are not acceptable under skirts or jumpers.

Please take the time to mark each of your children's belongings with a permanent laundry marker to facilitate return of lost items. Check items such as the v-neck cardigan periodically to be sure the child has not picked up someone else's items. With so many alike, it is easy to mix up belongings! Check to ensure that the child's name is still legible on his/her belongings.

### **Student Required DRESS uniform for Grades K-12**

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

1. First Day of School
2. Field Trips
3. School Competitions
4. Christmas Program
  - boys may wear a Christmas tie, girls may wear Christmas hair accessories of moderate size
5. Spring Program

<b>Girls K-5</b>	<b>Girls 6-8</b>	<b>Girls 9-12</b>
<ul style="list-style-type: none"> <li>• Blackwatch plaid jumper</li> <li>• White jersey short-sleeved peter-pan blouse</li> <li>• Navy or Black footed tights (Nov – March)</li> <li>• Navy or Black anklets (Sept/Oct &amp; Apr/May/June)</li> <li>• Navy or black bike shorts (required when not wearing tights)</li> <li>• Solid dark-colored dress shoes with dark soles</li> </ul>	<ul style="list-style-type: none"> <li>• Blackwatch plaid skirt</li> <li>• Navy sleeveless vest</li> <li>• White ¾ sleeved twill blouse</li> <li>• Navy, black or khaki bike shorts (optional)</li> <li>• Nylons – flesh colored or no-show footies (Sept/Oct &amp; Apr/May/June)</li> <li>• Black footed tights (Nov – March)</li> <li>• Solid dark-colored dress shoes with dark soles</li> </ul>	<ul style="list-style-type: none"> <li>• Plaid A-line skirt or skort – Hunter Navy Plaid</li> <li>• White long sleeved oxford button down blouse</li> <li>• Navy sleeveless vest</li> <li>• Navy, black or khaki bike shorts (optional)</li> <li>• Nylons – flesh colored or no-show footies (Sept/Oct &amp; Apr/May/June)</li> <li>• Black footed tights (Nov – March)</li> <li>• Dark colored (dark brown, black, mahogany, or navy), dark-soled, low heeled (2" or less), leather or leather looking dress shoes</li> </ul>
<b>Boys K-8</b>		<b>Boys 9-12</b>
<ul style="list-style-type: none"> <li>• Navy long twill pants flat front or single pleat, straight or boot cut</li> <li>• White long-sleeved oxford shirt</li> <li>• Navy tie – solid</li> <li>• Navy or Black socks</li> <li>• Dark belt</li> <li>• Solid dark-colored dress shoes with dark soles</li> </ul>		<ul style="list-style-type: none"> <li>• Flat front or pleated twill cotton or blend pant - khaki</li> <li>• White long sleeved oxford shirt</li> <li>• Navy/green stripe tie</li> <li>• Khaki or Dark solid-colored socks</li> <li>• Dark leather belt</li> <li>• Dark colored (dark brown, black, mahogany, or navy), dark-soled, leather or leather looking dress shoes</li> </ul>

## STUDENT UNIFORM REQUIREMENTS: Grades K-8

The Oaks requires a uniform for all students. The uniforms must be purchased from the Spokane Uniform House, 502 E. 3rd, Spokane ([www.dennissuniform.com](http://www.dennissuniform.com) – school code: ZSO032) or at School Uniforms by Tommy Hilfiger at [www.globalschoolwear.com/school-search](http://www.globalschoolwear.com/school-search) (school code: OAKS01), unless stated specifically below. Please check carefully to determine which items are to be bought from specific suppliers. We try to make very few changes from year to year with the school uniform items, but The Oaks does reserve the right to make changes to the uniform items at the end of each school year for the following year's lists.

### K-5<sup>th</sup> Girls Required Formal Uniform:

MUST BE WORN ON FORMAL UNIFORM DAYS	Blackwatch Plaid jumper (Uniform House) White jersey short-sleeved peter-pan blouse (Uniform House) Navy or black footed tights for Nov. — March (Uniform House or elsewhere) Navy or black anklets for Sept./Oct. and Apr./May/June (Uniform House or elsewhere) Navy or black bike shorts (Uniform House, Hilfiger or elsewhere) *required when not wearing tights Solid dark-colored dress shoes with dark soles (bought elsewhere)
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### 6<sup>th</sup> – 8<sup>th</sup> Girls Required Formal Uniform:

MUST BE WORN ON FORMAL UNIFORM DAYS	Blackwatch Plaid skirt (Uniform House) Navy sleeveless vest (Uniform House) *Part of 6 <sup>th</sup> –12 <sup>th</sup> Grade Formal White ¾ sleeved twill blouse (Uniform House or Hilfiger) Navy, black or khaki bike shorts (Uniform House, Hilfiger or elsewhere) opt. Nylons – flesh colored or no-show footies for Sept./Oct. and Apr./May/June Black footed tights for Nov. – March Solid dark-colored dress shoes with dark soles (bought elsewhere) *Ends June 2019 – White ¾ sleeved twill blouse (Lands' End)
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### K-8<sup>th</sup> Boys Required Formal Uniform:

MUST BE WORN ON FORMAL UNIFORM DAYS	Navy long twill pants flat front or single pleat, straight or boot cut (Uniform House, Hilfiger or elsewhere) White long-sleeved oxford shirt (Uniform House or Hilfiger) Navy tie – solid (Uniform House) Navy or black socks (Uniform House or elsewhere) Dark belt (bought elsewhere) Solid dark-colored dress shoes with dark soles (bought elsewhere) *Ends June 2019 – White long-sleeved oxford shirt (Lands' End)
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### K-8<sup>th</sup> Girls Optional Items:

CAN BE WORN ON NON-FORMAL UNIFORM DAYS	Blackwatch Plaid skirt with tabs (Uniform House) (6 <sup>th</sup> — 8 <sup>th</sup> grades) Blackwatch Plaid shorts (Uniform House) Navy long twill pants flat front or single pleat, straight or boot cut (Uniform House, Hilfiger or elsewhere) *May only be worn Nov. – March Dark belt for pants or shorts White short or long sleeved interlock polo shirt, feminine or co-ed fit (Uniform House or Hilfiger) White short or long sleeved pique polo shirt, feminine or co-ed fit (Hilfiger) Green short or long sleeved interlock polo shirt, feminine or co-ed fit (Uniform House or Hilfiger) Green short or long sleeved pique polo shirt, feminine or co-ed fit (Hilfiger) V-Neck, button front cardigan – navy (K-12 <sup>th</sup> grades) (Uniform House) Solid white t-shirt may be worn under polo or blouse (bought elsewhere) White, navy, or black tights, knee-highs, anklets or no-show socks Navy, black, or flesh-toned nylons or no-show footies (6 <sup>th</sup> – 8 <sup>th</sup> grades) Appropriate shoes: tennis shoes, sandals with heel strap, boots (socks must be worn at all times) Hair accessories, moderate in size (bought elsewhere) *Ends June 2019 – White short or long sleeved interlock polo shirt (Lands' End) *Ends June 2019 – Green short or long sleeved interlock polo shirt (Lands' End)
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**K–8<sup>th</sup> Boys Optional Items:**

CAN BE WORN ON  
NON-FORMAL  
UNIFORM DAYS

Navy twill shorts – flat front or single pleat, straight or boot cut (Uniform House, Hilfiger or elsewhere)  
Dark Belt for pants or shorts  
White short or long sleeved interlock polo shirt (Uniform House or Hilfiger)  
White short or long sleeved pique co-ed polo shirt (Hilfiger)  
Green short or long sleeved interlock polo shirt (Uniform House or Hilfiger)  
Green short or long sleeved pique co-ed polo shirt (Hilfiger)  
V-Neck, button front cardigan – navy (K-12<sup>th</sup> Grades) (Uniform House)  
Solid white t-shirt may be worn under polo or oxford (bought elsewhere)  
White, navy, or black socks (Uniform House or elsewhere)  
Appropriate shoes: tennis shoes, sandals with heel strap (socks must be worn at all times)  
\*Ends June 2019 – White short or long sleeved interlock polo shirt (Lands' End)  
\*Ends June 2019 – Green short or long sleeved interlock polo shirt (Lands' End)

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

**STUDENT UNIFORM REQUIREMENTS: Grades 9-12**

The Oaks requires a uniform for all students. The uniforms must be purchased from School Uniforms by Tommy Hilfiger at [www.globalschoolwear.com/school-search](http://www.globalschoolwear.com/school-search) (school code: OAKS01) or at the Spokane Uniform House, 502 E 3rd, Spokane ([www.dennisuniform.com](http://www.dennisuniform.com) – school code: ZSO032), unless stated specifically below. Please check carefully to determine which items are to be bought from specific suppliers. 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.

**9<sup>th</sup>–12<sup>th</sup> Girls Required Formal Uniform:**

Plaid A-Line skirt or skort – hunter navy plaid (Hilfiger)  
White long-sleeved oxford button down blouse (Hilfiger)  
Navy sleeveless vest (Uniform House) \*Part of 6<sup>th</sup> – 12<sup>th</sup> grade formal  
Navy, black or khaki bike shorts (Uniform House, Hilfiger or elsewhere) opt.  
Nylons – flesh colored or no-show footies for Sept./Oct. and Apr./May/June  
Black footed tights for Nov. – March  
Dark-colored (dark brown, black, mahogany, or navy), dark-soled, low heeled (2" or less), leather or leather looking dress shoes (bought elsewhere)  
\*Ends June 2019 - Left sided button closure bias cut plaid skirt - hunter classic navy plaid (Lands' End)  
\*Ends June 2019 – White long-sleeved oxford blouse (Lands' End)

**9<sup>th</sup>–12<sup>th</sup> Girls Optional Items:**

Solid side button A-Line skirt or skort – khaki (Hilfiger)  
Solid box pleat skirt – khaki (Hilfiger)  
Belted knife pleat skirt – khaki (Hilfiger)  
Blended twill A-Line skort – khaki (Hilfiger)  
Solid pleated skort - khaki (Hilfiger)  
Twill bootcut or straight leg pant - khaki (Hilfiger)  
\*May only be worn Nov. – March  
Dark belt worn with pants  
White short or long sleeved interlock polo shirt, feminine or co-ed fit (Uniform House or Hilfiger)  
White short or long sleeved pique polo shirt, feminine or co-ed fit (Hilfiger)  
Burgundy short or long sleeved interlock polo shirt, feminine or co-ed fit (Hilfiger)  
Burgundy short or long sleeved pique polo shirt, feminine or co-ed fit (Hilfiger)



**9<sup>th</sup>–12<sup>th</sup> Girls Optional Items (continued):**

V-neck, button front cardigan – navy (K–12<sup>th</sup> grades) (Uniform House)  
Burgundy Cardigan Sweater (Hilfiger)  
Solid white t-shirt may be worn under polo or blouse (bought elsewhere)  
White tennis shoes or other appropriate shoes that do not draw undue attention (socks must be worn at all times)  
Winter snow boots (when snow has fallen the night before or early in the morning before school begins)  
Navy, black or flesh-tone nylons or no-show footies (bought elsewhere)  
Navy or black tights or knee-highs (bought elsewhere)  
Navy, white or black no-show socks (bought elsewhere)  
Hair accessories, moderate in size (bought elsewhere)  
\*Ends June 2019 – Pleated, pieced hem skort – classic navy (Lands' End)  
\*Ends June 2019 – Khaki pleated or flat front plain chino pants, straight or boot cut (Land's End) \*May only be worn Nov. – March  
\*Ends June 2019 – Garnet short sleeved interlock polo (Lands' End)  
\*Ends June 2019 – White short or long sleeved interlock polo (Lands' End)

**9<sup>th</sup>–12<sup>th</sup> Boys Required Formal Uniform:**

Flat front or pleated twill cotton or blend pant – khaki (Hilfiger)  
White long sleeved oxford shirt (Uniform House or Hilfiger)  
Navy/green stripe tie (purchased at The Oaks office)  
Khaki or dark solid-colored socks (bought elsewhere)  
Dark leather belt (bought elsewhere)  
Dark-colored (dark brown, black, mahogany, or navy), dark-soled, leather or leather looking dress shoes (bought elsewhere)  
\*Ends June 2019 – Plain or pleated-front chino pant – khaki (Lands' End)  
\*Ends June 2019 – White long sleeved oxford shirt (Land's End)  
\*Ends June 2019 – Navy/green stripe tie (Lands' End)

**9<sup>th</sup>–12<sup>th</sup> Boys Optional Items:**

Herringbone flat front dress pant - charcoal gray (Hilfiger)  
Herringbone dress short — charcoal gray (Hilfiger)  
Performance golf short – khaki (Hilfiger)  
Flat front or pleated twill cotton or blend short – khaki (Hilfiger)  
\*Shorts May only be worn Sept. – Oct. and April – June  
(may only wear white or black solid-colored socks with shorts)  
White short or long sleeved interlock polo, co-ed fit (Uniform House or Hilfiger)  
White short or long sleeved pique polo, co-ed fit (Hilfiger)  
Navy short or long sleeved interlock polo shirt, co-ed fit (Hilfiger)  
Navy short or long sleeved pique polo shirt, co-ed fit (Hilfiger)  
V-neck, button front cardigan – navy (K–12<sup>th</sup> grades) (Uniform House)  
Solid white t-shirt may be worn under polo or oxford (bought elsewhere)  
White tennis shoes – worn with shorts only (bought elsewhere)  
Dark tennis shoes – worn with shorts or long pants (bought elsewhere)  
White, dark or khaki solid-colored socks  
\*Ends June 2019 – Plain front chino pant – arctic gray (Lands' End)  
\*Ends June 2019 – Plain or pleated-front chino shorts – Khaki (Lands' End)  
\*May only be worn Sept. – Oct. and April – June  
\*Ends June 2019 – Classic navy short or long sleeved interlock polo (Lands' End)  
\*Ends June 2019 – White short or long sleeved interlock polo (Lands' End)

School Code for School Uniforms by Tommy Hilfiger: OAKS01

\* 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).

## 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 Head of School.
  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 Discipline Policy

***Date:*** October 25, 1996

***Updated:*** April 25, 2006; February 6, 2014

***Objective:*** To provide a consistent standard and procedure by which the Headmaster or Head of School can administer corporal discipline and to provide guidelines for parents who choose to opt out of corporal discipline for their student(s).

***Scope:*** Headmaster and Head of School

***Definitions:***

***Guidelines:***

The Oaks discipline policy includes the use of corporal discipline as a support to parental authority. When a child is being disciplined, the parents are involved at every step. The school's desire is to serve parents, not replace them. This is true of the entire program at The Oaks, but it is particularly true of the discipline policy.

### Corporal Discipline Procedures

Corporal discipline 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 Head of School 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.

### Opt Out Procedures

Parents can decide, however, not to have their child spanked at school. For parents who continue to desire to allow their children to receive corporal discipline at school, the policy remains as it has been previously stated and enacted. Should the parents choose not to have their child spanked when the student exhibits behavior that warrants corporal discipline, the parents will be called and asked to come to the school immediately to meet with the Headmaster or Head of School regarding the discipline situation. If the parents are unable to be reached immediately, the student's emergency contact will be called and asked to come to the school to pick up the child and take him/her home. The parents will be asked to meet with the Headmaster or Head of School regarding the discipline situation at the earliest possible time. If the parents and the emergency contact cannot be reached, the student will be removed from the classroom for the day or until contact is made with the parent or the emergency contact.

All families will complete a Corporal Discipline Form which indicates their decision to have their family allow or opt out of corporal discipline. The parent's request will be honored until the office is otherwise notified.

#### 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 one quarter (for any reason), the student's parents will meet with the Headmaster (and teacher(s) if necessary to determine whether the student will receive a letter grade, or a grade of P (pass) or F (fail) on his report card.

In the event the total number of absences, whether planned or unplanned, is equal to or exceeds ten days in one semester, the student may not receive credit for that semester as determined by the Headmaster.

**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 (K-2) years are the most critical years for a child to set the patterns and learn the basic skills that will be built upon in later school life. Retention should be a greater possibility in these years, rather than in upper grammar, 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 & March 22, 2016

**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. The Oaks Statement on Marriage and Human Sexuality is not deemed to be a controversial subject within the school.

1. If in the course of teaching a class a teacher 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 & March 22, 2016

***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 and Statement on Marriage and Human Sexuality.

***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 logic/rhetoric 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 grammar students) or the beginning of the class period (for logic/rhetoric 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 logic/rhetoric students at the beginning of each class period). There is no differentiation between an excused tardy and an unexcused tardy (this is not the same as someone notifying the school regarding a scheduled doctor or dental appointment). A student will be allowed three tardies per semester before office visits are required. The grammar teachers will be required to report tardies each quarter to the office and these records will kept in the student files. Logic/Rhetoric teachers will record tardies at the beginning of each period each school day. Tracking of the tardies will start over at the beginning of each new semester.

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

This policy will help teachers to better utilize their class time by having the students prepared to start on time. A student record of tardies for logic/rhetoric 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 Logic and Rhetoric 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. Logic and Rhetoric 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 Logic and Rhetoric 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.

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

## 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, 20<sup>th</sup> Century, Econ, Civics, Philosophy)

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

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

Science – 6 credits (must include Basic Science, Chemistry, Biology; and can also include 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 7<sup>th</sup> and 8<sup>th</sup> grade years will have the following statement added to the Notes section of their transcript if the student is on the advanced math track: “This student has had Algebra I in 7<sup>th</sup> Grade and Algebra II and U.S. History in 8<sup>th</sup> Grade.”; or the following statement if the student is on the standard math track: “this student has had Algebra I and U.S. History in 8<sup>th</sup> 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

B = Good, 3.0

C = Average, 2.0

F = Failing, 0.0

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

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

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

## 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 (K-6) Policy

**Date:** May 8, 1998

**Updated:** October 25, 1999; February 23, 2000; April 27, 2007; June 6, 2013; May 10, 2017; September 28, 2018

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

**Scope:** This policy covers all grammar 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 grammar classrooms.

- 1) A full-time grammar teacher can have 20 students per grade without a teacher aide. A part-time teacher aide will be assigned to the classroom if there are more than 20 students in that grade.
- 2) Kindergarten classes are limited to 36 students divided between the morning and afternoon sessions.
- 3) Grades 1-6 can have up to a maximum of 26 students per grade. Grades that are split into two classes can have up to a maximum total of 40 students per grade.

## 8.28 Add/Drop Classes Policy

**Date:** September 4, 2008

**Updated:** April 6, 2017

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

**Scope:** This policy covers all Logic and Rhetoric classes.

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

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



## 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 7<sup>th</sup> 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.

## 8.33 Maintenance and Retention of Student Records Policy

**Date:** April 25, 2013

**Updated:** September 28, 2018

**Objective:** To maintain and retain permanent student records.

**Scope:** All High School past and present student academic records

**Guidelines:**

Student permanent records generally shall be maintained in the student's cumulative folder, located in the administrative office or in the school's electronic student data base system.

In the event that the school must close, these records will be moved and kept at Logos School in Moscow, Idaho, where parents and students can access these records.

Records include (but not limited to):

1. Transcript
2. Report Cards
3. Attendance Records
4. College Board Test Scores (PSAT, SAT, ACT)
5. Standardized Test Scores (ERB)
6. Immunization Records
7. Medical Release Forms

Logos School Contact Information:

Larry Stephenson, Superintendent

Logos School

110 Baker St.

Moscow, ID 83843

Phone 208.882.1226

Email: [admin@logosschool.com](mailto:admin@logosschool.com)

# *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 individual responsible for that budget category using the appropriate forms to request ordering, payment approval or reimbursement. Copies of vendor invoices or purchase receipts are to be attached to all Payment Approval or Reimbursement Forms. Form W-9, if applicable, should be completed by the vendor and provided to the Bookkeeper prior to payment. Reimbursement requests must be submitted to the Bookkeeper within 90 days after the original date the expense was incurred, or within 45 days after the related fiscal-year end, whichever is earlier. Reimbursement requests made after the above deadline require approval of the Headmaster prior to reimbursement.
2. Checks for approved payments are created by the Bookkeeper then verified and signed by the Headmaster. Checks may be signed by the Office Manager with Headmaster's approval. Payments are recorded in the appropriate accounting software and a hard copy is kept in the files (or an equivalent PDF copy in a secure electronic filing platform as applicable).
3. Each recorded purchase is classified in the chart of accounts according to the corresponding budget category.
4. The Board gives signature authority on checks to the following positions: Headmaster, Office Manager, and two Board Members.

### Accounts Receivable Procedures:

1. Tuition is received monthly via automatic withdrawal, check or cash.
2. ACH paperwork is turned into the Bookkeeper who enters it and processes the ACH payment on the 5<sup>th</sup> of each month. Originals are kept in the Bookkeeper's files.
3. All money, with the exception of ACH deposits and online payments, is received and recorded in the income ledger by the front office secretaries/receptionists and then given to the accounts receivable personnel. At the end of each month the income ledger is given to the bookkeeper to compare with the bank statement and make inquiry of any discrepancies.

4. When the accounts receivable personnel receives money it is coded according to type of income (i.e., tuition, activities, development, etc.) and recorded in the accounting software (Filemaker and Quick Books) before being deposited into the bank. The accounts receivable personnel also receives online transactions, codes them according to type of income and records them in the accounting software. The accounts receivable personnel emails any customers who send partial payments at the time of processing and communicates responses to bookkeeper.
5. Delinquent tuition accounts. Tuition payments are due the 5<sup>th</sup> of each month. The bookkeeper prepares and sends a late tuition report to the Headmaster by Thursday the first week following the 5<sup>th</sup> of each month. By the 10<sup>th</sup> of each month the bookkeeper sends an overdue tuition reminder note via email to delinquent accounts receivable customers. The Bookkeeper gives an updated late tuition report to the Headmaster by the 25<sup>th</sup> of each month, making note of any customers that have a payment plan in place. If a tuition payment is 90 days overdue the delinquent accounts receivable customer name is given to the Headmaster (see Fee Collection Policy 7.2 and Delinquent Tuition Policy 7.4 in The Oaks Policy Manual). The Headmaster contacts the delinquent accounts receivable customers and lets the bookkeeper and accounts receivable personnel know of any payment arrangements that are made.
6. All donations given to The Oaks are recorded in accounting software (File Maker and Quick Books) and charity receipts (501c3) are sent via post mail to each donor. A copy of the charity receipt is given to the Development Director for a thank you card to be sent. Some donations are received through the school website.
7. Bookkeeper and accounts receivable personnel monitor the office's petty cash box. This cash box is used by the office secretaries/receptionists to make change and purchase needed office items that are \$10 or less. A written record of all cash added or removed is kept in the cash box. The balance is to be kept at \$200. The bookkeeper and accounts receivable personnel are responsible for monitoring the balance, adding minor amounts of cash as needed, and keeping it stocked with small bills. No more than \$50 per month should be added to the cash box.
8. Accounts receivable personnel keeps the Athletic Cash Box stocked with appropriate bills and deposits excess cash out after each sporting event. The Athletic Cash Box is maintained below \$200 and at the end of the athletic season the remainder is deposited. The accounts receivable personnel also maintains up to date athletic fee sport forms and the Sport Passes Chart.

9. The accounts receivable personnel periodically deposits cash from the Ticket Sales Cash Box and/or the Concessions Sales Cash Box concurrent with theater and any other events.
10. On a weekly basis, accounts receivable personnel monitors conservatory transactions online and records any payments that come through into Quick Books.
11. Accounts receivable personnel daily delivers deposits to the bank. Bank deposit receipt, if applicable, is submitted to bookkeeper.

Bank Reconciliation Procedures:

1. Original monthly bank statements are opened by the Executive Assistant. Two copies are made and one copy each is provided to the Headmaster and the Office Manager. The original statement is provided to the Bookkeeper and used to reconcile the statement balance to the check register balance in the accounting software. The bank reconciliation in the accounting software is to be completed no later than 15 days following the statement cut-off period.

Budget & Financial Reporting Procedures:

1. The Executive Assistant to the Headmaster prepares and provides the Headmaster a monthly financial report. The Headmaster provides a financial report to the Board in his monitoring report. Financial reports distributed to the Headmaster include the Headmaster's Monthly Summary, Budget to Actual Profit & Loss Comparison, Balance Sheet, and any other reports specified by the Headmaster and/or Board of Directors.
2. The Headmaster will submit an annual budget to the Board according to the Board calendar. Upon approval by the Board the annual budget will be used by the Headmaster and Bookkeeper to track income and expenses and make financial decisions throughout the year.

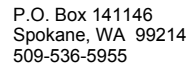
Accounting Records:

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 of accounting records are kept at the school (1996-current) as well as off-site for the current year.

2. Accounting records include all check receipts, deposit slips, bank statements, corporate papers, contracts, lease agreements, insurance policies, personnel/payroll files, year-end federal 990 forms, and other important files.

\*Due to a school fire in 2005 we no longer have electronic student tuition records from the Fall of 1996 through the Spring of 2000.





**Office Use Only**

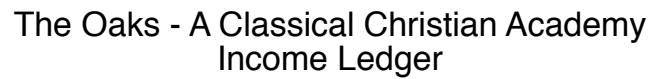
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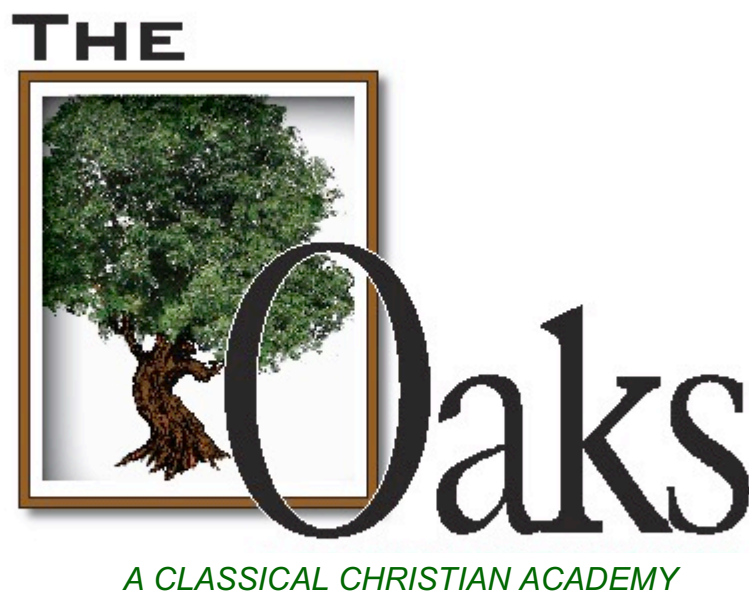
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Types of Income: T - tuition, resource fees, registration fees, assessment fees  
C - contributions, annual giving, year end giving, etc.  
A - activity (play, athletics (indicate sport), field trip, yearbook, event fees, conservatory)  
D - development (script, auction, other fundraisers, license plate frames)  
M - miscellaneous (personal copies, stamps, cantabile books, CDs, Oaks gear, rent payment, damaged book fees, 1st grade bibles, etc.)

# *Appendix 2*

## *Crisis Plan Manual*



## **Emergency Response Book**

**Last Revision: September 2018**

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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/threat is in Multi Purpose Building – all students go to the Sanctuary
- If fire/threat is in Sanctuary Building – all students go to Gym
- If fire/threat is in Christian Education Building – all students go to Gym
- If fire/threat is in Portables – all students go to the Sanctuary

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 - Feature 60 - would be activated from the office and each teacher would receive the message to follow the “Lockdown” procedures for the following:

**Code Yellow** (potential danger) – A Code Yellow status will be announced by the administration through the phone system in the event that outside circumstances may pose a threat to student safety. In the event of a Code Yellow:

- Administrators lock entrance doors.
- Teachers will inspect the hallways/restrooms and direct any stray students into a classroom.
- Teachers will close and lock the doors and draw the shades during class, but will continue teaching in a normal fashion.
- Classes at recess will return to the building ASAP and remain in a locked classroom until the threat is cleared.
- Classes on field trips will finish the field trip as planned, unless otherwise instructed by the administration.
- No one will be allowed to enter or exit the school building without the expressed permission of an administrator.
- Parent calls/concerns will be answered by an administrator or a designated staff member.

**Code Blue** (bomb threat) –A Code Blue status will be announced by the administration through the phone system in the event of a bomb threat. The teachers will escort their classes out of the building in the same fashion as a fire drill.

- If threat is in the Multipurpose Building – students exit to the Sanctuary
- If threat is in the Sanctuary Building – students exit to the Gym
- If threat is in the Christian Education Building – students exit to the Gym
- If threat is in the Portables – students exit to the Sanctuary
- If location of threat is unknown the administration may direct all students and staff to the offsite location, Bowdish Middle School.

**Code Red** (immediate danger inside the building) – A Code Red status will be announced by the administration through the phone system if there is an immediate threat to students and staff within the school building(s). In the event of a Code Red:

- Administrators will lock entrance doors.
- Teachers will inspect the hallways/restrooms and direct any stray students into a classroom.
- Teachers will close and lock all classroom doors, draw the shades and turn off the lights inside the room.
- The teacher will gather the students against a wall that is not visible through the door and remain quiet.
- No one is to leave the classroom until and administrator or law enforcement officer contacts the teacher.
- Do not open the door to a knock.
- Classes at recess will seek shelter out of plain view and will not return to the school until instructed to do so.
- Classes on field trips will be contacted and instructed on what to do and where to go while Code Red is in effect.



# Guidelines for Communication

Designated Media person:

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. 8).
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.

## **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. Place all soiled gloves, towels, paper products in a plastic bag and seal the bag prior to its disposal in the dumpster. Care must be taken in disposing of soiled items 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.
2. Do not interrupt the caller except to ask the questions on the **Bomb Threat Checklist**. A copy of this form (see next page) will be kept at each phone in the school office.
3. Do not hang up on the school's end of the call; after the caller hangs up, police will activate **Star (\*) 69**.
4. Notify Administration.

## School Administrative Procedures

1. Call 911 to relay that a bomb threat has been received.
2. Notify the Valley Fourth Memorial Church Office.
3. 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.
4. If it is determined that evacuation is necessary, follow "Code Blue" evacuation plan.

**Code Blue** (bomb threat) –A Code Blue status will be announced by the administration through the phone system in the event of a bomb threat. The teachers will escort their classed out of the building in the same fashion as a fire drill.

- If threat is in the Multipurpose Building – students exit to the Sanctuary
  - If threat is in the Sanctuary Building – students exit to the Gym
  - If threat is in the Christian Education Building – students exit to the Gym
  - If threat is in the Portables – students exit to the Sanctuary
  - If location of threat is unknown the administration may direct all students and staff to the offsite location, Bowdish Middle School.
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.

## Bomb Threat Checklist

BE CALM, COURTEOUS AND LISTEN.

Do not interrupt the caller.

Keep the caller talking (perhaps pretending difficulty with hearing).

Exact Time of Call: \_\_\_\_\_ Location of Bomb: \_\_\_\_\_

Exact words of caller:

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Does the caller seem familiar with the building? \_\_\_\_\_

### **ASK THE CALLER:**

When will the bomb go off? \_\_\_\_\_

Where is the bomb located? \_\_\_\_\_

What type of bomb is it? \_\_\_\_\_

What does the bomb look like? \_\_\_\_\_

Did you place the bomb? \_\_\_\_\_ Why? \_\_\_\_\_

What is your name/affiliation? \_\_\_\_\_

What is your address? \_\_\_\_\_

Where are you calling from? Local \_\_\_\_\_ Long distance \_\_\_\_\_ Booth \_\_\_\_\_ Internal \_\_\_\_\_

### **Voice Characteristics**

pleasant soft  
high pitched  
raspy  
intoxicated  
deep  
loud  
other

### **Speech**

fast  
slow  
lisp  
nasal  
distinct  
distorted  
slurred  
stutter

### **Language**

excellent  
good  
fair  
poor  
foul

### **Accent**

local  
race  
can't discern  
not local  
foreign

### **Manner**

calm  
angry  
coherent  
emotional  
righteous  
rational  
irrational  
incoherent  
deliberate  
laughing

### **Background Noises**

office machinery  
music  
factory machinery  
animals  
voices  
trains  
traffic  
mixed  
quiet  
planes

Male/Female      Juvenile/Adult      Young/Middle Age/Old  
If the voice is familiar, who did it sound like?

---

Exact time suspect hung up: \_\_\_\_\_ Person taking call: \_\_\_\_\_

# 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), black binder located in Mr. Dykstra's office, contact administration and proceed with cleanup. (An MSDS computer disk is available in the Business Office.)
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 the Hazardous Materials Spill Team.
2. Notify the Valley Fourth Memorial Church Office
3. If students or staff is injured, send copy of chemical's MSDS and The Oaks Release Form along with the victim to the hospital.
4. If chemical spill is severe, initiate building evacuation.

**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 line, 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 administrators.
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.
4. Notify the Valley Fourth Memorial Church Office
3. Assist in evacuation of building. If necessary move students and staff to offsite shelter at Bowdish Middle School.
5. Assist in location of missing students/staff
6. If students will be dismissed, establish check-out area, with normal release procedures followed.



# 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. 8)

## 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. 8)
5. Notify parents or legal guardian.

# 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 administration.
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. 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, if necessary.
2. Notify administrator.
3. Use fire drill evacuation procedures; pull fire alarm in an area that is away from the suspected gas leak.
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. 33)
6. Reoccupy building only when cleared by authorities.

## 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, then take attendance.

## School Administrative Procedures

1. Determine level of response.
2. During severe situation, initiate lockdown “Code Red”.
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.

**Code Red** (immediate danger inside the building) – A Code Red status will be announced by the administration through the phone system if there is an immediate threat to students and staff within the school building(s). In the event of a Code Red:

- Administrators will lock entrance doors.
- Teachers will inspect the hallways and bring any stray students into a classroom.
- Teachers will close and lock all classroom doors, draw the shades and turn off the lights inside the room.
- The teacher will gather the students against a wall that is not visible through the door and remain quiet.
- No one is to leave the classroom until an administrator or law enforcement officer contacts the teacher.
- Do not open the door to a knock.
- Classes at recess will seek shelter out of plain view and will not return to the school until instructed to do so.
- Classes on field trips will be contacted and instructed on what to do and where to go while Code Red is in effect.

# Intruder Outside Building

## Instructor/Staff Procedures

1. Determine degree of threat, contact the office, and give description and location of the intruder.
2. If students are outside, move students into a building as soon as possible.

## School Administrative Procedures

1. Determine level of response.
2. If appropriate initiate Code Yellow lockdown
3. Call 911 for police.
4. Meet police and assist, give description and last location of the intruder.
5. File incident report

In the event of an external threat in which exiting the building could be dangerous, but remaining inside the building is deemed safe, the administration will place the school in a “Code Yellow” state.

**Code Yellow** (potential danger) – A Code Yellow status will be announced by the administration through the phone system and designated staff, in the event that outside circumstances may pose a threat to student safety.

- Administrators will lock entrance doors.
- All Oaks Teachers and students should be inside a room in the school.
- Teachers will inspect the hallways and bring any stray students into the classroom.
- Teachers will close the shades and lock the doors during class but will continue teaching in a normal fashion.
- Classes at recess will return to classrooms ASAP and remain in locked classrooms until threat is cleared.
- Classes on Field Trips will finish the field trip as planned, unless otherwise instructed by the administration.
- No one will be allowed to exit or enter the building(s) without the permission of an administrator.

# Lockdown

## Instructor/Staff Procedures

1. No student, teacher, or staff member is to confront an intruder during a Lockdown condition unless delegated to do so.
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. Wait for Lockdown to be lifted by communication from office by phone system.

## School Administrative Procedures

1. Determine if Lockdown is needed and at which code level.
2. Initiate Lockdown by announcing the appropriate code over phone system. When threat is over, announce the Lockdown is lifted over phone system.

## **Lockdown Plan Procedures**

In the unlikely event of an emergency situation which could threaten the safety of the people inside the school building(s), The Oaks will use the following protocol:

### **External Threat**

In the event of an external threat in which exiting the building could be dangerous, but remaining inside the building is deemed safe, the administration will place the school in a “Code Yellow” state.

**Code Yellow** (potential danger) – A Code Yellow status will be announced by the administration through the phone system in the event that outside circumstances may pose a threat to student safety. In the event of a Code Yellow:

- Administrators will lock entrance doors.
- Teachers will inspect the hallways and bring any stray students into a classroom.
- Teachers will close and lock the doors during class, but will continue teaching in a normal fashion.
- Classes at recess will return to the school ASAP and remain in a locked classroom until the threat is cleared.
- Classes on field trips will finish the field trip as planned, unless otherwise instructed by the administration.
- No one will be allowed to enter or exit the school building without the expressed permission of an administrator.



- Parent calls/concerns will be answered by an administrator or a designated staff member.

### **Internal Threat**

In the event of an internal threat in which being inside the building could be dangerous, the administration will place the school in one of two states, “Code Blue” or “Code Red”.

**Code Blue** (bomb threat) –A Code Blue status will be announced by the administration through the phone system in the event of a bomb threat. The teachers will escort their classed out of the building in the same fashion as a fire drill.

- If threat is in the Multipurpose Building – students exit to the Sanctuary
- If threat is in the Worship Center – students exit to the Gym
- If threat is in the Christian Education Building – students exit to the Gym
- If threat is in the Portables – students exit to the Sanctuary
- If location of threat is unknown the administration may direct all students and staff to the offsite location, Bowdish Middle School.

**Code Red** (immediate danger inside the building) – A Code Red status will be announced by the administration through the phone system if there is an immediate threat to students and staff within the school building(s). In the event of a Code Red:

- Administrators will lock entrance doors.
- Teachers will inspect the hallways and bring any stray students into a classroom.
- Teachers will close and lock all classroom doors, draw the shades and turn off the lights inside the room.
- The teacher will gather the students against a wall that is not visible through the door and remain quiet.
- No one is to leave the classroom until an administrator or law enforcement officer contacts the teacher.
- Do not open the door to a knock.
- Classes at recess will seek shelter out of plain view and will not return to the school until instructed to do so.
- Classes on field trips will be contacted and instructed on what to do and where to go while Code Red is in effect.

# 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.

# 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. Phone missing student's parent or legal guardian.
3. Search the campus for missing student.
4. 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.

# Shelter Plan

## Instructor/Staff Procedures

1. Staff will go with students to 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 or the okay has been given to  
return to The Oaks.

# Shootings

## Instructor/Staff Procedures

1. When shots are heard, tell students and other staff to take cover.
2. Identify source and location.
3. Notify office and request Code Red lockdown be announced.
4. Call 911 and give exact location.
5. Check for any injuries and/or missing students.
6. 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 Code Red lockdown via phone system.
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)

**Code Red** (immediate danger inside the building) – A Code Red status will be announced by the administration through the phone system if there is an immediate threat to students and staff within the school building(s). In the event of a Code Red:

- Administrators will lock entrance doors.
- Teachers will inspect the hallways and bring any stray students into a classroom.
- Teachers will close and lock all classroom doors, draw the shades and turn off the lights inside the room.
- The teacher will gather the students against a wall that is not visible through the door and remain quiet.
- No one is to leave the classroom until an administrator or law enforcement officer contacts the teacher.
- Do not open the door to a knock.
- Classes at recess will seek shelter out of plain view and will not return to the school until instructed to do so.
- Classes on field trips will be contacted and instructed on what to do and where to go while Code Red is in effect.

# 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.

### **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.

### **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.



# **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. Notify the Valley Fourth Memorial Church Office
3. Contact police if needed

# 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.
3. Confirm that 911 has been called, if necessary.
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.

## 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 School .....228-4700

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

Kim Frank Cell .....954-4398

### Oaks Staff Cell Numbers

Charlie Dowers, Headmaster.....509-954-8997

Corey McEachran, Head of Grammar School.....831-251-6352

Ben Tate, Secondary Teacher.....509-919-2150

Craig Potter, Facility Supervisor.....509-879-5982