



# The Oaks

*A Classical Christian Academy*

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2022–2023

## **Student – Parent Handbook**

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**I.**  
***Purpose,***  
***Structure,***  
***Philosophy,***  
***Objectives***

## **STATEMENT OF PURPOSE**

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

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

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

## MISSION STATEMENT

The Oaks exists to partner with parents who seek to educate classically educated young men and women who glorify Christ, shape culture, and shine the light of God’s truth into every endeavor of life.

## SCHOOL VISION

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

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

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

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

## **SCHOOL HISTORY AND MANAGEMENT**

The Oaks – A Classical Christian Academy is managed by the Board of Directors of The Oaks Education Association according to its bylaws which were adopted May 31, 1996.

Articles of Incorporation for The Oaks Education Association, a Washington Non-Profit Corporation were filed March 18, 1996. Tax exempt status retroactive to the incorporation date was subsequently recognized in a determination letter from the Internal Revenue Service. Incorporators were Tim Ansett, Todd Ostlind, Lon Parmely, and Bruce Williams.

The Articles of Incorporation indicate that the corporation was organized exclusively for charitable, educational, and religious purposes within the meaning of Section 501(C)(3) of the Internal Revenue Code. The Articles also specifically state that the corporation shall support parents by providing a classical and biblically based education in a Christian environment and include our statement of faith.

In addition to the incorporators and their wives, a larger group of parents had been meeting and working toward forming the school as the Parent’s Advisory Committee beginning in December 1995. Informal discussions of the desirability and possibility of starting a classical and Christian school in Spokane began in early 1994, if not sooner.

In the fall of 1996, the school opened its doors for students in grades K-6. Over the next seven years one grade per year was added and now the school offers grades K-12.

The school is run by a Board of Directors who typically meet once a month to carry out its responsibilities, with day-to-day operation authority delegated to the Head of School of the school.

**STATEMENT OF FAITH**

The following is 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 in The Oaks. Secondary or divisive doctrines and issues will not be presented as primary doctrine. When these types of doctrine or issues arise, they will be referred back to the family and local churches for final authority.

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

## STATEMENT ON MARRIAGE AND HUMAN SEXUALITY

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

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

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

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

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

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

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

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

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

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

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

## EDUCATIONAL PHILOSOPHY

Although most Christian schools would agree on certain fundamentals, it is imperative that parents scrutinize the foundational beliefs of any school in which they may enroll their child(ren). Therefore, below are the most important philosophical elements that we at The Oaks believe distinguish our approach to education:

1. We believe that the Bible clearly instructs parents, not the Church or State, to “bring children up in the discipline and instruction of the Lord.” The Church’s commission is essentially to spread the Gospel and train believers (Matt 28:18-20). The State has been directed to enforce God’s laws and protect the innocent (Romans 13). The Church trains parents and the State protects families. The Family raises and educates children (Eph. 6:1-4). Therefore, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.
2. We believe that God’s character is revealed not only in His Word, but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated (integrated) and can instruct us about God himself.
3. God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Matt. 22:37). Therefore, we seek to individually challenge children at all levels and teach them how to learn, by using the centuries-old, proven classical method (see Goals), incorporating instruction in Latin.
4. We want to help parents teach their children that all they do should be done “heartily, as unto the Lord.” Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This includes biblical discipline principles.
5. We have 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. 6:6-9; Prov. 22:6).

Above all, parents can be confident that their student, at every stage of his development in school, will be loved with Christ’s love at The Oaks.

## OBJECTIVES AND STANDARDS

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

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

**TRIVIUM LEARNING CHART**

<b>GRAMMAR (Poll-Parrot)</b>	<b>LOGIC (Pert)</b>	<b>RHETORIC (Poetic)</b>
Grades K–6	Grades 7–9	Grades 10–12
Approx. ages 5–11	Approx. ages 12–14	Approx. ages 15–18
<b><i>Student Characteristics:</i></b>	<b><i>Student Characteristics:</i></b>	<b><i>Student Characteristics:</i></b>
<ol style="list-style-type: none"> <li>Excited about new, interesting facts</li> <li>Likes to explain, figure out, talk</li> <li>Wants to relate own experiences to topic or just to tell a story</li> <li>Likes collections, organizing items</li> <li>Likes chants and clever, repetitious word sounds (e.g. Dr. Seuss)</li> <li>Easily memorizes</li> <li>Can assimilate another language well</li> </ol>	<ol style="list-style-type: none"> <li>Still excitable but needs challenges</li> <li>Judges, critiques, debates, critical</li> <li>Likes to organize items</li> <li>Shows off knowledge</li> <li>Wants to know "behind the scenes" facts</li> <li>Curious about Why? for most things</li> <li>Thinks and acts as though more knowledgeable than adults</li> </ol>	<ol style="list-style-type: none"> <li>Concerned with present events, especially in own life</li> <li>Interested in justice, fairness</li> <li>Moving toward special interests, topics</li> <li>Can take on responsibility, independent work</li> <li>Can do synthesis</li> <li>Desires to express feelings and own ideas</li> <li>Generally idealistic</li> </ol>
<b><i>Teaching Methods:</i></b>	<b><i>Teaching Methods:</i></b>	<b><i>Teaching Methods:</i></b>
<ol style="list-style-type: none"> <li>A lot of hands-on work, projects</li> <li>Field trips, drama</li> <li>Make collections, displays, models</li> <li>Integrate subjects through above means</li> <li>Teach and assign research projects</li> <li>Recitations, memorization</li> <li>Drills, games</li> <li>Oral/written presentations</li> </ol>	<ol style="list-style-type: none"> <li>Timelines, charts, maps (visual materials)</li> <li>Debates, persuasive reports</li> <li>Drama, re-enactments, role-playing</li> <li>Evaluate, critique (with guidelines)</li> <li>Formal logic</li> <li>Research projects</li> <li>Oral/written presentations</li> <li>Guest speakers, trips</li> <li>Oral assessments</li> </ol>	<ol style="list-style-type: none"> <li>Drama, oral presentations</li> <li>Guide research in major areas with goal of synthesis of ideas</li> <li>Many papers, speeches, debates</li> <li>Give responsibilities, e.g. working with younger students, organize activities</li> <li>In-depth field trips, even overnight</li> <li>World view discussion/written papers</li> <li>Oral assessments</li> </ol>

***II.***  
***School Goals,***  
***Curriculum Goals***

**ANNOTATED SCHOOL GOALS****CHRIST-CENTERED**

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

1. 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.

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.

2. Provide a clear model of the biblical Christian life through our staff and board (Matthew 5:13-16; Matthew 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 teacher 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. As a result, we consider the following four things to be essential to the role of a teacher:

- a. Teachers at The Oaks are partly responsible for teaching our Christian faith.
- b. Teachers are also responsible for inculcating the faith into lives.
- c. Teachers are responsible for teaching students to live out the faith.
- d. Faculty positions are critical in the life of our faith at The Oaks. As Christians, we are told to train up our children in the way they should go. This is why we hire Christian teachers who love the Lord and teach the children to live out our beliefs.

**ANNOTATED SCHOOL GOALS (continued)**

3. 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:

1. 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.

2. 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 in 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.

**ANNOTATED SCHOOL GOALS (continued)**

3. 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 corporeal 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.

## **CURRICULUM GOALS**

### **ENGLISH – We seek to:**

1. Equip every student with the skills necessary for good writing, including spelling, grammar, style, clarity, etc.
2. Put a major emphasis on good writing by requiring the students to write often and correctly in each subject area.
3. Encourage clear thinking by the students through requiring clear writing.
4. Introduce the students to many styles of writing using the Bible and other high-quality literature.

### **HISTORY / GEOGRAPHY – We seek to:**

1. Teach the students that God is in control of History and He will determine its ultimate outcome.
2. Enable the students to see God’s hand in the history of the world and the United States.
3. Broaden the students’ understanding of history and geography as the students mature. Specifically, begin with local history and geography in 1st grade, Old Testament in 2nd, New Testament and Ancient Egypt in 3rd, Middle Ages in 4th, Up to 1815 in 5th, and From 1815 to Present in 6th grade.
4. Make history and geography “come alive” for the students through the use of many forms of information and research, (i.e., biographies, illustrations, field trips, guest speakers, music, art, foods, architecture, etc.).

### **SCIENCE – We seek to:**

1. Develop in the students an increasing appreciation of the orderly and wondrous way God has designed the universe, and the laws which govern it.
2. Impart to the students the grammar of Physics, Biology, Earth Science, and Chemistry through the method of doing science.
3. Teach the students the scientific process by practicing it numerous times in each grade, so that by the time the students enter logic/ rhetoric-level science they should be very familiar with the scientific method.

### **CURRICULUM GOALS (continued)**

4. Encourage the students to think, to question, and to test their own theories.
5. Develop the students' skills of observation and abilities to record and analyze information.
6. Encourage the students to apply their scientific knowledge to daily life.
7. Develop the students' appreciation and knowledge of great scientists, especially Christian scientists, of the past.
8. Use many forms of instruction to teach scientific concepts and methods (i.e., a large variety of experiments, demonstrations, research projects, illustrations, field trips, guest speakers, etc.)

### **MATHEMATICS – We seek to:**

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

### **READING – We seek to:**

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

LATIN – We seek to:

1. Pronounce correctly Latin letters and words.
2. Acquire a vocabulary of approximately 1,000 words by the end of sixth grade.
3. Recognize Latin derivatives in English, develop facility in the use of a dictionary for etymology, to grow in English vocabulary.
4. Understand and use grammar in Latin and English to the following extent – (a) in Latin: declension of nouns, conjugation of verbs; (b) in English and Latin: concepts of singular and plural; tense; nouns, verbs, and adjectives; person; word order.
5. Memorize Latin paradigms in chants.
6. Be exposed to Latin quotes and expressions.
7. Do simple translation work.
8. Acquire some knowledge of Roman history.

MUSIC – We seek to:

1. Train the students to sing knowledgeably, joyfully, and skillfully to the Lord on a regular basis.
2. Enrich the teaching of Scripture through the teaching of many classic, meaningful hymns.
3. Encourage (through a variety of options) the students to select some area of music, vocal or instrumental, to pursue on their own.

ART – We seek to:

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

PHYSICAL EDUCATION – We seek to:

1. Systematically work with the students to teach them basic exercises and game skills (i.e., throwing, hitting, kicking, catching, etc.).
2. In cooperation with the families, encourage the students to knowledgeably establish and maintain good health and nutritional habits.
3. To enhance biblical patterns of behavior through activities requiring cooperation, teamwork, and general good sportsmanship.

BIBLE – We seek to:

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

**CURRICULUM GOALS (continued)**

**Latin:** Considering the sheer numbers of years and amount of quality schools wherein the teaching of Latin was an integral part of any good academic training, the instruction in Latin at The Oaks should need no explanation or defense. However, like many traditional particulars of good education lost in the name of “modern” or “progressive” education, Latin’s advantages have been neglected and forgotten by a couple of generations. Latin was regularly taught even in American high schools as late as the 1940’s. It was considered necessary to a fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages. Latin is taught at The Oaks from third through tenth grades.

The Oaks teaches Latin, therefore, for two major reasons:

1. Latin is not a “dead language”, but rather a language that lives on in almost all major western languages, including English. A training in Latin not only gives the student a better understanding of the roots of English vocabulary, it also lays the foundation for learning other Latin-based languages.
2. Learning the grammar of Latin reinforces the student’s understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English classwork, e.g. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.

**Physical Education:** Physical Education (P.E.) classes will be held once a week for Grades 1-6 to teach basic exercise and game skills. Students will be encouraged to establish and maintain good health and nutrition habits, as well as enhancing biblical patterns of behavior through activities requiring cooperation, teamwork, and general good sportsmanship.

**Music:** Grammar School grades will receive formal music instruction twice a week where they will be trained to sing knowledgeably, joyfully and skillfully to the Lord. Logic/Rhetoric School students are required to take music instruction every semester. Logic/Rhetoric School students can also take Select Choir as an elective when offered.

**Art:** Grammar School grades will receive formal art instruction once a week where they will be trained to draw, paint, sculpt, etc., knowledgeably, joyfully and skillfully unto the Lord. Logic/Rhetoric School students have had the option to take Beginning or Intermediate Art when offered, and all Juniors are required to take the Fine Arts class. Financial Expectations Policy



# ***III.***

# ***Admissions Procedures***



## ADMISSIONS PROCESS

Our process, like other private schools and colleges allows the school to accurately identify and admit students from families who have clearly expressed convictions that are similar to ours regarding the education of Christian children. The selection and make-up of the school's student body is second only to staff selection in the impact it has upon the school's mission. The family-like atmosphere The Oaks seeks to foster and currently enjoys is due in great measure to the similarity of biblical convictions and principles taught and lived out in many of the homes of our students. As the Lord blesses us with growth and change, we want to do all we can to maintain and build up that atmosphere.

The basic process for new applicants is as follows:

1. **Initial Visit (scheduled throughout the year):** Parents meet with an administrator to learn about The Oaks and tour the campus. Applications for admission are available at the conclusion of this visit.
2. **Application (accepted throughout the year):** Applications will be processed upon being returned fully completed with the family application fee. *Open enrollment officially begins February 1st for kindergarten and March 1st for first through twelfth grades.*
3. **Assessment Testing:** Testing will be scheduled for each incoming student to determine grade placement after the completed application has been received.
4. **Family Interview:** Interviews are scheduled with an administrator, parents, and incoming student(s) following the assessment testing.
5. **Acceptance/Denial Notification:** Acceptance is determined by the Head of School after the family interview and after reviewing all other required materials. Notification of acceptance or denial will be mailed to each applicant at or after the open enrollment time. Accepted applicants will receive all appropriate information for preparing for school, including financial arrangements shortly thereafter.

A student's academic achievements will be considered in the application process, but only for grade placement, not as the primary determinant for acceptance. Each new student will be given an entrance test to determine final grade placement. Again, we are seeking to enroll those students who, because of their own family's educational, behavioral, and spiritual priorities, will most benefit from what The Oaks can offer them.

## FINANCIAL INFORMATION

### BASIC FINANCIAL UNDERSTANDINGS

The following information has been compiled primarily for the benefit of those families who have had children accepted as students in The Oaks. Although our preeminent task is to educate students, we need to ensure that all financial arrangements and practices are clearly understood and followed by all concerned.

**Family Application Fee:** This is a one-time payment of \$100 per family, turned in with the family application. This fee is non-refundable and covers administrative costs and assessment testing. Registrations will be considered firm only when the family application fee is paid.

**Enrollment Fee:** This is an annual fee of \$250 per student, due upon acceptance. This fee is non-refundable.

**Tuition:** Monthly tuition payments are due by the fifth of each month. Normally these payments are divided over twelve months, beginning in July and continuing through June, even though the school year runs from September through June. Families enrolling in school after July will have the tuition divided over the remaining months (i.e., August through June, or September through June). Payments are made by automatic withdrawal, which will be set up after acceptance is determined. Questions on specific bills may be addressed to the school's bookkeeper.

**Student Resource Fees:** This is a once a year fee per student due July 1 (or if enrolling after July, the first month of enrollment) or they may be combined with the monthly tuition payment. The resource fees are \$100 for Half-Day Kindergarten; \$200 for Full-Day Kindergarten/Enhancement; \$150 for Grades 1–6; and \$175 for Grades 7–12. In addition to the resource fee the students will purchase some of their own books for literature, Latin, etc.

**Extra-curricular Activities:** These fees are assessed on a per-user basis, since not all the school families will necessarily use these options: for example; athletic and theatre fees.

**Non-refundable Status of Tuition Fees:** Due to the fact that the school contracts with our teachers and staff to pay them a set amount for the year, regardless of any reduction in student population, and in consideration of the per student costs we incur in materials and overhead for the year, we cannot refund any paid application, enrollment, resource or tuition fees.

TUITION

	<i>Monthly</i>	<i>Yearly</i>
Kindergarten (a.m.) (Half Day M-F)	\$370/mo. (12 mo.)	\$4,440/yr.
Kindergarten (Full Day/Enhancement M-F)	\$679/mo. (12 mo.)	\$8,150/yr.
Grammar (1–6th Grades)	\$679/mo. (12 mo.)	\$8,150/yr.
Logic & Rhetoric (7–12th Grades)	\$710/mo. (12 mo.)	\$8,520/yr.

DONATIONS/GIFTS

Each year, The Oaks depends upon, and is most appreciative of, the generosity of alumni, parents, past parents, grandparents, faculty, and staff to continue the good work of providing excellent classical, Christian education to our students. A gift to The Oaks Annual Fund truly makes a difference in the development of every student, grades kindergarten to twelve. These investments help fund essentials within the daily operation of the school, including professional development, curriculum enhancement, support for athletics, the arts, technology, and a number of student activities. Please prayerfully consider supporting us in this important endeavor.

*What is/is not tax-deductible:* Undesignated and designated financial gifts given to the school are considered tax-deductible and a receipt will be issued to the donor. Undesignated gifts will go towards the area of greatest need. Gifts given directly to staff members or families are not tax-deductible. Tuition and fee payments are not tax-deductible.



## FINANCIAL EXPECTATIONS POLICY

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

**Scope:** This policy applies to all families with children enrolled at The Oaks.

### **Definitions:**

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

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

### **Guidelines:**

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

## DELINQUENT TUITION POLICY

**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.

**Guidelines:**

The following process shall be followed in the collection of late fees (i.e., 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: A Classical Christian Academy (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 shall be sent to the applicable parents or responsible party (Delinquent Party). This reminder shall be sent 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 (e.g., negotiated payment plans with the Head of School to cure delinquent tuition) have not been made within 20 days after date the reminder was sent, the Head of School 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 Head of School or his delegate shall send an expulsion notice 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 Head of School shall inform the Delinquent Party that their child(ren) are hereby expelled from The Oaks for failure to pay tuition.
8. Upon the payment of delinquent tuition, the Head of School, in his discretion, may permit the expelled student to be re-admitted to The Oaks on such terms and conditions the Head of School 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, transcripts, report cards for any grade level, and all standardized test scores 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 Head of School. Such agreement shall be on file in the office of the Head of School.
10. No family / student shall be permitted to re-enroll in The Oaks for a future school year if such family / student is delinquent in tuition, unless such other arrangements have been made with the Head of School.
11. The Head of School shall update the Board on 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.

## ASSESSING STUDENT READINESS FOR NEW & RETURNING STUDENTS

### PURPOSE

To encourage every teacher to have as accurate an understanding as possible of each student's academic readiness upon entering a new grade/class. This is especially needful for students transferring into The Oaks from other Christian schools, public schools, or homeschools.

There are a number of obvious benefits that are gained by determining a student's academic background and aptitude as early as possible. A few of these benefits are:

1. The teacher can see his students as individuals and learn their strengths and weaknesses, which will enable him to plan his lessons with individuals in mind.
2. Grouping, especially for reading and math, can be established more knowledgeably and readily, without undue time spent on review. This will be a benefit to the rest of the class as well.
3. The teacher can plan to build on the student's previous specific growth and can relate that progress more informatively to the parents.

### PROCEDURES

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

## LEARNING DISABILITIES POLICY

**Objective:** To clarify the educational goals of The Oaks

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

### **Definitions:**

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

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

## PARENT INVOLVEMENT

*“Train the child in the way he should go and when he is old, he will not turn from it...”*  
Proverbs 22:6

1. The family unit is of first importance to The Oaks since the family is the most important human institution ordained by God. No other institution is given the high calling of bringing forth and raising up children.
  
2. Therefore, The Oaks is continually seeking ways to constructively involve the parents, grandparents, and siblings of our students in the school’s regular and special programs.
  - a. Parents are strongly encouraged to volunteer or to observe in the classrooms.
  - b. Parents are required to check in at the office before visiting the classrooms.
  
3. Communications with the school’s parents, in terms of critical parental involvement, are only second to having the parents actually in the classroom. The parents should never have to be in a position of wondering what is happening in their child’s class or wonder how their child is progressing.
  - a. The grammar teachers are required to communicate with all the class parents every week. This will be done in a written form.
  - b. All formal, written communications (weekly newsletter, field trip notifications, report cards, etc.) to class parents must be read and approved by the appropriate Dean of School. Informal communications (brief emails, tracking down missed assignments, make up work, etc.) do not need to be approved.
  - c. For Grammar students, during the first and third quarter mid-terms, mandatory formal parent-teacher conferences will be arranged. (Informal conferences may and should be arranged as needed.)

4. Other ways parents may be involved in the school are:
  - a. Guest speakers
  - b. Field trip hosts or chaperones
  - c. Grandparents Day
  - d. Christmas and Spring Programs
  - e. Athletics
  - f. Drama Productions
  - g. Classroom History Programs
  
5. If a parent has a concern or observation to make about a classroom, please make that directly to the teacher, and not to another parent. If it is necessary to take the observation or concern further, please take it to the Head of School. God will honor this commitment by all (parents, teachers, administrators) and provide a healthy school environment that will bring glory to Christ.



# *IV.*

## *Student Requirements*

## **BASIC SCHOOL RULES**

The following list of school rules are those essential policies that we require all our students to be aware of and adhere to:

### **DRESS/APPEARANCE**

All students are required to wear The Oaks school uniform. A student's appearance must be neat and clean. Hair should also be neat, clean, and well-groomed.

### **CONDUCT**

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
3. No chewing gum, electrical music devices, guns, or large knives are allowed on the school grounds. Small pocketknives are permitted.
4. Students are expected to be aware of and avoid the off-limits areas of the building or grounds.
5. Students are expected to treat all of the school's materials or facilities with respect and care. This includes all textbooks distributed to students (students will be charged for lost or damaged textbooks). All school textbooks are required to be covered with a protective book cover. Be careful not to drop your backpack at school, at home, in the car, etc. The books inside of the backpacks can be damaged if they are dropped.
6. Public displays of affection are not permitted at school or school activities.
7. Students may not write on the whiteboards without permission of the teacher.

## STUDENT HEALTH REQUIREMENTS

1. All students attending The Oaks must have on record with the school office, either a current immunization record for diphtheria, tetanus, polio, measles, rubella, and hepatitis B, or an exemption statement, before entering school in the fall. Standard immunization record forms may be obtained from the family doctor and a copy given to the school office.
2. Before the school will issue any medication to a student, we must receive written parental permission. In order to facilitate the general dispensing of non-prescription medicine (e.g. Tylenol and Tums), we have a form available for parents to grant a year's general permission to the school to issue non-prescription medicines to their student. This form will be kept in the student's file. No prescription medicines will be dispensed without written parental permission.
3. Other forms necessary for student health records, obtained from the school office:
  - a. *Health History*: describes the basic health/illness history of each student.
  - b. *Emergency Form*: Lists the emergency contact names and phone numbers of people who may need notification in a medical emergency. Includes a signed waiver in order to facilitate necessary surgical action. Also includes a transportation and activities release waiver to be used for all school sponsored field trips.

## SUMMARY OF NEEDED FORMS/INFORMATION FOR EACH STUDENT:

1. Copy of current immunization record or exempt statement
2. Medical Release Form which includes a pre-admissions health form, emergency contact information, permission to administer medication, and a transportation and activities release form

## STUDENT UNIFORM POLICY

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

**Scope:** This policy applies to kindergarten through 12th grade students.

**Guidelines:**

The purpose of the school uniform is to foster a sense of unity, to provide a consistently attractive and neat appearance for all students, to avoid peer pressure in matters of dress, and to use attire as a means of uplifting the values of truth, goodness, and beauty in our community. Parents and students are responsible for reading the uniform information, familiarizing themselves with the policy, and embracing its purpose.

The Oaks is a workplace for students as well as for teachers. Students should dress in a way to demonstrate their respect and honor for the school uniform policy. Therefore, students shall observe the following principles:

- *Dress neatly:* Shirts tucked in, shoes tied, no holes/tears in clothes, clothing appropriately sized for the wearer. Dress and grooming that are clean, tidy, and conducive to order and learning.
- *Seek to honor:* Cheerful, consistent compliance is expected. School administration will determine if there is a violation of the dress code. Students not complying with the dress code will be required to rectify the matter as quickly as possible.

Lands' End is the selected uniform provider for The Oaks; however, a few specific items are supplied by Spokane Uniform House (these are indicated in the uniform requirement lists). Students are expected to dress in accordance with their God-given biological sex; transgender dress/facilities use is not permitted. Daytime attire is the designated school uniform unless otherwise specified by the administration for special events and/or activities.

*General Guidelines:*

**Shirts:** Students must wear a uniform shirt from those listed in the uniform lists at all times (sweaters may not be worn without a uniform shirt underneath). Students may wear white undershirts under their uniform shirts. Please note that undershirts must be *solid white* without any writing. Again, shirts must be tucked in at all times.

**Garment sizing and length:** Sizing of garments needs to be within reason for the child's frame. Planning for growth is appreciated, but oversized shirts, jackets, or pants are not permissible. Jumpers/dresses, skirts/skorts, and shorts are to be hemmed at the top of the knee bone or below (those which are more than 2" *above* the knee are considered out of uniform). Please plan for your child's growth through the school year and check specific garment dimensions as you order these items. Garment sizing and length guidelines are driven by a desire to demonstrate *dignity and modesty*.

**Footwear:** Shoes should be clean, comfortable, and in good repair. They should be solid-colored in one of the colors listed (95% or more of a particular color without pattern) and should not draw undue attention to the wearer. Proper shoe attire varies between non-formal and formal uniform requirements, as well as acceptable use of winter snow boots (which varies by grade). Please check the specific uniform requirement list for clarification. No sandals are permitted.

**Socks:** Solid-colored socks (no patterns or large logos) are required for kindergarten through 12th grade students at all times. Please see the uniform list for further specification.

**Belts:** Belts should be a traditional style that is solid dark brown/black and leather or leather-looking. In grades 3–12, gentlemen must wear a belt at all times; ladies must wear belts when they are wearing pants or shorts.

**Outerwear:** When in classrooms and school buildings, Grammar students (K–6th) may only wear Oaks uniform items embroidered with the school logo. Grammar students may wear other jackets & coats when necessary for outdoor activities like recess. Logic and Rhetoric students (7–12th) may only wear Oaks uniform items that are embroidered with the school logo at any time during the school day (between 8:00 am and 3:30 pm).

**Personal Grooming:** Students should demonstrate neat, traditional, conservatively oriented choices in their hairstyle and accessories. Choices should enhance beauty rather than attract attention, thus building on a school culture of truth, goodness, and beauty. Our ladies and gentlemen will keep their hair clean and well groomed. Gentlemen will keep their hair groomed in a traditional style, short in length with the back length no longer than the top of the shirt collar, the sides not below the earlobe,

and not in their eyes. Gentlemen’s hair is not to be bleached, dyed, highlighted, nor cut or worn in an ornamental manner. It should not be cut or styled in a way that draws undue attention to self. Facial hair for gentlemen is not acceptable. Ladies will keep their hair groomed in a traditional style and may be highlighted in natural hair colors. Ladies may wear hair accessories that match uniform colors. Please show preference to smaller size accessories. Hats are not acceptable in school buildings for either gentlemen or ladies.

Grooming guidelines are considered the standards for all Oaks Activities and Events.

The school administrative staff is responsible for the final decisions regarding Personal Grooming and Dress Code matters.

Students shall not have any visible tattoos (temporary or permanent). Gentlemen may not wear earrings or piercings of any sort. Ladies may have piercings in their ears only, wearing earrings that are petite in nature (no novelty, large hoop, or long dangling earrings). Ladies and gentlemen may wear watches (watches with smart technology are not permitted) and rings. Ladies may wear petite gold and silver necklaces, bracelets, and ankle bracelets. Gentlemen may not wear necklaces or bracelets with the exception of religious sports bands.

**Labeling Items:** Please mark each of your children’s belongings with a permanent laundry marker to facilitate return of lost items. Check outerwear items periodically to be sure your child has not picked up someone else’s items. Please also periodically check to ensure that your child’s name is still legible on labeled belongings.

**Embroidered Items:** Shirts, blouses, vests, sweaters, solid jumpers, dresses and uniform outerwear must be embroidered with The Oaks’ logo as listed. The navy vest & navy cardigan sourced through Uniform House will need to be embroidered through the school office. Lands’ End items may not be embroidered through the school office. All Lands’ End uniform items have been preset to come embroidered as required (when purchased using The Oaks’ school number: 900069105).

**Note for Young Ladies:** Khaki, navy, or black “bike” or “slip” shorts are required for ladies while wearing jumpers or skirts and not wearing tights. Shorts in other colors or styles are not acceptable under skirts or jumpers. Ladies should also wear bras that are either flesh toned or coordinated with their shirt color to avoid drawing undue attention.

## K-12th Required Formal Uniform

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

- |                        |                              |
|------------------------|------------------------------|
| 1. First Day of School | 4. Christmas Program         |
| 2. Field Trips         | 5. Spring Program            |
| 3. School Competitions | 6. Weekly Formal Uniform Day |

## Formal Uniform Chart

*(See detailed description for specific item providers)*

Ladies	Gentlemen
<b>Jumper/Skirt</b>	<b>Pants</b>
K–5th: White plaid jumper 6–12th: White plaid skirt or skort	K–12th: Khaki long chino pants, plain front
<b>Blouse</b>	<b>Shirt</b>
K–5th: White short sleeve peter pan blouse 6–12th: White long sleeve button-down oxford blouse	K–12th: White long sleeve button-down oxford shirt
<b>Vest/Blazer/Tie</b>	<b>Vest/Blazer/Tie</b>
6–9th: Navy sleeveless vest embroidered with Oaks logo 10–12th: Navy hopsack blazer 10–12th: White plaid tie (optional)	K–9th: Navy sleeveless vest embroidered with Oaks logo 10–12th: Navy hopsack blazer K–12th: White plaid tie or (7–12th) bow tie
<b>Tights/Socks</b>	<b>Socks</b>
K–5th: White footed tights (Nov – March); White solid-colored anklets (Sept/Oct & Apr/May/June) 6–12th: Dark navy or black footed tights or knee-highs (Nov – March); Flesh-toned nylons or flesh-toned no-show footies (Sept/Oct & Apr/May/June)	K–12th: Khaki, dark brown, or black solid-colored crew-length socks
<b>Undershorts</b>	<b>Belts</b>
K–12th: Navy, black, or khaki bike/slip shorts (required when not wearing tights)	K–12th: Dark brown/black leather or leather-looking dress belt
<b>Shoes</b>	<b>Shoes</b>
K–12th: Solid dark brown or black, dark-soled, low-heeled (1" or less), leather or leather-looking dress shoes, no boots or booties	K–12th: Solid dark brown or black, dark-soled, leather or leather-looking dress shoes

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## STUDENT UNIFORM REQUIREMENTS

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### LADIES: Kindergarten—12th Grade

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Where indicated, uniform items must be purchased specifically from Lands’ End school uniforms or Spokane Uniform House, using The Oaks school number to ensure proper uniform items are purchased. Please check carefully to determine which items are to be bought from specific suppliers. If a supplier is not listed, the item may be purchased from a vendor of your choice. We will continue to make changes that will enhance the uniform look and increase options for families.

**Lands’ End:** school number - 900069105 // [www.landsend.com](http://www.landsend.com)

**Spokane Uniform House:** school code - ZSO032 // [www.dennisuniform.com](http://www.dennisuniform.com) // 502 E. 3rd, Spokane

#### LADIES’ REQUIRED FORMAL UNIFORM:

*Must be worn on formal uniform days*

- Jumper:** (K–5th) white plaid jumper (Lands’ End)
- Skirt/Skort:** (6–12th) white plaid A-line skirt, box pleat skirt, or pleated skort (Lands’ End)
- Blouse:** (K–5th) white short sleeve peter pan blouse (Lands’ End)  
(6–12th) white long sleeve button-down oxford blouse (Lands’ End)  
*Embroidered with Oaks logo if not worn under jumper, vest, or blazer*
- Vest:** (6–9th) navy sleeveless vest (Uniform House)  
*Embroidered with Oaks logo [Will need to be embroidered through school office.]*
- Blazer:** (10–12th) navy hopsack blazer (Lands’ End)
- Tie:** (10–12th) white plaid tie (Lands’ End) *[optional]*
- Tights/Socks:** (K–5th) white footed tights or knee-highs for Nov. – March  
(K–5th) white solid-colored anklets for Sept./Oct. and Apr./May/June  
(6–12th) dark navy or black footed tights or knee-highs for Nov. – March  
(6–12th) flesh-toned nylons or flesh-toned no-show footies for Sept./Oct. and Apr./May/June
- Under shorts:** (K–12th) navy, black, or khaki bike/slip shorts  
*Required with jumpers or skirts when not wearing tights*
- Shoes:** (K–12th) solid dark brown or black, dark-soled, low-heeled (1” or less),  
leather or leather-looking dress shoes, no boots or booties.

**LADIES' OPTIONAL ITEMS:***May be worn on non-formal uniform days*

- Polo Shirt:** *Embroidered with Oaks logo*  
(K–12th) white, evergreen, or navy short or long sleeve polo shirt, feminine or co-ed fit (Lands' End)
- Blouse:** *Embroidered with Oaks logo if not worn under jumper or vest*  
(K–5th) white long sleeve oxford button-down blouse (Lands' End)
- Vest:** *Embroidered with Oaks logo*  
(K–12th) navy sleeveless vest (Uniform House) *[Will need to be embroidered through school office.]*
- Sweater:** *Embroidered with Oaks logo*  
(K–12th) evergreen cotton modal cardigan sweater (Lands' End)  
(K–12th) navy v-neck, button-front cardigan (Uniform House) *[Will need to be embroidered through school office.]*
- Dress:** *Embroidered with Oaks logo*  
(K–5th) navy or khaki ponté pleated jumper (Lands' End)  
(K–6th) navy or evergreen short or long sleeve mesh polo dress (Lands' End)
- Skirt/Skort:** (K–5th) white plaid pleated skort, top of the knee (Lands' End)  
(K–12th) navy or khaki pleated skort, top of the knee (Lands' End)  
(K–12th) navy or khaki chino skort, top of the knee (Lands' End)  
(6–12th) navy or khaki A-line skirt, below the knee (Lands' End)  
(6–12th) navy or khaki box pleat skirt, top of the knee or below the knee (Lands' End)  
(6–12th) navy or khaki tab front skirt, top of the knee (Lands' End)
- Pants:** *May only be worn Nov. – March*  
(K–2nd) navy or khaki elastic waist chino pants (Lands' End)  
(K–12th) navy or khaki plain front chino pants (Lands' End)
- Shorts:** (K–2nd) navy or khaki elastic waist chino shorts (Lands' End)  
(K–6th) navy or khaki plain front chino shorts (Lands' End)
- Jacket:** *Embroidered with Oaks logo*  
(K–12th) navy track jacket (Lands' End)  
(K–12th) navy fleece lined rain jacket (Lands' End)  
(K–12th) navy or evergreen ThermoPlume jacket (Lands' End)
- Belt:** *Required with pants and shorts*  
(3–12th) solid dark brown/black leather or leather-looking traditional style belt
- Tie:** *May only be worn with blazer and skirt/skort*  
(10–12th) traditional style tie (no novelty ties permitted)
- Undershirt:** (K–12th) solid white t-shirt may be worn under uniform shirts
- Under shorts:** *Required when wearing jumpers or skirts and not wearing tights*  
(K–12th) khaki, navy, or black bike /slip shorts
- Tights/Socks:** (K–5th) white, navy, or black footed tights, knee-highs, anklets, or no-show socks  
(6–12th) flesh-toned nylons or flesh-toned no-show footies  
(6–12th) navy or black footed or footless tights or knee-highs  
(6–12th) navy, white, or black socks
- Shoes:** *Shoes should be solid-colored in one of the colors listed (95% or more of a particular color without pattern); socks must be worn at all times; no sandals*  
(K–6th) shoes, tennis shoes, boots in black, brown, navy, grey, or white, low-heeled (1" or less)  
(7–12th) black, brown, navy, grey, or white tennis shoes or leather /leather-looking shoes /dress boots, low-heeled (2" or less)  
(7–12th) winter snow boots (allowed when snow has fallen the night before or early in the morning before school begins) *\*Rubber boots are considered snow boots.*
- Accessories:** See statement under *General Guidelines*.

## STUDENT UNIFORM REQUIREMENTS

### GENTLEMEN: Kindergarten—12th Grade

Where indicated, uniform items must be purchased specifically from Lands’ End school uniforms or Spokane Uniform House, using The Oaks school number to ensure proper uniform items are purchased. Please check carefully to determine which items are to be bought from specific suppliers. If a supplier is not listed, the item may be purchased from a vendor of your choice. We will continue to make changes that will enhance the uniform look and increase options for families.

**Lands’ End:** school number - 900069105 // [www.landsend.com](http://www.landsend.com)

**Spokane Uniform House:** school code - ZSO032 // [www.dennisuniform.com](http://www.dennisuniform.com) // 502 E. 3rd, Spokane

**GENTLEMEN’S REQUIRED FORMAL UNIFORM:** *Must be worn on formal uniform days*

- Pants:** (K–12th) khaki long chino pants, plain front (Lands’ End)
- Shirt:** (K–12th) white long sleeve button-down oxford shirt (Lands’ End)  
*Embroidered with Oaks logo if not worn under vest or blazer*
- Vest:** (K–9th) navy sleeveless vest (Uniform House)  
*Embroidered with Oaks logo [Will need to be embroidered through school office.]*
- Blazer:** (10–12th) navy hopsack blazer (Lands’ End)
- Tie:** (K–12th) white plaid tie (Lands’ End)  
or (7–12th) bow tie (purchased from The Oaks office)
- Socks:** (K–12th) khaki, dark brown, or black solid-colored crew-length socks
- Belt:** (K–12th) solid dark brown/black leather or leather-looking dress belt
- Shoes:** (K–12th) solid dark brown or black, dark-soled, leather or leather-looking dress shoes

**GENTLEMEN'S OPTIONAL ITEMS:***May be worn on non-formal uniform days*

- Polo Shirt:** *Embroidered with Oaks logo*  
(K–12th) white, evergreen, or navy short or long sleeve polo shirt (Lands' End)
- Sweater:** *Embroidered with Oaks logo*  
(K–12th) evergreen cotton modal fine gauge v-neck sweater (Lands' End)  
(K–12th) navy v-neck, button-front cardigan (Uniform House) *[Will need to be embroidered through school office.]*
- Pants:** (K–2nd) navy or khaki elastic waist chino pants (Lands' End)  
(K–12th) navy or khaki plain front chino pants (Lands' End)
- Shorts:** *May only wear white or black solid-colored socks with shorts*  
(K–2nd) navy or khaki elastic waist chino shorts (Lands' End)  
(K–12th) navy or khaki plain front chino shorts (Lands' End)
- Jacket:** *Embroidered with Oaks logo*  
(K–12th) navy track jacket (Lands' End)  
(K–12th) navy fleece lined rain jacket (Lands' End)  
(K–12th) navy or evergreen ThermoPlume jacket (Lands' End)
- Belt:** *Must be worn at all times*  
(3–12th) solid dark brown/black leather or leather-looking traditional style belt
- Tie:** (K–12th) traditional style tie or bowtie (no novelty ties permitted)
- Undershirt:** (K–12th) solid white t-shirt may be worn under uniform shirts
- Socks:** (K–12th) white, khaki, dark brown, navy, or black solid-colored socks
- Shoes:** *Shoes should be solid-colored in one of the colors listed (95% or more of a particular color without pattern); socks must be worn at all times; no sandals*  
(K–9th) shoes, tennis shoes, boots in black, brown, navy, grey, or white  
(10–12th) black, brown, navy, grey, or white tennis shoes or leather/leather-looking shoes/dress boots  
(7–12th) winter snow boots (allowed when snow has fallen the night before or early in the morning before school begins) *\*Rubber boots are considered snow boots.*

## ATTENDANCE POLICY

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

**Scope:** This policy applies to kindergarten through 12th grade students.

### **Guidelines:**

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 recorded by the classroom teacher, available on the online gradebook platform, and reported on the student's report card each quarter.

1. **Short-Term Absences:** If a student needs to be absent from school for one to two days, for any reason, the parents should turn in an Excused Absence Form to the school office and notify the appropriate teachers three days in advance.
2. **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 three days in advance.
3. **Extended Absences:** We will gladly cooperate with families taking their children from school for vacations, hunting trips, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all schoolwork to be completed. We recommend that prior to any planned extended absence, the student(s) work ahead as much as possible. This eliminates both the need to work on vacation and doing a significant amount of make-up work.
4. **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 respective Dean (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 Head of School.

5. ***Excused Absence Procedures:*** The Oaks asks that all parents follow the excused absence procedures when a student 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.

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



**EXCUSED ABSENCE FORM**

Student(s) Names(s): \_\_\_\_\_

Dates Student Will Be Absent: From: \_\_\_\_\_ To: \_\_\_\_\_

Reason for Absence:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

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

Please return the form to the school office three days before scheduled absence.

## **RELEASE OF STUDENTS POLICY**

**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.

**Guidelines:**

Students are released only to a parent or a parent-authorized representative. Please send written confirmation when your child is to be released to someone other than those named on the emergency form. Regarding divorced parents and custody relationships, the Cooperative must have legal documentation to prevent a non-custodial parent from picking up his student or visiting his student on the campus. A written statement by the custodial parent is not adequate proof to restrict rights in such cases. The custodial parent receives all information and school related materials. With a written request signed by each parent, we will gladly provide the same information to the non-custodial parent. Legal documentation (held confidential) will help us meet your needs and the needs of your child.

## OFF-CAMPUS EVENT POLICY

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

**Scope:** This policy applies to kindergarten through 12th grade students.

**Definitions:**

*Leaving Campus Early:* Any student leaving the school campus for any reason before the regular dismissal time of 3:00 p.m.

*Arriving on Campus Late:* Any student arriving the school campus for any reason after the regular beginning time of 8:30 a.m.

**Guidelines:**

This policy applies to 9th through 12th grade students who are interested in participating in a non-Oaks event or extra-curricular activity such as driver’s education, sports programs, private lessons, work, etc. prior to the 3:00 p.m. dismissal.

Students leaving campus early or arriving on campus late regularly are a disruption to the class, a burden on the teachers and a hindrance to the student’s academic endeavors. 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 3:00 p.m.

Following are the procedures students and parents must follow for any off-campus event or extra-curricular activity that would require a student to leave campus early or arrive on campus late:

1. Parents must complete and return the Off-Campus Event Form (available online and in the school office) to the school office a minimum of one week prior to the start of the activity.
2. The Dean of Logic and Rhetoric Schools will review the activity request and notify both the parents and the school office of the decision. The form will remain in the school office during the entirety of the activity with the appropriate teacher(s) receiving a copy.
3. Students must always check out in the school office when leaving early and check into the school office upon arriving late. If you prefer, a parent may come in and sign the student out while the student is getting their things together.

4. When there are variances to the early release time indicated on the activity form the student must bring a parent note to the school office prior to the dismissal time.
5. 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.



### Off-Campus Event Application Form

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Phone #: \_\_\_\_\_

Event/ Activity of Interest: \_\_\_\_\_

Location of Event/ Activity: \_\_\_\_\_

Event/ Activity Contact: \_\_\_\_\_ Phone #: \_\_\_\_\_  
\*coach, instructor, etc.

Date Event/ Activity Begins: \_\_\_\_\_ Date Event/ Activity Ends: \_\_\_\_\_

Day(s) of the Week: \_\_\_\_\_

Event/ Activity Start Time: \_\_\_\_\_ Event/ Activity End Time: \_\_\_\_\_

Early Release Time: \_\_\_\_\_

Description of Event/ Activity  
(include how this event/ activity will impact the student’s academic program)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student Signature/Date

\_\_\_\_\_  
Parent Signature/Date

*Please return the completed Form to the school office for review at least one week prior to the start of the activity.*

Administrative Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_

\_\_\_\_\_  
Administrative Signature/Date



## STUDENT TARDY POLICY

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

**Scope:** This policy applies to kindergarten through 12th grade students.

**Definitions:**

**Tardy:** 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 8:30 A.M. (or for logic/rhetoric school students at the beginning of each class period). There is no differentiation between an excused tardy and an unexcused tardy (this is not the same as someone notifying the school regarding a scheduled doctor or dental appointment).

**Guidelines:**

A student will be allowed three tardies per semester before office visits are required. Logic/Rhetoric School teachers will record tardies at the beginning of each period each school day. All tardies are recorded in the online gradebook platform daily. 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 respective Dean. A fourth office visit results in a two-day suspension, and normally a fifth office visit results in expulsion from school (see 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 record of tardies for logic/rhetoric school students will be kept for each class period in the school office. Parents may check the online gradebook platform for tardy information on their students. Tardies will be designated as follows:

<b>Tardy</b>	<b>Procedure</b>
#1	<i>grace</i>
#2	<i>grace</i>
#3	warning notice home
#4	Office Visit #1 – notice home
#5	<i>grace</i>
#6	Office Visit #2 – notice home
#7	<i>grace</i>
#8	Office Visit #3 – notice home <i>*meeting with student &amp; parents</i>
#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 respective Dean after the fourth and sixth tardies. Students and parents will meet with the respective Dean 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 Discipline Policy.



V.  
*Discipline*  
&  
*Miscellaneous Policies*

## DISCIPLINE POLICY

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

**Scope:** All teachers, administrators, students, and families

**Guidelines:**

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

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

## OFFICE VISITS

There are five basic behaviors that will automatically necessitate discipline from an administrator (versus the teacher). Those behaviors are the following.

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

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

If for any of the above, or other reasons, a student receives discipline from an administrator, the following accounting will be observed within the school year.

1. The first and every time a student is sent to an administrator 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 second office visit may entail corporeal punishment.
3. The third office visit will be followed by a meeting with the student's parents and an administrator.
4. Should the student require a fourth office visit, a two-day suspension may be imposed on the student.
5. If a fifth office visit is required, the student may be expelled from the school.

#### NOTE ON EXPULSION

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

#### SERIOUS MISCONDUCT

If a student commits an act with such serious consequences that the Head of School deems it necessary, the office-visit process may be bypassed, and suspension or expulsion imposed immediately. Students may be subject to school discipline for serious misconduct which occurs after school hours and off campus.

Examples of such serious misconduct could include acts endangering the lives of other students or staff members, blatant disrespect, gross violence, vandalism to the school facilities, violations of civil law, or any act in clear contradiction of scriptural commands.

#### READMITTANCE

Should the expelled student desire to be readmitted to The Oaks at a later date, The Oaks Board, or its delegated committee, will make a decision based on the student's attitude and circumstances at the time of reapplication.

## REVERENCE POLICY

**Objective:** To ensure that God’s name, character, and truth are honored and respected at The Oaks

**Scope:** This policy applies to the entire program of The Oaks.

**Guidelines:**

1. In all areas of instruction, especially Bible classes and related activities, proper respect and consideration of God’s character will be given. Specifically, class songs, skits, stories, and discussion that include reference to the name and attributes of the Lord must be consistent with biblical principles.
2. Things to avoid include:
  - a. Silly or trite references to Jesus Christ and His work on the cross.
  - b. Mockery of angelic powers, whether demonic or heavenly.
  - c. Emphasis on good feelings or works, vs. humble obedience and grace.
3. For the sake of the students’ spiritual training and the work of The Oaks, joyful encouragement and instruction in reverential knowledge of the Lord is necessary, honored and respected at The Oaks.



## COMPREHENSIVE GRIEVANCE POLICY

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

**Scope:** These guidelines are to be followed whenever there is a dispute or grievance 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 judgement 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 GUIDELINES

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 Head of School.
4. If there is still no resolution, they should request a hearing from The Oaks School Board.

## PARENTS/PATRONS TO ADMINISTRATOR

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

## CONTROVERSIAL SUBJECTS POLICY

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

**Scope:** This policy applies to all teaching staff in the course of their teaching duties.

### **Definitions:**

**Controversial Subject:** A subject which Christian families and churches commonly consider divisive or very sensitive, 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. Examples: Environmentalism, the War Between the States, eschatology, etc.

### **Guidelines:**

1. If in the course of teaching a class, a teacher sees that a subject has arisen which he has good reason to believe is controversial or obviously of a sensitive nature, and discussion of that subject will *not* help him achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for the discussion of the topic at all.
2. If a subject arises which the teacher has reason to believe is controversial and/or of a sensitive nature, and the discussion of that topic *will* help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:
  - a. As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
  - b. Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
  - c. As appropriate (i.e. pertinent to the stated goals of the class), direct the students' attention to informed sources on each side of the subject concerned. This may be done in a variety of forms, such as, a research paper, guest speakers, reading differing authors, etc. Strongly encourage the students to become knowledgeable of the most widely held views on the 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. 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.

## SECONDARY DOCTRINE POLICY

**Objective:** To establish the limits of doctrinal teaching at The Oaks

**Scope:** This policy applies to all teachers at The Oaks in their capacity as teachers at The Oaks

**Definitions:**

*Secondary Doctrine:* Doctrinal issues which are not addressed in The Oaks Statement of Faith and Statement on Marriage and Human Sexuality

**Guidelines:**

1. 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.
2. Presentation of all sides of an issue is encouraged.
3. The teacher should encourage the students to follow up any questions they have with their parents and pastor.

## LILAC FESTIVAL PARTICIPATION POLICY

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

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

### **Definitions:**

The Head of School 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 selections committee will be made up of five individuals to be determined by the Dean of Logic and Rhetoric schools.

### **Guidelines:**

1. Each fall the senior girls will be made aware of the upcoming selection of royalty, the qualifications, and the timeline.
2. The process will consist of girls meeting the qualification requirements listed by the Lilac Association and The Oaks Education Association.
3. 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.

## CELL PHONE/ELECTRONICS POLICY

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

**Scope:** This policy applies to kindergarten through 12th grade students.

### **Definitions:**

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

*School Hours:* 8:30 a.m. to 3:00 p.m., Monday through Friday

*Electronic Devices:* Any electronic device other than cell phones (i.e., computer, tablet, video games, 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 8:30 am to 3:00 pm. If students are expecting messages or phone calls during the day, they can go to the school office 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 schoolwork.
2. Students will not be allowed to have any electronic devices on the school grounds during school hours or during school events. Laptop computers/tablets are allowed in the classroom only with the permission of the teacher.
3. Students must receive permission from each teacher to use their laptop computer/tablet in the classroom. If computers/tablets 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/tablet 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.

**VI.**  
*Grading,*  
*Promotion,*  
*Retention*

## **HOMEWORK PHILOSOPHY AND GUIDELINES**

### **PHILOSOPHY**

The Oaks may assign some amount of homework to many of its students at any given time. Below are the primary reasons or causes for homework being assigned:

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

## GUIDELINES FOR ASSIGNING HOMEWORK

Since homework, by its nature, takes time at home, it is not to be assigned due to the teacher's poor planning or in place of an assignment, which could have been completed in school. The necessity for doing homework will vary from grade to grade and even from student to student. The guide below should be regarded as maximum times, not as required minimum times, and then only if homework is assigned. In any event of homework normally being assigned, a Weekly Homework Assignment Sheet should be used in the grammar grades and a student-owned assignment book should be used in the logic/rhetoric school grades.

Grade	Approximate Maximum Time per Week Night
K	None
1st-2nd	20-40 minutes (infrequently)
3rd	30-45 minutes (as needed)
4th-5th	45 minutes
6th	45-60 minutes
7th-8th	60-90 minutes
9th-12th	90-120 minutes

*\*Normally homework is not to be assigned over the weekend or over holidays and vacation periods.*

**GRADING GUIDELINES****GRAMMAR SCHOOL GRADING GUIDELINES**

## 1. Percentages and Grade Equivalents:

Percentage Range	Letter Grade Equivalent
100-92%	A+ to A-
91-80%	B+ to B-
79-70%	C+ to C-
69-0%	F

## Other Evaluation Designations:

Other Evaluation Designations		
+	E	Excels
√	S	Satisfactory
√-	N	Needs Work
-	U	Unsatisfactory
I	I	Incomplete
<i>Used primarily for K, 1st, &amp; 2nd.</i>		

2. All academic/ objective grading in The Oaks will use a criterion-referenced base for evaluations. That is, objective standards will be used to judge student performance. Grading on a “curve” will not be done.
3. Quarter grades should be based on the following:
  - a. Tests/Book Reports
  - b. Quizzes
  - c. Homework/Classwork
  - d. Minimum of 9 grades per each 9-week quarter for each subject’s grade.

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

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

Other Evaluation Designations		
+	E	Excels
√	S	Satisfactory
√-	N	Needs Work
-	U	Unsatisfactory

8. Types of Behaviors to Evaluate:
  - a. Work/study habits – neatness/timeliness of work, completeness of work, works independently, follows directions, uses free time well
  - b. Conduct – follows rules, avoids unnecessary talking, accepts responsibility, considerate to others, shows initiative
  - c. Skills related to specific subject areas
9. Teacher’s comments will be included in a special section on the report.

## GRAMMAR SCHOOL GRADING GUIDELINES (continued)

### 10. Procedures for quarterly reporting:

- a. Report forms will be sent home the following week after the end of each quarter.
- b. Teachers enter grades and comments on the online gradebook platform. These are reviewed by the respective Dean prior to report cards being posted for parents and printed for student files. Copies of the reports will be kept in each student's file in the school office.
- c. Teachers are responsible for the collection of all grades to be reported.

### 11. Reporting a Grade of "F":

In the event of a student earning an "F" for the quarter in any class or subject, the parents must have received prior notification. That is, no quarter grade of an "F" is to be assigned unless the teacher has ascertained that the parents and the student understand the reasons (missing assignments, poor grades, etc.) for the forthcoming grade.

"Blind-siding", i.e., surprising parents with an "F" is forbidden. To help prevent this from happening, a specific "F-Day" will be assigned each quarter and communicated to the teachers. The administrator will determine from each teacher that all parents of students potentially receiving an "F" for the quarter have been contacted.

## ATTENTION GRABBER POLICY

**Objective:** The purpose of the A.G. 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:** This policy applies to kindergarten through 12th grade students.

### **Definitions:**

*Attention Grabber (A.G.)* 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 A.G. 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 A.G. forms must list specifically the assignment, and the score or complication. This form must also contain the date the notification was given and the date that it must be signed and returned.

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

**PROMOTION POLICY**

**Objective:** To provide administrators and teachers with specific criteria for promoting students to the next grade

**Scope:** This policy applies to kindergarten through 12th grade students.

**Guidelines:**

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

1. Pass reading, math, English, and history with at least a 70% average over the course of the year.
2. Have no more than one “F” per quarter in any other academic subject (e.g. Latin, science, writing, spelling, etc.) and no more than two “F’s” in the same subject within an academic year. 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 judgement call.
3. 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 1st Grade:**

Behavioral maturity and reading readiness for first grade.

**1st Grade to 2nd 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 letter.

Able to add and subtract single digit numbers with at least 70% accuracy.

**2nd Grade to 3rd 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.

**3rd Grade to 4th Grade:**

Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

**4th Grade to 5th Grade:**

Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

**5th Grade to 6th Grade:**

Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

**6th Grade to 7th Grade:**

Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

**7th Grade to 8th Grade:**

Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

**8th Grade to 9th Grade:**

Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

**9th Grade to 10th Grade:**

Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

**10th Grade to 11th Grade:**

Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

**11th Grade to 12th Grade:**

Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

## ACADEMIC PROBATION POLICY

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

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

### **Guidelines:**

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

Grade Point Equivalents	
A	4.0
B	3.0
C	2.0
F	0.0

## STUDENT RETENTION POLICY

**Objective:** The primary purpose of these guidelines is to increase the communication from the school to the home in the instance of a child possible 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.

**Scope:** This policy applies to kindergarten through 12th grade students.

### **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.

## CONSIDERATIONS

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

1. **How old is the child?** (Age plays a tremendous role in a child’s ability and maturity to succeed in school. The more mature, the easier school tasks become.)
2. **What is the sex of the child?** (Very frequently boys will have a harder time adjusting to school patterns than girls will. Boys often need more time to mature than girls.)
3. **Did the child attend kindergarten?** (Certain school habits and behaviors are begun even in kindergarten. Depending on where and whether the child attended can reveal some insights to the behavior and aptitude causing the current concern.)
4. **What is the home life like for the child?** (Things to consider include: saved vs. unsaved, single-parent, divorce, remarriage, working parents, etc. Essentially, is the child’s home life one that instills security and love, with predictable patterns of living? The importance and influence of the home is without equal in the life a child.)
5. **Is reading and love of books evident in the home?** (No other single academic factor plays a greater role in the success of a child in school. Do the parents like to read and do/did they read to the child frequently?)

**STUDENT RETENTION POLICY (continued)**

6. *Is the cause for concern here primarily behavioral, academic or a combination of both?* (If possible, the primary cause for concern should be singled out. Behavioral problems may still indicate retention is necessary but identifying the concern will help determine the best plan for correction.)
7. *Has the child had to repeat a grade before?* (If not, this is moot. If so, when and why did the child repeat? Due to the rapid physical growth of a child, we do not recommend a child repeating the same grade more than once. It is also unlikely that repeating two grades would really address the problem.)
8. *What are the specific indicators the teacher has identified that give rise to the current consideration?* (These should be documented as indicated in the Recommendations Section following.)

**RECOMMENDATIONS**

This section includes the formal communications that, in addition to the normal reporting schedule, should be made when a child is being considered for possible retention. NOTE: The first three (K-2) years are the most critical years for a child to set the patterns and learn the basic skills that will be built upon in later school life. Retention should be a greater possibility in these years, rather than in upper grammar school, in order to give the child more time to mature and master the basic skills before going on. Therefore, the following timeline and recommended procedures are aimed at the primary grades especially, although not exclusively. At the time of reporting for:

1. *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. 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.
2. *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.

3. *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.
  
4. *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.

**GRADUATION REQUIREMENTS POLICY**

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

**Scope:** All graduating students

**Guidelines:**

The following are the graduation requirements for The Oaks:

Subject	Credits	Notes
<i>Bible</i>	4	
<i>English</i>	8	
<i>History</i>	8	
<i>Foreign Language</i>	4	Latin is the required foreign language
<i>Math</i>	8	must include Trigonometry or higher
<i>Logic &amp; Rhetoric</i>	5	with a successful senior thesis
<i>Science</i>	8	
<i>Music</i>	4	must be taken all semesters
<i>Culture &amp; Fine Arts</i>	1	
<b>TOTAL</b>	<b>50</b>	

**Credits:** Fifty total credits are required for graduation.

Class credits are calculated off of a Carnegie Unit system. Students receive one credit for each course that has sixty hours of instruction and two credits for each course that receives one hundred twenty hours of instruction. Credits are awarded after each semester.

Students receive two and a half credits per semester for each *Traditio* course, which receives two hours of instruction per day. *Traditio* fulfills credit requirements for English, Bible, and History.

**Calendar:** The school calendar is divided into two semester grading periods; 55-minute class periods, 6 periods per day, 5 days per week, 18 weeks per semester.

**Transcripts:**

*Note:* High school level classes taken by students during their 7th or 8th grade years will be noted on the back of their transcript.

<i>Grading System</i>		
A	Excellent	4.0
B	Good	3.0
C	Average	2.0
F	Failing	0.0

*Grade Point Averages:* Weighted and unweighted grade point averages (GPA) are computed at the end of each semester. Cumulative GPAs are reported on the transcript annually for freshman, sophomore, & junior students, and by semester for senior students.

*Honors:* Those courses that are more academically challenging are denoted as honors courses. The weighted GPA listed on the transcript reflects an additional 0.025 grade point for each honors level course.

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

*Testing:* All students are required to take the College Board SAT test during their junior or senior years. Students can also take the ACT test and AP tests in addition to the SAT test. These scores will be noted on the back of each student's transcript.

## ADD/DROP CLASS POLICY

**Objective:** To establish basic guidelines for making a 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 for making a determination on when a 7th to 12th grade student can add or drop a class during the semester.

1. A 7th to 12th grade student must confer with the Dean of Logic and Rhetoric schools before completing the designated form to determine if it is suitable to add or drop a class.
2. A 7th to 12th grade student must complete and return the Add/Drop Form (available online or in the school office) for approval from the Dean of Logic and Rhetoric schools. A parent signature authorizing the change of schedule outlined on the Add/Drop Form is required.
3. The Dean of Logic and Rhetoric will forward the completed Add/Drop Form to Student Records to proper recording of the change of schedule.
4. The student may begin attending an added class or stop attending a dropped class once they receive an updated schedule card.

## STUDENT WITHDRAWAL PROCEDURES POLICY

**Objective:** To provide guidance in withdrawing students from The Oaks in the middle of a school year

**Scope:** Any families that are looking to withdraw from The Oaks mid-year

**Guidelines:**

### INTENT TO WITHDRAW:

1. Family notifies school of intent to withdraw
2. Initial notice is immediately referred to the respective Dean or Head of School
3. Respective Dean or Head of School
  - a. Has initial conversation with the family to determine the family's intentions
  - b. Communicates family's intention to withdraw to teachers and Registrar via Jupiter message
4. Teachers are to:
  - a. Collect any classroom supplies and/or books from student or family
  - b. Finalize grade books.
  - c. Notify Registrar that books and/or supplies have been returned in good condition and that grades have been finalized in JupiterEd.
5. Registrar is to:
  - a. Notify Bookkeeper
    - Bookkeeper makes any final financial arrangements and closes account. If there is an outstanding balance bookkeeper notifies registrar.
  - b. Notify Office
    - Office sends records to student(s) new school and files student's records in past student files.
  - c. Finalize any records, print final report cards, and withdraw student(s) from online grade book platform. If there is an outstanding balance let office know not to send student's records and give student's records to bookkeeper.

### EXIT INTERVIEW (OPTIONAL):

Office schedules exit interview for a half-hour appointment with parents and respective Dean or Head of School.



**VII.**  
***Board of Directors,***  
***Administration,***  
***Faculty & Staff,***  
***Accreditation/Memberships***

<b>BOARD OF DIRECTORS</b>			
<i>President</i>	Mr. Shawn Van Horn	<i>Members</i>	Dr. Joe Cvancara
<i>Vice President</i>	Mr. Craig Schurter		Mr. Merrill Miller
<i>Secretary</i>	Mr. Brian Schultz	<i>Ex Officio Member</i>	Mr. Charlie Dowers

<b>ADMINISTRATION &amp; SUPPORT STAFF</b>	
<i>Head of School</i>	Mr. Charlie Dowers
<i>Grammar, Logic &amp; Rhetoric School Dean</i>	Mr. Kenneth V. Trotter
<i>Business Officer</i>	Mr. Mark LaVoie
<i>Family &amp; Community Education Director</i>	Mr. Devin O'Donnell
<i>Athletics Director &amp; Facilities Manager</i>	Mr. Colin Williams
<i>Admissions Officer &amp; Registrar</i>	Mrs. Anya Schnell
<i>Marketing Director</i>	Mr. Ben Palpant
<i>Music Director/Logic &amp; Rhetoric Admin. Assist.</i>	Mrs. Amy Kim
<i>Grammar School Lead Teacher (K–2nd)</i>	Mrs. Abigail Jones
<i>Grammar School Lead Teacher (3–4th)</i>	Miss Kimberli Mewes
<i>Grammar School Lead Teacher (5–6th)</i>	Mr. Kevin Kimball
<i>Bookkeeper</i>	Mrs. Michelle Lilly
<i>College &amp; Career Counseling Director</i>	Mrs. Lynn Gibson
<i>Conservatory Director</i>	Mr. Gary Woodroof
<i>Theatre Director</i>	Mrs. Teri Woodroof
<i>Office Manager</i>	Mrs. Dawn Tallman
<i>Accounts Receivable</i>	Mrs. Svetlana Tishenko
<i>Activities Coordinator</i>	Mrs. Beth Schultz
<i>Development</i>	Mrs. Shelley Moss
<i>Admissions &amp; Conservatory Secretary</i>	Mrs. Laurie Gardner
<i>Office Secretary</i>	Mrs. Trudy Oye
<i>Office Secretary</i>	Mrs. Claire Singer
<i>Office Secretary</i>	Mrs. Kenwyn Trotter

<b>FACULTY</b>	
<i>Grammar School</i>	
<i>Kindergarten</i>	Mrs. Melody Kind
<i>Enhancement</i>	Mrs. Paula Lewis
<i>First Grade</i>	Mrs. Rebecca Holland Mrs. Jennifer Rickert
<i>Second Grade</i>	Mrs. Abigail Jones Mrs. Terryl Liimakka
<i>Third Grade</i>	Miss Kimberli Mewes Mrs. Linda Kimball
<i>Fourth Grade</i>	Mr. Tim Szymanowski Mrs. Linda Szymanowski
<i>Fifth Grade</i>	Mrs. Ingrid LaVoie
<i>Sixth Grade</i>	Mr. Thomas Kolarsky
<i>Latin</i>	Miss Emily Woodroof Mr. Eric Indgjerd
<i>Science</i>	Mr. Matthew Dykstra
<i>Math</i>	Mrs. Nicole Stebbins
<i>Music</i>	Mrs. Amy Kim Mr. Gary Woodroof
<i>Physical Education</i>	Mr. John Stevens
<i>Teacher's Aids</i>	TBA

<b>FACULTY (continued)</b>	
<i>Logic &amp; Rhetoric Schools</i>	
Mrs. Lorraine Bursese	<i>English</i>
Mr. Joel Dowers	<i>Science</i>
Mr. Matt Dykstra	<i>Science</i>
Miss Brittany Hartke	<i>Traditio/Rhetoric</i>
Mr. Eric Indgjerd	<i>Latin</i>
Mrs. Amy Kim	<i>Music</i>
Mr. Kevin Kimball	<i>Traditio/Rhetoric</i>
Mr. Andy Mattson	<i>Math/Science</i>
Miss Lucy Nolan	<i>Math/Science</i>
Mr. Devin O'Donnell	<i>Traditio</i>
Mrs. Nicole Stebbins	<i>Math/Science</i>
Mr. John Stevens	<i>Life Fitness</i>
Mr. Ross Tasche	<i>Latin</i>
Mr. Ben Tate	<i>Math/Bible/History</i>
Mrs. Holly Thomas	<i>Traditio/Logic</i>
Mr. Scott Welch	<i>Traditio/Logic/Math</i>
Miss Emily Woodroof	<i>Logic/History</i>
Mr. Gary Woodroof	<i>Orchestra</i>

## **ACCREDITATION & MEMBERSHIPS**

### **ACCREDITATION**

#### **The Association of Classical and Christian Schools (A.C.C.S.):**

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

The Oaks is an accredited member of ACCS.

### **MEMBERSHIPS**

#### **Educational Records Bureau (ERB):**

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

The Oaks is a member school of ERB.