

**THE**



A Classical and Christian Academy

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2019-2020  
Student – Parent Handbook

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**CONTENTS**

I.	PURPOSE/STRUCTURE/PHILOSOPHY/OBJECTIVES	
	STATEMENT OF PURPOSE	5
	SCHOOL VISION	5
	SCHOOL HISTORY AND MANAGEMENT	6
	STATEMENT OF FAITH	7
	STATEMENT ON MARRIAGE AND HUMAN SEXUALITY	8
	EDUCATIONAL PHILOSOPHY	9
	OBJECTIVES AND STANDARDS	10
	TRIVIUM LEARNING CHART	11
II.	SCHOOL GOALS/CURRICULUM GOALS	
	ANNOTATED SCHOOL GOALS	13-16
	CURRICULUM GOALS	17-19
	LATIN/P.E./MUSIC	20
III.	ADMISSIONS PROCEDURES	
	ADMISSIONS PROCEDURE	22-23
	FINANCIAL INFORMATION	24
	FINANCIAL EXPECTATIONS POLICY	25
	DELINQUENT TUITION POLICY	26-27
	ASSESSING STUDENT READINESS	28
	LEARNING DISABILITIES POLICY	29
	PARENTAL INVOLVEMENT	30
IV.	STUDENT REQUIREMENTS	
	BASIC SCHOOL RULES	32
	STUDENT HEALTH REQUIREMENTS	33
	STUDENT UNIFORM REQUIREMENTS	34-41
	ATTENDANCE REQUIREMENTS	42
	EXCUSED ABSENCE PROCEDURES	43
	EXCUSED ABSENCE FORM	44
	RELEASE OF STUDENTS POLICY	45
	LEAVING CAMPUS POLICY	46
	TARDY POLICY	47

V.	DISCIPLINE/RULES/MISCELLANEOUS POLICIES	
	DISCIPLINE POLICY	49-50
	REVERENCE POLICY	51
	COMPREHENSIVE GRIEVANCE POLICY	52
	CONTROVERSIAL SUBJECTS POLICY	53
	SECONDARY DOCTRINE POLICY	54
	LILAC FESTIVAL PARTICIPATION POLICY	55
	CELL PHONE/ELECTRONICS POLICY	56
	EXTRA CURRICULAR ACTIVITIES POLICY	57-61
VI.	GRADING/PROMOTION/RETENTION	
	HOMEWORK PHILOSOPHY AND GUIDELINES	63
	GRADING GUIDELINES	64-65
	ATTENTION GRABBER POLICY	66
	PROMOTION POLICY	67
	ACADEMIC PROBATION POLICY	68
	GUIDELINES FOR STUDENT RETENTION	69-70
	GRADUATION REQUIREMENTS	71
	ADD/DROP CLASS POLICY	72
VII.	FACULTY/BOARD/ASSOCIATION MEMBERSHIPS	
	FACULTY AND BOARD LISTINGS	74
	ACCS/ERB	75

I.  
PURPOSE  
STRUCTURE  
PHILOSOPHY  
OBJECTIVES

**STATEMENT OF PURPOSE  
SCHOOL VISION**

**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.

**School Vision:**

We aim to graduate young men and women who think clearly and listen carefully with discernment and understanding; who reason persuasively and articulate precisely; who are capable of evaluating their entire range of experience in the light of the Scriptures; and who do so with eagerness in joyful submission to God. We desire them to recognize cultural influences as distinct from biblical, and to be unswayed towards evil by the former. We aim to find them well-prepared in all situations, possessing information and the knowledge of how to use it. We desire they be socially graceful and spiritually gracious; equipped with and understanding of 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 (among current Oaks families) 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 Headmaster of the school.

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**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.

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**STATEMENT ON MARRIAGE AND HUMAN SEXUALITY**

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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



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**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. 6:6,7; 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.

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**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. The Trivium incorporates three stages of development, emphasizing 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 page 4.
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-7.5	Grades 7.5- 9	Grades 10-12
Approx. ages 5-11	Approx. ages 12-14	Approx. ages 15-18
Student Characteristics:	Student Characteristics:	Student Characteristics:
<ol style="list-style-type: none"> <li>1. Excited about new, interesting facts</li> <li>2. Likes to explain, figure out, talk</li> <li>3. Wants to relate own experiences to topic or just to tell a story</li> <li>4. Likes collections, organizing items</li> <li>5. Likes chants and clever, repetitious word sounds (e.g. Dr. Seuss)</li> <li>6. Easily memorizes</li> <li>7. Can assimilate another language well</li> </ol>	<ol style="list-style-type: none"> <li>1. Still excitable but needs challenges</li> <li>2. Judges, critiques, debates, critical</li> <li>3. Likes to organize items</li> <li>4. Shows off knowledge</li> <li>5. Wants to know "behind the scenes" facts</li> <li>6. Curious about <b>Why?</b> for most things</li> <li>7. Thinks and acts as though more knowledgeable than adults</li> </ol>	<ol style="list-style-type: none"> <li>1. Concerned with present events, especially in own life</li> <li>2. Interested in justice, fairness</li> <li>3. Moving toward special interests, topics</li> <li>4. Can take on responsibility, independent work</li> <li>5. Can do synthesis</li> <li>6. Desires to express feelings and own ideas</li> <li>7. Generally idealistic</li> </ol>
Teaching Methods:	Teaching Methods:	Teaching Methods:
<ol style="list-style-type: none"> <li>1. A lot of hands-on work, projects</li> <li>2. Field trips, drama</li> <li>3. Make collections, displays, models</li> <li>4. Integrate subjects through above means</li> <li>5. Teach and assign research projects</li> <li>6. Recitations, memorization</li> <li>7. Drills, games</li> <li>8. Oral/written presentations</li> </ol>	<ol style="list-style-type: none"> <li>1. Time lines, charts, maps (visual materials)</li> <li>2. Debates, persuasive reports</li> <li>3. Drama, re-enactments, role-playing</li> <li>4. Evaluate, critique (with guidelines)</li> <li>5. Formal logic</li> <li>6. Research projects</li> <li>7. Oral/written presentations</li> <li>8. Guest speakers, trips</li> <li>9. Oral assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Drama, oral presentations</li> <li>2. Guide research in major areas with goal of synthesis of ideas</li> <li>3. Many papers, speeches, debates</li> <li>4. Give responsibilities, e.g. working with younger students, organize activities</li> <li>5. In-depth field trips, even overnight</li> <li>6. World view discussion/written papers</li> <li>7. 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:

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

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

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

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

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

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

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

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

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

**ANNOTATED SCHOOL GOALS**  
**(cont'd)**

B. 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.

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

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

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

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

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

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

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**ANNOTATED SCHOOL GOALS**  
**(cont'd)**

**CLASSICAL**

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

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

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

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

Grammar, logic, and rhetoric will be emphasized in all subjects. By grammar, we mean the facts and rules of each subject (we do not limit grammar to language studies). In English, a singular noun does not take a plural verb. In logic, A does not equal  $\neg$ 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.

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

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

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

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

Our discipline policy includes the use of 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.

**ANNOTATED SCHOOL GOALS**  
**(cont'd)**

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.



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

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

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

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

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

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

**IV. MATHEMATICS:** We seek to:

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

**CURRICULUM GOALS**

(cont'd)

**V. READING:** We seek to:

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

**VI. LATIN:** We seek to:

- a) Pronounce correctly Latin letters and words.
- b) Acquire a vocabulary of approximately 1,000 words by the end of sixth grade.
- c) Recognize Latin derivatives in English, develop facility in the use of a dictionary for etymology, to grow in English vocabulary.
- d) 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.
- e) Memorize Latin paradigms in chants.
- f) Be exposed to Latin quotes and expressions.
- g) Do simple translation work.
- h) Acquire some knowledge of Roman history.

**VII. MUSIC:** We seek to:

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

**VIII. ART:** We seek to:

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

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

**IX. PHYSICAL EDUCATION:** We seek to:

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

**X. BIBLE:** We seek to:

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

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**LATIN**  
**P.E./MUSIC/ART****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.

**P.E.:**

Physical Education classes will be held once a week for Grades 1-6 and twice a week as an elective for Grades 7-12 (when offered) 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, team work, 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 Choir 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 as an elective when offered, and all Juniors are required to take the Fine Arts class.

# III. ADMISSIONS PROCEDURES

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## ADMISSIONS PROCEDURE

The admissions procedure will allow the school to accurately identify and admit students from families who have clearly expressed convictions that are similar to the school's regarding the education of 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 will be 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.

A student's academic achievements will be considered in the application process, but only for grade placement, not as the primary determinant for acceptance. We are seeking to enroll those students who, because of their own families' priorities, will most benefit from what The Oaks can offer them. The Oaks – A Classical Christian Academy admits students of any race, color, and national or ethnic origin and does not discriminate against job applicants and students on the basis of race, color, national or ethnic origin.

### *Procedures*

1. **Initial Visits**, in which parents meet with a Head of School to learn about The Oaks and tour the campus, are scheduled throughout the year. Applications for admission are available at the conclusion of this visit.
2. **Applications** are accepted throughout the school year and will be processed upon being returned fully completed with the registration fee. Open enrollment officially begins February 1<sup>st</sup> for kindergarten and March 1<sup>st</sup> for all other grades.
3. **Assessment Testing** will be scheduled for each incoming student to determine grade placement after the completed application has been received.
4. **Family Interviews** are scheduled with a Head of School, the Headmaster, parents, and incoming students following the assessment testing.
5. **Acceptance** is determined by the Headmaster 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. Open enrollment officially begins February 1<sup>st</sup> for kindergarten and March 1<sup>st</sup> for all other grades. Accepted applicants will receive all appropriate information for preparing for school, including financial arrangements shortly thereafter.

### *Requirements for the Students*

1. A child must have reached the age of five years by September 1 of the fall in which he/she would be entering Kindergarten.
2. If a child has successfully completed the previous school year and his/her school work and behavior compare favorably to the comparable grade at The Oaks, the child will be placed in the grade for which he/she is applying. However, if there is evidence to show that the child may not be adequately prepared for the next grade level, with the parents' approval, he/she may repeat the previous grade.
3. The child should understand that his/her parents have delegated their authority to The Oaks. Therefore, the child is subject to the instruction and discipline of the teachers and Heads of School in their roles as educators.

**ADMISSIONS PROCEDURE (continued)**

*Requirements for the Parents*

1. Parents should have a clear understanding of the philosophy and purpose of The Oaks.
2. The parents should be willing to cooperate with all the written policies of The Oaks. This is most important in the area of discipline and homework standards.
3. Parents are encouraged to take an active role in their child's education and create a positive relationship between school and family.
4. Parents are asked to communicate concerns about their child's education with their child's teacher immediately as they evolve.

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**FINANCIAL INFORMATION**

The annual tuition for the 2019-2020 school year is \$7,700 for Grades 1 through 6; \$8,000 for Grades 7 through 12; \$4,100 for half-day Kindergarten or \$7,700 for our all day Enhanced Kindergarten program.

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. A \$15.00 late fee will be charged for any tuition payments received after the 5<sup>th</sup> of each month. Tuition is non-refundable and non-transferable. The \$250.00 per student registration fee is non-refundable and non-transferable.

In addition there is resource fee (\$100.00 for half-day Kindergarten, \$200 for all day Kindergarten, \$150 for Grades 1-6, and \$175 for Grades 7-12) for textbook rentals and classroom supplies such as consumable workbooks and art paper. This resource fee is required for each student and is due in July. Resource fees are non-refundable and non-transferable.

Lunches and personal classroom supplies such as crayons, pencils, pens, and a three ring binder (a specific type is required) are not included in the tuition or supply fee. Logic/Rhetoric School students are also required to purchase their own literature and Latin books. A list of books and ISBN numbers can be found on the school website. The cost of the required uniform is approximately \$220.00 for girls and \$200.00 for boys. The uniforms for students must be purchased at the Spokane Uniform House, 502 E 3rd, and School Uniforms by Tommy Hilfiger. Please see the Uniform Pages in this handbook for specifics. Transportation is the responsibility of the student's family.



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

### **Definitions:**

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

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

### **Text of Policy:**

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

## **DELIQUENT 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.

**Text of Policy:**

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 card shall be sent to the applicable parents or responsible party (Delinquent Party). This reminder card shall be mailed no later than the tenth of the month in which the tuition is due, and will indicate the assessment of late payment fees.
5. If tuition remains unpaid, or other arrangements (e.g., negotiated payment plans with the School Administrator/Headmaster and approved by the Board of Directors of The Oaks (the Board) to cure delinquent tuition) have not been made within 20 days after date the reminder card was mailed, the School administrator/Headmaster or his delegate shall personally contact the Delinquent Party.
6. If 60 days have elapsed since the date the delinquent tuition was due and the delinquent tuition remains unpaid, or other arrangements have not been made, the School Administrator/Headmaster or his delegate shall send an expulsion notice, by certified mail, to the Delinquent Party. The expulsion notice shall contain language that The Oaks reserves all remedies available under law to enforce the payment of delinquent tuition.
7. If after all of the foregoing efforts noted above have been exercised and a period of 90 days has elapsed from the due date, without payment of the delinquent tuition or other arrangements having been made, the School Administrator/Headmaster shall inform the Delinquent Party that their student(s) are hereby expelled from The Oaks for failure to pay tuition.
8. Upon the payment of delinquent tuition, the Board, in its discretion, may permit the expelled student to be re-admitted to The Oaks on such terms and conditions the Board deems necessary and advisable. No student will be permitted to start a new school year with an outstanding balance of tuition owed from the previous school year. Graduate diplomas, report cards for any grade level, and all standardized test scores shall not be issued until all tuition has been paid in full.

**DELINQUENT TUITION POLICY**  
**(cont'd)**

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 School Administrator/Headmaster, and approved by the Board. Such agreement shall be on file in the office of the School Administrator/Headmaster.
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 School Administrator/Headmaster and approved by the Board.
11. The Board shall approve all expulsions and write-offs of uncollected tuition.
12. The School Administrator/Headmaster shall include in the Headmaster's Report to the Board all delinquent tuition accounts of more than 30 days.
13. 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.

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**ASSESSING STUDENT READINESS**

Assessing Student Academic Readiness for New and Returning Students:

- I. 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:

- A. 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.
  - B. 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.
  - C. The teacher can plan to build on the student's previous specific growth and can relate that progress more informatively to the parents.
- II. Procedures:
- A. 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.
  - B. 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.
  - C. 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.

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**LEARNING DISABILITIES POLICY**

**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.

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**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**

- I. 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.
- II. 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. Currently, parents are not required to check in at the office before visiting the class rooms.
- III. 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 at least once every two weeks. (A once-a-week planning form is very common.) This may be done in a written or verbal form.
  - B. All formal, written communications to class parents must be read and approved by the Headmaster prior to being disseminated.
  - C. 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.)
- IV. Other ways parents may be involved in the school are:
  - A. Home room parents
  - B. Guest speakers
  - C. Field trip hosts or chaperons
  - D. Yearbook Committee
  - E. Grandparents Day
  - F. Christmas and Spring Programs
  - G. Athletics
  - H. Drama Productions
  - I. ASCI Competitions
  - J. Classroom History Programs
- V. 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 Headmaster. 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:

- I. **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 and clean.
  
- II. **Conduct:**
  - A. Students are expected to cooperate with basic Christian standards of behavior and conversation.
  - B. 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.
  - C. No chewing gum, electrical music devices, guns or knives are allowed on the school grounds.
  - D. Students are expected to be aware of and avoid the off-limits areas of the building or grounds.
  - E. 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 bookcover. 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.
  - F. Public displays of affection are not permitted at school or school activities.
  - G. Students may not write on the whiteboards without permission of the teacher.



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**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(s). This form will be kept in the student's file. No prescription medicines will be dispensed without written parental permission each time.
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. Pre-Admissions Health Form
3. Emergency Contact/Permission to Administer Medication/Transportation and Activities Release Form

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## STUDENT UNIFORM REQUIREMENTS OBJECTIVES AND GUIDELINES

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

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

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

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

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

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

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

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

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

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

*Five Advantages of School Uniforms:*

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

*Compliance with the Uniform Code:*

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

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

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

*General Guidelines:*

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

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

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

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

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

*Belts:* Belts should be dark in color.

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

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

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

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

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

**STUDENT REQUIRED DRESS UNIFORM FOR GRADES K-12**

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

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

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

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## STUDENT UNIFORM REQUIREMENTS: GRADES K-8

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

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

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

### 6<sup>th</sup> – 8<sup>th</sup> Girls Required Formal Uniform:

MUST BE WORN ON	Blackwatch Plaid skirt (Uniform House)
FORMAL UNIFORM	Navy sleeveless vest (Uniform House) *Part of 6 <sup>th</sup> –12 <sup>th</sup> Grade Formal
DAYS	White ¾ sleeved twill blouse (Uniform House or Hilfiger)
	Navy, black or khaki bike shorts (Uniform House, Hilfiger or elsewhere) opt.
	Nylons – flesh colored or no-show footies for Sept./Oct. and Apr./May/June
	Black footed tights for Nov. – March
	Solid dark-colored dress shoes with dark soles (bought elsewhere)
	*Ends June 2020 – White ¾ sleeved twill blouse (Lands' End)

### K–8<sup>th</sup> Boys Required Formal Uniform:

MUST BE WORN ON	Navy long twill pants flat front or single pleat, straight or boot cut (Uniform House, Hilfiger or elsewhere)
FORMAL UNIFORM	White long-sleeved oxford shirt (Uniform House or Hilfiger)
DAYS	Navy tie – solid (Uniform House)
	Navy or black socks (Uniform House or elsewhere)
	Dark belt (bought elsewhere)
	Solid dark-colored dress shoes with dark soles (bought elsewhere)
	*Ends June 2020 – White long-sleeved oxford shirt (Lands' End)

### K–8<sup>th</sup> Girls Optional Items:

CAN BE WORN ON	Blackwatch Plaid skirt with tabs (Uniform House) (6 <sup>th</sup> — 8 <sup>th</sup> grades)
NON-FORMAL	Blackwatch Plaid shorts (Uniform House)
UNIFORM DAYS	Navy long twill pants flat front or single pleat, straight or boot cut (Uniform House, Hilfiger or elsewhere) *May only be worn Nov. – March
	Dark belt for pants or shorts
	White short or long sleeved interlock polo shirt, feminine or co-ed fit (Uniform House or Hilfiger)
	White short or long sleeved pique polo shirt, feminine or co-ed fit (Hilfiger)
	Green short or long sleeved interlock polo shirt, feminine or co-ed fit (Uniform House or Hilfiger)
	Green short or long sleeved pique polo shirt, feminine or co-ed fit (Hilfiger)
	V-Neck, button front cardigan – navy (K-12 <sup>th</sup> grades) (Uniform House)
	Solid white t-shirt may be worn under polo or blouse (bought elsewhere)

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**STUDENT UNIFORM REQUIREMENTS: GRADES K-8 (continued)**

**K-8<sup>th</sup> Girls Optional Items (continued):**

White, navy, or black tights, knee-highs, anklets or no-show socks  
Navy, black, or flesh-toned nylons or no-show footies (6<sup>th</sup> – 8<sup>th</sup> grades)  
Appropriate shoes: tennis shoes, sandals with heel strap, boots (socks must be worn at all times)  
Hair accessories, moderate in size (bought elsewhere)  
\*Ends June 2020 – White short or long sleeved interlock polo shirt (Lands' End)  
\*Ends June 2020 – Green short or long sleeved interlock polo shirt (Lands' End)

**K-8<sup>th</sup> Boys Optional Items:**  
CAN BE WORN ON  
NON-FORMAL  
UNIFORM DAYS

Navy twill shorts – flat front or single pleat, straight or boot cut (Uniform House, Hilfiger or elsewhere)  
Dark Belt for pants or shorts  
White short or long sleeved interlock polo shirt (Uniform House or Hilfiger)  
White short or long sleeved pique co-ed polo shirt (Hilfiger)  
Green short or long sleeved interlock polo shirt (Uniform House or Hilfiger)  
Green short or long sleeved pique co-ed polo shirt (Hilfiger)  
V-Neck, button front cardigan – navy (K-12<sup>th</sup> Grades) (Uniform House)  
Solid white t-shirt may be worn under polo or oxford (bought elsewhere)  
White, navy, or black socks (Uniform House or elsewhere)  
Appropriate shoes: tennis shoes, sandals with heel strap (socks must be worn at all times)  
\*Ends June 2020 – White short or long sleeved interlock polo shirt (Lands' End)  
\*Ends June 2020 – Green short or long sleeved interlock polo shirt (Lands' End)

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

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## STUDENT UNIFORM REQUIREMENTS: GRADES 9-12

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

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

Plaid A-Line skirt or skort – hunter navy plaid (Hilfiger)  
 White long-sleeved oxford button down blouse (Hilfiger)  
 Navy sleeveless vest (Uniform House) \*Part of 6<sup>th</sup> – 12<sup>th</sup> grade formal  
 Navy, black or khaki bike shorts (Uniform House, Hilfiger or elsewhere) opt.  
 Nylons – flesh colored or no-show footies for Sept./Oct. and Apr./May/June  
 Black footed tights for Nov. – March  
 Dark-colored (dark brown, black, mahogany, or navy), dark-soled, low heeled (2" or less), leather or leather looking dress shoes (bought elsewhere)  
 \*Ends June 2020 - Left sided button closure bias cut plaid skirt - hunter classic navy plaid (Lands' End)  
 \*Ends June 2020 – White long-sleeved oxford blouse (Lands' End)

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

Solid side button A-Line skirt or skort – khaki (Hilfiger)  
 Solid box pleat skirt – khaki (Hilfiger)  
 Belted knife pleat skirt – khaki (Hilfiger)  
 Blended twill A-Line skort – khaki (Hilfiger)  
 Solid pleated skort - khaki (Hilfiger)  
 Twill bootcut or straight leg pant - khaki (Hilfiger)  
 \*May only be worn Nov. – March  
 Dark belt worn with pants  
 White short or long sleeved interlock polo shirt, feminine or co-ed fit (Uniform House or Hilfiger)  
 White short or long sleeved pique polo shirt, feminine or co-ed fit (Hilfiger)  
 Burgundy short or long sleeved interlock polo shirt, feminine or co-ed fit (Hilfiger)  
 Burgundy short or long sleeved pique polo shirt, feminine or co-ed fit (Hilfiger)  
 V-neck, button front cardigan – navy (K–12<sup>th</sup> grades) (Uniform House)  
 Burgundy Cardigan Sweater (Hilfiger)  
 Solid white t-shirt may be worn under polo or blouse (bought elsewhere)  
 White tennis shoes or other appropriate shoes that do not draw undue attention (socks must be worn at all times)  
 Winter snow boots (when snow has fallen the night before or early in the morning before school begins)  
 Navy, black or flesh-tone nylons or no-show footies (bought elsewhere)  
 Navy or black tights or knee-highs (bought elsewhere)  
 Navy, white or black no-show socks (bought elsewhere)  
 Hair accessories, moderate in size (bought elsewhere)  
 \*Ends June 2020 – Pleated, pieced hem skort – classic navy (Lands' End)  
 \*Ends June 2020 – Khaki pleated or flat front plain chino pants, straight or boot cut (Land's End) \*May only be worn Nov. – March  
 \*Ends June 2020 – Garnet short sleeved interlock polo (Lands' End)  
 \*Ends June 2020 – White short or long sleeved interlock polo (Lands' End)



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**STUDENT UNIFORM REQUIREMENTS: GRADES 9-12 (continued)**

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

Flat front or pleated twill cotton or blend pant – khaki (Hilfiger)  
White long sleeved oxford shirt (Uniform House or Hilfiger)  
Navy/green stripe tie (purchased at The Oaks office)  
Khaki or dark solid-colored socks (bought elsewhere)  
Dark leather belt (bought elsewhere)  
Dark-colored (dark brown, black, mahogany, or navy), dark-soled, leather or leather looking dress shoes (bought elsewhere)  
\*Ends June 2020 – Plain or pleated-front chino pant – khaki (Lands’ End)  
\*Ends June 2020 – White long sleeved oxford shirt (Lands’ End)  
\*Ends June 2020 – Navy/green stripe tie (Lands’ End)

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

Herringbone flat front dress pant - charcoal gray (Hilfiger)  
Herringbone dress short — charcoal gray (Hilfiger)  
Performance golf short – khaki (Hilfiger)  
Flat front or pleated twill cotton or blend short – khaki (Hilfiger)  
    \*Shorts May only be worn Sept. – Oct. and April – June  
    (may only wear white or black solid-colored socks with shorts)  
White short or long sleeved interlock polo, co-ed fit (Uniform House or Hilfiger)  
White short or long sleeved pique polo, co-ed fit (Hilfiger)  
Navy short or long sleeved interlock polo shirt, co-ed fit (Hilfiger)  
Navy short or long sleeved pique polo shirt, co-ed fit (Hilfiger)  
V-neck, button front cardigan – navy (K–12<sup>th</sup> grades) (Uniform House)  
V-neck long sleeved sweater – medium grey heather (Hilfiger)  
Solid white t-shirt may be worn under polo or oxford (bought elsewhere)  
White tennis shoes – worn with shorts only (bought elsewhere)  
Dark tennis shoes – worn with shorts or long pants (bought elsewhere)  
White, dark or khaki solid-colored socks  
\*Ends June 2020 – Plain front chino pant – arctic gray (Lands’ End)  
\*Ends June 2020 – Plain or pleated-front chino shorts – Khaki (Lands’ End) \*May only be worn Sept. – Oct. and April – June  
\*Ends June 2020 – Classic navy short or long sleeved interlock polo (Lands’ End)  
\*Ends June 2020 – White short or long sleeved interlock polo (Lands’ End)

School Code for School Uniforms by Tommy Hilfiger: OAKS01

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

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**ATTENDANCE REQUIREMENTS**

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

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

In the event a student is absent from a class, or from school, for more than ten days during one quarter (for any reason), the student's parents will meet with the Headmaster (and teacher(s) if necessary) to determine whether the student will receive a letter grade, or a grade of P (pass) or F (fail) on his report card.

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

**EXCUSED ABSENCE PROCEDURES**

**Excused Absence Procedures:**

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

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**EXCUSED ABSENCE FORM**

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You may obtain this form in the school office.

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

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

Reason for Absence:

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

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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 (preferred) or at least three days before absence (minimum notice).

**RELEASE OF STUDENTS POLICY**

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

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**LEAVING CAMPUS POLICY****Definitions:**

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

Arriving Campus Late – any student arriving the school campus for any reason after the regular beginning time of 8:00 a.m.

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

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

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

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

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

1. Each Monday the student will bring two copies of a permission note from their parents with their early dismissal schedule for the week. The note must list the activity, day, and time student will be leaving. A copy is turned into the school office and a copy is given to their 7<sup>th</sup> period teacher.
2. Students must always check out in the school office if they leave before 2:45 p.m. on each early dismissal day. If you prefer, a parent may come in and sign the student out while the student is getting their things together.
3. Students missing a disproportionate amount of time due to leaving early may be called in for a meeting with their parents and the school administration. The Oaks is called to serve the parents in the education of their children and if early dismissal becomes a hindrance to a particular student or others, the school must protect this primary objective by making appropriate adjustments to the early dismissal privilege.

**STUDENT TARDY POLICY**

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

The fourth and sixth tardies result in an office visit. Three office visits for any reason results in a meeting with the student, student’s parents, and the Headmaster. A fourth office visit results in a two-day suspension, and normally a fifth office visit results in expulsion from school (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 in the school office for tardy information on their students. Tardies will be designated as follows:

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

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

V.  
DISCIPLINE  
RULES  
MISCELLANEOUS  
POLICIES



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**DISCIPLINE POLICY**

The kind and amount of discipline (punishment) will be determined by the teachers and, if necessary, the Headmaster. The discipline will be administered in the light of the individual student's problem and attitude. All discipline will be based on biblical principles, 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.

- I. Office Visits: There are five basic behaviors that will automatically necessitate discipline from the Headmaster (versus the teacher). Those behaviors are the following.
1. Disrespect shown to any staff member. The staff member will be the judge of whether or not disrespect has been shown.
  2. Dishonesty in any situation while at school, including lying, cheating, and stealing.
  3. Rebellion, i.e. outright disobedience in response to instructions.
  4. Fighting, i.e. striking in anger with the intention to harm another student.
  5. Obscene language, including taking the name of the Lord in vain.

During the visit with the Headmaster, the Headmaster will determine the nature of the discipline. The Headmaster may require restitution, janitorial work, parent's attendance during the school day with their child, 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 the Headmaster, the following accounting will be observed within the school year.

- a) The first and every time a student is sent to the Headmaster for discipline, the student's parents will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be sought.
  - b) The second office visit may entail corporeal punishment.
  - c) The third office visit will be followed by a meeting with the student's parents and the Headmaster.
  - d) Should the student require a fourth office visit, a two-day suspension will be imposed on the student.
  - e) If a fifth office visit is required, the student will be expelled from the school.
- II. Note on expulsion: The Oaks Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a fifth office visit, the student will be expelled.

**DISCIPLINE POLICY**  
**(cont'd)**

III. Serious Misconduct: If a student commits an act with such serious consequences that the Headmaster deems it necessary, the office-visit process may be bypassed and suspension or expulsion imposed immediately.

Examples of such serious misconduct could include acts endangering the lives of other students or staff members, gross violence, vandalism to the school facilities, violations of civil law, or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct which occurs after school hours.

IV. 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.

**Definitions:** N/A

**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. Implying, directly or indirectly, that all the students are Christians.
- c. Mockery of angelic powers, whether demonic or heavenly.
- d. 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.

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**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:**

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

**Students/parents to teachers:**

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

**Parents/patrons to administrator:**

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

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**CONTROVERSIAL SUBJECTS POLICY****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. It does not apply to non-teaching staff, nor to teaching staff on their own time.

**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, old earth/young earth, partisan politics, human sexual relations, 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 within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy, and sound teaching practices, he is to encourage a gracious and scholarly attitude in the students.

**SECONDARY DOCTRINE POLICY**

**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.

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

The selections committee will be made up of five individuals to be determined by the Vice Headmaster.

**Guidelines:**

1. Each fall the senior girls will be made aware of the upcoming selection of royalty, the qualifications, and the timeline.
2. The process will consist of girls meeting the qualification requirements listed by the Lilac Association and The Oaks Education Association.
3. 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:** The following policies and guidelines will be followed by all students in the school.

**Definitions:**

School Grounds – school buildings, parking lots, play fields

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

Electronic Devices – any electronic device other than cell phones (i.e., computer, ipod, MP3, etc.)

**Guidelines:**

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

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



## EXTRA CURRICULAR ACTIVITIES POLICY

**Date:** September 26, 2006

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

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

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

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

### **Policy:**

1. Extracurricular Activities will not take priority over the academic activities at The Oaks.
2. As with any facet of school life at The Oaks, conflicts or disputes related to Extracurricular Activities shall be resolved in a biblical manner as described in The Oak’s Comprehensive Grievance Policy found in both the Staff Manual and Student-Parent Handbook.
3. The coaches of each extracurricular athletic sport are under the authority of the Athletic Director. The directors of all other Extracurricular Activities (drama, debate, etc.) serve under the authority of the Administration.
4. The Oaks Board of Directors (the “Board”) will approve each new Extracurricular Activity.
5. Participation in any league organization required Board approval.
6. Extracurricular Activities are a privilege that comes with good academic standing. Eligibility for individual student participation is the decision of administration in consultation with appropriate staff.
7. Participants in extracurricular Activities will only be students currently enrolled fulltime at The Oaks.
8. Each student must have, on file, prior to first practice/rehearsal written parental permission to participate, using The Oaks Extracurricular Activities Release Form. If involved in an athletic activity, an updated Pre-Participation Physical Exam Form is required every other year and also required to be on file by the first Practice.

### **Guidelines:**

1. Procedure for Establishing an Extracurricular Activity at The Oaks:
  - a. Prepare the following items and submit them to the Asst. Headmaster for initial approval:
    - i. Brief statement of purpose and potential value to students:
    - ii. Develop a comprehensive budget listing both expenses and sources of funding:

**EXTRA CURRICULAR ACTIVITIES POLICY (Cont.)**

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

2. Student Eligibility:

- a. All students at The Oaks must maintain a GPA of 2.3 or above to participate in an Extracurricular Activity. However, a transfer student placed on academic probation based on their entrance assessment, may not participate in any Extracurricular Activity unless waived by the administration.
- b. To be eligible to participate in an Extracurricular Activity, the signed Extracurricular Activities Release form must be in the office before the first practice/rehearsal. In the case of athletics, the physical exam form must be turned in by the first practice. Physical exams are required every other year. Fees must be paid within two weeks of the first practice.
- c. For the good of the rest of the participants in any Extracurricular Activity, students who are ineligible for the beginning of a season/activity remain ineligible for participation during the entirety of that season/activity, regardless of their grade point average for the following quarter. Similarly, if students are eligible to begin a season/activity, they remain eligible until the end of that season/activity.
- d. For a student to be eligible to participate in an Extracurricular Activity, they must attend all scheduled classes the day of the event, unless otherwise permitted by the Asst. Headmaster. [Does this language work? Otherwise, how do we keep track of this?] [There is no need-this refers to the day of the event only and is intended to keep students from missing classes the day of the event but still attempting to attend the activity]

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**EXTRA CURRICULAR ACTIVITIES POLICY (Cont.)**

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3. Discipline:
  - a. All guidelines for student behavior adopted by the Board apply to Extracurricular Activities. Discipline of participants will be according to the Discipline Policy in The Oaks School Handbook.
  - b. Discipline that is particular to an Extracurricular Activity and not covered under the above policy is up to the discretion of the leader/coach: provided that, such discipline must first be approved by the Athletic Director for all athletic activities or the Asst. Headmaster for all other activities. After receiving approval and conferring with the parents, the leader/coach may administer any of the following options: Suspension from one or more Extracurricular Activity event(s). Suspension from the Extracurricular Activity. Leaders/coaches are to remember that they do not function above parental authority, but rather with delegated authority from the parents.
  - c. Any participation fees received will not be refunded in the event a participant is suspended from or quits the Extracurricular Activity.
  
4. Taking students out of regularly scheduled classes for Extracurricular Activities:
  - a. Students may be taken out of school for an Oaks sponsored Extracurricular Activity with the following stipulations:
    - i. Approval of the Asst. Headmaster must be obtained any time students will be taken out of regularly scheduled classes for an extracurricular activity.
    - ii. All teachers involved with students missing their class due to an Extracurricular Activity must be notified by the Athletic Director (for sports)...or the activity leader at least 5 days prior to the event.
    - iii. Any student missing a regularly scheduled class is responsible to acquire the missed assignments and turn in any missed work in accordance with the excused absence policy in the Parent Student Handbook.
  
5. Transportation:
  - a. Transportation to Extracurricular Activities will be provided by the families involved.
  - b. The leader/coach of each activity will coordinate or delegate the coordination of transportation arrangements as needed.
  - c. If transportation is not provided by the families, the Extracurricular Activity may be cancelled.
  - d. Faculty or staff are permitted to provide transportation in place of parents.
  - e. Student drivers are not permitted to drive other students (with the exception of siblings) to or from an Extracurricular Activity unless the parents of the driver and the passenger have submitted written approval to the school office.
  
6. Overnight trips:
  - a. All overnight trips must have Board approval.

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**EXTRA CURRICULAR ACTIVITIES POLICY (Cont.)**

- b. An annual trip that has been approved by the Board does not need reapproval. Nonetheless, the Board must be notified of such a trip. Arrangements and accommodations for overnight stays are made by the athletic director for the athletic events and activity leader/coach for other events with approval of the Asst. Headmaster.
7. Awards:
- a. Special awards may be presented at an end of Extracurricular Activity gathering. Decisions for the recipients of awards are the responsibility of the activity leader/coach. Category of awards presented are to be approved by the Asst. Headmaster or designee.
- b. A certificate of participation may be given to participants at the discretion of the activity leader/coach.
8. Recruiting leaders/coaches:
- a. Recruiting Extracurricular Activity leaders/coaches must be done by the following procedure:
- i. Submit name for approval to Asst. Headmaster.
- ii. If there is approval, proceed with arranging an interview with administration or Athletic Director, depending on activity.
- b. Leaders/coaches must read and agree to follow the guidelines laid out in the Extracurricular Activities Leaders Guide (to be completed by 8/06).
- c. Leaders/coaches must undergo the appropriate background check.
- d. Current certification in CPR and First Aid is required for leader/coaches, (to be implemented Fall of '06).
- e. Coaches may be required to attend an officials' rules clinic at the discretion of the Athletic Director.
- f. Leaders/coaches will be evaluated at season end by administration or their designee. Evaluation will be on the basis of adhering to the Extracurricular Activities Leaders Guide, and such other factors as determined by the Asst. Headmaster.
- g. The Oaks administration, in its sole discretion, has the right to immediately remove an activity leader/coach in the case of behavior that violates Extracurricular Activities Leaders Guide, The Oaks Statement of Purpose, Vision, Educational Philosophy, Objectives and Standards, Statement of Faith, Bylaws of The Oaks, Staff Manual, Student-parent handbook or Policies. Termination may also occur through failure to correct behavior or concerns presented in the evaluation process.
9. Equipment and uniforms:
- a. Equipment needs should be brought to the attention of the athletic director for athletics and the Asst. Headmaster for all other Extracurricular Activities.
- b. Equipment and uniforms will be purchased with participation fees and becomes the property of The Oaks. All equipment will be the responsibility of the leader/coach.

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**EXTRA CURRICULAR ACTIVITIES POLICY (Cont.)**

10. Practice and events:

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

11. Financial:

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

12. Code of Conduct:

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

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.

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

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

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

+	E	Excels
√	S	Satisfactory
√-	N	Needs Work
-	U	Unsatisfactory
I	I	Incomplete

Minimum of 9 grades per each 9 week quarter for each subject’s grade.

2. All academic/objective grading in The Oaks will use a critierion-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:
 

Tests/Book Reports
Quizzes
Homework/Classwork

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

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

8. Types of Behaviors to Evaluate:

Work/study habits – neatness/timeliness of work, completeness of work, works independently, follows directions, uses free time well.

Conduct – follows rules, avoids unnecessary talking, accepts responsibility, considerate to others, shows initiative

Skills related to specific subject areas



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**GRADING GUIDELINES (cont'd)**

9. Teacher's comments will be included in a special section on the report.
10. Procedures for quarterly reporting:
  - a. Report forms will be sent home the following week after the end of each quarter.
  - b. Report "worksheets" will be given to teachers to fill in grades and comments. These worksheets are to be turned into the Headmaster for review before report cards are printed for parents and 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.
  - d. Teachers may keep their worksheets for their records after student grades are posted in the school office.
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**

**Terms:**

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.

**Purpose:**

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.

**Function:**

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.)

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## PROMOTION POLICY

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 First Grade:** Behavioral maturity and reading readiness for First Grade.

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

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

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

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

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

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

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

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

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

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

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

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**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, the Headmaster may decide not to place a student on probation. A written record explaining this decision will be signed by the Headmaster and placed in the student's file.

**Text of Policy:**

1. Logic/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 (G.P.A.) for each logic/rhetoric school student will be calculated at the end of each quarter.
3. If a student's G.P.A. is at or below 2.2 (i.e., a "C" average), that student will be placed on academic probation during the following quarter. A parent/teacher conference will be arranged at this time.
4. If at the end of the next quarter the student's G.P.A. (for the quarter) has not risen to at least a 2.0, that student will be expelled.
5. Students who are on academic probation are ineligible to participate in extracurricular activities.
6. Grade point equivalents:
  - A = 4.0
  - B = 3.0
  - C = 2.0
  - F = 0.0

## GUIDELINES FOR STUDENT RETENTION

**Purpose:** 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.

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

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

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

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**GUIDELINES FOR STUDENT RETENTION (cont'd)**

II. **RECOMMENDATIONS:** This section includes the formal communications that, in addition to the normal reporting schedule, should be made when a child is being considered for possible retention. **NOTE:** The first three (K-2) years are the most critical years for a child to set the patterns and learn the basic skills that will be built upon in later school life. Retention should be a greater possibility in these years, rather than in upper grammar 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:

A. **The First Quarter Mid-Term** there will be a Parent-Teacher Conference day. At that time, a child who has had difficulty (as compared to a normal rate of progress), should have a short, written summary made, in addition to the report card. This summary should identify the specific concerns that teacher has. A copy should go to the parent and the original to the student's file. Any suggestions for additional help the parent may be able to provide should also be noted. Obviously this summary should be gone over with the parents at the conference.

B. **The First Semester**, if the same concerns still exist regarding the child's progress, another Progress Summary should be written at the time report cards go out. Again, the specific concerns should be well documented and described by the teacher. Recommended actions the parents can take should also be clearly described. The original form goes to the child's file and a copy to the parent to be signed.

C. **The Third Quarter Mid-Term** the Parent-Teacher conference for the child in question should focus on any progress on the items documented to date. If, in the teacher's opinion, inadequate progress has been made, the teacher should make that clear to the parent, with as much documentation and examples as possible. A written summary of the conference should be made by the teacher and filed. **Unless the child can not meet the criteria for passing the grade, it is not recommended that retention be planned at this time.** If there is any possibility that the child could satisfactorily pass the grade, planning retention at this time would be premature.

D. **The fourth Quarter Mid-Term** another conference should be held with the parents to seriously consider retention, if inadequate progress has been made. If the Promotion Policy requirements have not been met, retention will likely be required. If there is some question, the teacher should document his/her recommendation regarding both retention and activities the parents could assist the child in over the summer. **In questionable cases (i.e., not involving the policy), the parents will make the final decision regarding retention.** The teacher's recommendation will go into the child's school file along with a documentation of the parents' decision.

## GRADUATION REQUIREMENTS

The following are the Graduation Requirements for The Oaks:

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

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

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

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

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

**Calendar:** The school calendar is divided into two eighteen-week semester grading periods; 50 minute class periods, 7 periods per day, 5 days per week.

**Grading System:**

- A = Excellent, 4.0
- B = Good, 3.0
- C = Average, 2.0
- F = Failing, 0.0

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

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

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

## Add/Drop Classes Policy

**Date:** September 4, 2008

**Updated:** April 6, 2017

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

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

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

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



VII.  
Faculty  
Board of Directors  
Accreditation and  
Association Memberships

**FACULTY LISTING AND BOARD OF DIRECTORS**

**Headmaster:** Mr. Charlie Dowers  
**Head of Secondary School:** Mr. Ken Trotter  
**Head of Grammar School:** Mr. Corey McEachran  
**Development Director:** Mr. Bruce Williams  
**Admissions/Registrar/  
 Office Manager:** Mrs. Anya Schnell  
**Bookkeeper:** Mrs. Michelle Lily  
**Accounts Receivable:** Mrs. Svetlana Tishenko  
**Lead Secretary:** Mrs. Dawn Tallman  
**Secretaries:** Mrs. Trudy Oye  
**Executive Assistant:** Mrs. Claire Singer  
**Development/Conservatory  
 Secretary:** Mrs. Susan Williams  
**Communications:** Mr. Ben Palpant  
**College Advisor:** Mrs. Lynn Gibson

**Teachers:**

Kindergarten:	Mrs. Melody Kind	Logic/Rhetoric Staff:	Mrs. Amy Kim
Enhanced Program:	Mrs. Paula Lewis	(cont.)	Mr. Kevin Kimball
First Grade:	Mrs. Rebecca Holland		Mr. Andy Mattson
Second Grade:	Mrs. Abigail Jones		Miss Lucy Nolan
Third Grade:	Miss Kimberli Mewes		Mr. Ben Tate
	Miss Shanna Jones		Mr. Ross Tasche
Fourth Grade:	Mr. Colin Williams		Mr. Scott Welch
Fifth Grade:	Mr. Thomas Kolarsky		Miss Emily Woodroof
Sixth Grade:	Mr. Gary Woodroof		Mr. Kent Young
	Miss Stacey Miller	Art:	
Logic/Rhetoric Staff:	Mrs. Kristin Dierdorff	Music:	Mr. Gary Woodroof
	Mr. Joel Dowers		Mr. Kent Young
	Mr. Matt Dyktra	Drama:	Mrs. Teri Woodroof
	Mr. Jason Farley	Physical Education:	Mr. Gary Woodroof
	Miss Brittany Hartke	Latin:	Miss Jessica Woodroof
	Mr. Eric Indgjerd		

**Board of Directors:**

President:	Mr. Travis Harken	Members:	Mr. Arik Tedrow
Vice President:	Mr. Merrill Miller		
Secretary:	Mr. Shawn VanHorn		
Ex Officio Member:	Mr. Charlie Dowers		

**ACCS/ERB**

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

ACCS is a new 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.

**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.