

Oak City Academy

Revised 2017

PRIMARY AND ELEMENTARY PARENT/STUDENT HANDBOOK



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ORGANIZATION

MISSION STATEMENT

“TO CREATE A FLOURISHING COMMUNITY THROUGH AN ACADEMICALLY-RIGOROUS, CHRIST-SATURATED EDUCATION SO THAT THE STUDENTS MIGHT BRING ABOUT CHANGE IN THEIR LOCAL AND GLOBAL COMMUNITIES FOR THE GLORY OF GOD.”

Oak City Academy Vision

Below articulates why Oak City Academy exists and the various convictions we are seeking to live out.

Education should be Transformational

We believe that every child is created to innovate and add value. Yet, they will never be able to do this unless we teach them how to learn, not what to learn; and actually how to think and innovate.

Education should be God-Infused

We believe that God is connected to everything in the environment and we must draw out these connections for the students. After a child receives her addition lesson, she hears, “Just as these numbers do not change (or this formula does not change) God does not change. He will always keep His promises to you.”

Education should be housed in an environment of Justice and Equality

We believe that every child has value, and this demands the right to flourish in all of who they are. Learning how to learn and seeing God in every subject must take place in an environment where every child can flourish, regardless of the color of their skin or what they own. It is an environment where children and families come together, see needs, and plunge their resources into each other’s lives so that the community grows as a whole.

STATEMENT OF FAITH

Oak City Academy desires to be open about its Christian foundation and that we seek to employ Christian teachers. Below is a description of the beliefs that Oak City Academy ascribes to. All the teachers and staff have agreed to subscribe to these beliefs as well.

Oak City Academy desires to serve as broad a range of students as possible and therefore does not require its students or their families to explicitly subscribe to these beliefs. We do ask that each family read over these statements in order to understand the perspectives from which your child will be taught. We also ask that within the confines of Oak City Academy, and at Oak City Academy related events, that parents and children agree to support these beliefs. By support we

simply mean that these beliefs are not openly questioned nor are they made matters of debate in a way that distracts from the unity of the school.

I. THE WORD OF GOD

We believe that the Scriptures of the Old and New Testaments alone are the Word of God, being fully written under the inspiration of the Holy Spirit, and therefore are without error in the original manuscripts and have supreme authority in all matters of faith and conduct (Psalm 19:7; 2 Timothy 3:16; 2 Peter 1:20, 21; Mark 13:31; John 8:31, 32; John 20:31; Acts 20:32).

II. GOD

We believe that there is one living and true God, the Maker, Preserver, and Ruler of all things, having in and of Himself all perfections, including holiness, wisdom, power, and love as well as being infinite in them all. We believe that the Lord God acts primarily and ultimately for His own name's sake, conducting everything for the display of the exaltation of His own glory and worth, yet in the very same vein His acting thus is also to the satisfaction and fulfillment of the joy of His people and creation. To Him all creatures owe the highest love, reverence, trust, and obedience (Deuteronomy 6:4; Psalm 145:3; Is. 43:7; 48:8-11; 55:12; Ezek. 36:22; John 1:3; 15:11; Romans 8:19-20; 11:36; 1 Corinthians 8:4-6; 10:31; Colossians 1:16-17; 1 Timothy 1:17).

III. PROVIDENCE

We believe that God, from eternity, decrees or permits all things that come to pass, and perpetually upholds, directs, and governs all creatures and all events, yet so as not in any way to be the author or approver of sin nor to destroy the free will and responsibility of moral beings (Isaiah 46:9-11; Proverbs 16:33; Colossians 1:17; Hebrews 1:3; James 1:13-15).

IV. THE TRINITY

We believe that God eternally exists in three persons, Father, Son, and Holy Spirit, that these are without division of nature, essence, or being and equal in every divine perfection, and that they execute distinct but harmonious offices in the work of creation, providence, and redemption (Genesis 1:1,26; John 1:1,3; Matthew 3:16-17; 28:19; John 4:24; Romans 1:19, 20; 2 Corinthians 13:14; Ephesians 4:5, 6).

V. GOD THE FATHER

We believe that God the Father, a personal spirit, infallibly foreknows all that shall come to pass, including the future free choices of all humans and other moral beings, that He concerns himself mercifully in the affairs of humanity, that He hears and answers prayer, and that He saves from sin and death all who come to Him through Jesus Christ (Luke 10:21, 22; Matthew 23:9; John 3:16; 6:27; Romans 1:7; 1 Timothy 1:1, 2; 2:5, 6; 1 Peter 1:3; Revelation 1:6).

VI. JESUS CHRIST

We believe that Jesus Christ is God's only begotten Son and is fully God and fully man. We believe in His virgin conception by the Holy Spirit, sinless life, miracles, and teachings. We believe in His substitutionary atoning death, bodily resurrection, ascension into heaven, perpetual intercession for His people, and personal, visible return to earth. We believe that He is the divinely appointed and only Mediator between God and man, the Prophet, Priest, and King of the Church, and Sovereign of the universe (Isaiah 53:10-12; Matthew 1:18-25; 20:28; Luke 1:26-38; John 1:1, 14; 20:28, 30-31; Acts

1:9-11; Romans 5:6-8; 6:9, 10; 8:34; 9:5; 1 Corinthians 15:3-4; 2 Corinthians 5:21; Galatians 3:13; Ephesians 1:4; Hebrews 1:1-3; 7:25; 9:28; 1 Timothy 2:5; 3:16; 1 Peter 2:21-23).

VII. THE HOLY SPIRIT

We believe that the Holy Spirit proceeds from the Father and the Son to bring glory to the Father and the Son, to convict the world of sin, righteousness, and judgment, to regenerate sinners, and to sanctify and empower all who believe in Jesus Christ, giving spiritual gifts to each of them for the purpose of building up the body of Christ. We believe that the Holy Spirit indwells every believer in Christ and that He is the Spirit of Adoption, the Seal of our Salvation, the Guarantor of our inheritance in Christ, and an abiding helper, teacher, and guide (John 14:16-17, 26; 15:26, 27; John 16:9-14; Romans 8:9, 14-17; 1 Corinthians 3:16; 6:19; Galatians 5:22-26; Ephesians 1:13-14).

VIII. THE PHYSICAL WORLD GOD CREATED

We believe that God created the physical world and everything in it; it was created good and pleasing in His sight to declare His glory. Yet at the fall of mankind, the creation was subjected to a curse by God so that it does not offer up its fruit as freely as it once did. Despite the curse, creation still manifests the eternal power and divine nature of God so that none can say they did not know about God. Gen. 1:31, Ps. 19:1, Gen. 3:17-18, Rom. 8:19, 20, Rom. 1:20.

IX. THE FALL OF HUMANITY

We believe that God created mankind in His image, free from sin and fully bearing all the glorious attributes of God that man is capable of imaging forth as His representative. We believe that man sinned against God and thereby incurred physical, spiritual, and eternal death, which is separation from God, and that; as a consequence, all human beings are born with a sinful nature opposed to God and His law. (Genesis 1:26-27; 2:15,17; 3:1-7, 19; 6:5, 12; 8:21; Jeremiah 17:9; John 5:24; Romans 3:9-20; 5:12-19; 6:21, 23; 7:13; 8:6-7; 9:22; Ephesians 2:1-3; 2 Thessalonians 1:9; James 1:14-15; 1 John 3:14; Revelation 21:8).

X. REGENERATION

We believe that regeneration is a change of heart, wrought by the Holy Spirit, who gives life to those dead in sin, enlightening their minds and renewing their whole nature so that they love Christ and walk in His ways and commands according to the word of God (Ezekiel 36:25-26; John 1:13; 3:3, 5-8; 2 Corinthians 5:17; Ephesians 2:1-6; Titus 3:5; 1 John 5:1).

XI. REPENTANCE AND FAITH

We believe that salvation comes through genuine repentance and faith, which follow upon God's gracious drawing of sinners through the gospel. Repentance occurs when a person is convicted of sin by the Holy Spirit, seeks to forsake sin and lives so as to love and please God in all things. Saving faith is the belief, on God's authority, of whatever is revealed in His word concerning Christ and an accepting and resting upon Him alone for justification and eternal life. It is accompanied by all other saving graces and leads to a life of holiness (Proverbs 28:13; Matthew 3:8-10; Mark 1:15; John 3:16, 36; 5:24; 6:40, 44, 65; Acts 2:37-38; 11:18; 13:38-39; 17:30; 20:21; Romans 2:4-5; 3:21-28; 4:1-5; 4:17-25; 8:1; 10:3-4, 14, 17; 2 Corinthians 5:21; Philippians 1:29; Ephesians 2:8-10; Philippians 3:9; Hebrews 11:6; James 2:14-26; 2 Corinthians 7:10-11).

XII. CHRISTIAN CONDUCT

We believe that Christians should live for the glory of God and the well-being of others. They are to relate to creation in a way so that it flourishes and that it is used to add value to others. They are to live blameless in the world, be faithful stewards of their possessions, and love the poor. They are to live in a vibrant and loving relationship with Jesus Christ so that they reflect more of His likeness to those around them. (Ezekiel 36:27; Matthew 5:16, 31-32; 19:1-9; 28:20; John 14:15, 23-24; Romans 1:26-27; 6:1-7:6; 8:3-4, 12-14; 12:1-3; 1 Corinthians 4:2; 6:9-10, 18; 10:31; 2 Corinthians 9:6-9; 12:21; Galatians 5:13-24; 6:7-10; Ephesians 5:3-6; Hebrews 12:1-2; 13:5; Colossians 1:9-10; 3:17; 1 Timothy 6:6-10; 1 Peter 2:12; 2 Peter 1:3-11; 1 John 2:3-6; 3:16-18; Revelation 21:8).

XIII. THE CHURCH

We believe in the universal church, a living spiritual body of which Christ is the head and all regenerated persons are members. We believe in the local church, consisting of baptized believers in Jesus Christ, who have given a credible profession of faith and have associated for worship, work, edification, and fellowship. We believe that God has laid upon the members of the local church the primary task of spreading the gospel of Jesus Christ to a lost world (John 10:16; Acts 1:8; 2:42; Ephesians 1:22; 2:19-22; 4:11-16; 5:19-21, 23; Colossians 1:18; 3:16; Hebrews 3:13; 10:24-25).

DOCTRINE GUIDELINES

The administration will not allow a particular Christian denominational doctrine or distinctive to be presented as favored within the school. The school is comprised of families from a variety of Christian congregations, each with their own historical heritage regarding issues of liturgy, governance, and doctrinal emphasis. Oak City Academy is also comprised of families with non-Christian beliefs. The discussion and debate of these various cultural and theological differences is permissible and encouraged as a part of the rhetorical curriculum; however, it must be done with due respect in the spirit of Christian charity with the Bible as the rule.

EDUCATIONAL PHILOSOPHY & DISTINCTIVES

Oak City Academy prepares children to flourish by teaching them to be wise, virtuous, and free, while focusing on four unique distinctives.

What do we mean by “wisdom”?

Wise children are those who understand things as they truly are. They are able to peer into the nature of various truths in the worlds around them and understand how they are distinct from other truths as well as how they relate to other truths. Wisdom is thus completed when this understanding is applied and children know how to relate to various truths in the world and others in a way that accords with the nature of a thing.

What do we mean by “virtuous”?

Aristotle said that virtue was loving the right things, in the right way, at the right time. Virtue entails a proper love towards a worthy object, which is expressed in a proper way at a proper time. Thus virtue is not just a character trait, but it is an attribute that is put into action. The Lord revealed that the three primary virtues are faith, hope, and love, with love as the crowning virtue. Historically classical thinkers have attributed wisdom, courage, moderation, and justice as four worthy virtues that accord with the makeup of the human person. Thus these seven virtues fill out the primary picture of a virtuous human being. Every aspect of the educational experience is seeking to cultivate these seven attributes in the hearts of each of the students at Oak City Academy.

What do we mean by “free”?

Freedom primarily pertains to self governance; the ability to determine one's actions. Children are free when they are able to manage themselves and make decisions in view of the wisdom and virtue that have been cultivated in the heart.

Four Educational Distinctives:

- **MASTERY-BASED INDIVIDUALIZED EDUCATION**
- OCA offers a unique educational model unparalleled in Wake County. Children are guided according to their own unique educational pace and proceed to new concepts only after they have demonstrated proficiency in what they are currently learning. Our mastery based individualized model ensures that each child has a strong educational foundation.
- **DIVERSE STUDENT BODY**
- Classes at OCA are blended economically and racially so that children learn that everyone has value regardless of how they look or what they own. Children make friends across social barriers and become more versatile in their relationships. This versatility prepares them to live and thrive in a more globalized economy and world.
- **NURTURING ENVIRONMENT**
- OCA educates children within a context of patient guidance and extravagant love. Elements of stress that come from honor rolls and forms of assessment that compare the children to each other are removed. This allows children to love learning for the joy of learning, working hard out of a desire to learn more and overcome the next challenge. When a child meets a challenge that may discourage him or her, the teacher is there to inspire the child with hope and to patiently break down the challenge into small steps so it is more easily overcome.

- **CHRIST-INTEGRATED CURRICULUM**

As the children learn new ideas and truths about God’s world, they also learn how the beauty of Jesus is reflected in the things they are studying. As they see this beautiful connection, they experience true joy in the things they are learning. OCA seeks to cultivate this joy on a daily basis through helping the children share about how they see the Lord in their daily lessons

SCHOOL HISTORY

The vision of Oak City Academy originated out of a desire to make an exceptional education accessible to the urban community. Founder Danny Breed and his family moved into the urban community and were members of the community four years before starting OCA. Danny is passionate that all children deserve an excellent education, regardless of what they own or where they come from. He felt that starting a school was one of the best ways to practically love the community. At the same time, he was burdened that Jesus Christ could be more connected to the curriculum than was typical in most schools. Children deserve to know how Jesus connects to math, science, language, etc. and Christ is most honored when children see that as well. Thus out of these two convictions and a prompting from an elder at his church, Danny began establishing the foundation for a school. Danny's wife Kari was instrumental in blazing a new model of curriculum bringing together the Montessori Method with a traditional Classical Curriculum. In 2009, Oak City Academy was incorporated and a board was formed. In 2010 OCA received its 501c3 status and created the foundational structures for the school and the curriculum. The Lord answered many prayers along the way, including providing \$70,000 in the first week of July, 2011, which provided the startup capital to begin. In the Fall of 2011, Oak City Academy opened its doors with 11 students and one teacher. Each year the Lord has continued to bless the school with more visibility, more students, and more community support.

CHRIST-SATURATED EDUCATION

Christ-saturated education is more than taking a traditional curriculum and blessing it with Christian teachers, prayer, and a bible story. Jesus Christ is the Creator of all things. The Scripture teaches that all things were created by Jesus Christ, both things in the heavens and on earth, the things that are visible and invisible, indeed all things were created through Him and for Him (Colossians 1:16, 17). Every aspect of creation bears His reflection and is to cause the human heart to glorify God and to thank Him. This worship that inspires divine reflection crosses over into every aspect of education because education primarily consists of studying everything God has made! Thus, when the child learns how to read or add 2+2, his or her little heart is to worship the Lord and should overflow with joy in view of those simple lessons.

Christ-saturated education exists when these reflections of Christ are unveiled to every child in every class through every subject. When the subject matter is seen in view of who Jesus is, and is seen as a means of knowing Him more, then it is truly Christ integrated and Christian. This is the type of education pursued at Oak City Academy. The teachers and administration of OCA are committed to learning more about the ways each subject reflect the beauty of Christ. As the teacher learns so will the child, and such learning will be for the joy of everyone!

CLASSICAL EDUCATION

What do we mean by classical?

The Classical Model of education is primarily concerned with the way students are taught rather than what they are taught. Its main focus is on the method of education rather than the material of education. The Classical Model is a system that teaches a child how to learn rather than what to learn. Once a child is trained according to the Classical Method, he or she will readily and easily learn new information and become equipped to process things never before encountered. As technology advances, the children of today will encounter new ideas, concepts, and mechanisms they have never studied or even dreamed of. The Classical Method equips a student to learn the fundamentals of these concepts, understand how the parts relate to the whole and teaches the student the various ways to use new concepts for the good of others.

Leigh Bortins, founder of Classical Conversations, provides an exceptional summary of the Classical Method in her “Curriculum Guide for Grades K4-6.”

“The classical model identifies three stages of learning – grammar, dialectic, and rhetoric. The biblical equivalents are knowledge, understanding, and wisdom. In other words, to learn something new you must memorize the vocabulary and basic rules and patterns associated with a subject (grammar), process the new information so that you understand it (dialectic), and then do something with it to demonstrate mastery (rhetoric). Young children are designed to memorize huge amounts of new information, proven by their incredible ability to learn their mother tongue. Middle school-age children possess the ability to ask why and argue, demonstrating they are ready to think more abstractly. Older students are more interested in knowing what they are going to do with all this knowledge and information they have acquired; they have a need to be useful to their community and demonstrate a mastery of their interests.”
(page 20)

Oak City Academy is convinced that the Classical Method is the best overall method for instructing children. OCA is therefore committed to this model with a goal for the students of OCA to excel at everything they put their hand to.

Classical methodology

With a commitment to instruct students via classical methods, Oak City Academy seeks to accomplish the following academic processes in all its levels, programs, and teaching:

1. Emphasize grammar, logic, and rhetoric in all subjects (see definitions below);
2. Encourage every student to develop a love for learning and live up to his/her academic potential;
3. Provide an orderly atmosphere conducive to learning in and about God’s world.

Below is a simple description of each stage within the classical learning process:

- Grammar: The fundamental rules of each subject
- Logic: The ordered relationship of particulars in each subject
- Rhetoric: How the grammar and logic of each subject may be clearly expressed

The MONTESSORI METHOD

The Montessori curriculum capitalizes upon a child's natural inquisitiveness for learning and provides educational materials in a form that engages the child's attention and aptitude for learning, making it (what OCA believes to be) the most suitable curriculum for the urban culture in the earlier grades. The curriculum was originally developed for the urban children of Rome, in which sensitive learning periods were discovered as well as the aptitude for learning through movable educational materials. Seeing that urban children share a common experience across the world, this curriculum should find great success in the urban environments of America as well. Fundamentally, the curriculum relies upon independent learning and achievement, the importance of movement and material manipulation, a strong sense of order, coordination, and concentration, as well as various sensitive periods that are optimized for the child's development. Each of these distinctions is expounded upon below.

The curriculum is geared to a child's inquisitiveness and natural abilities for understanding his or her environment. Children, like all people, eagerly learn about those things which interest them. Yet the amazing fact about children is that at the early stages in life they are fascinated by nearly everything. Thus their environment is their constant classroom and place of instruction, whether it is at home, in the park, at the store, at the zoo, etc. During this time frame of fascination, a child's education can be greatly enhanced when he or she is provided with intriguing materials that not only capture his or her attention, but also provide the foundational lessons and truths for understanding the world around him or her. This is the core assumption of the Montessori curriculum and its most integrating means of educating the child.

Maria Montessori, the founder of this curriculum, discovered three more opportunities to enhance the child's educational experience as she worked with the inner city children of Rome. She noticed the importance of movement and material manipulation, a phenomenon of various sensitive periods in a child's developmental process, and the need for order, coordination, concentration, and independence. As Maria Montessori worked with these children, she noticed that they learned best when their hands were incorporated into the learning. If the materials could be manipulated by the children, the content was more easily committed to their memory. Therefore, the majority of the learning materials, especially in early Montessori classrooms, can be touched and manipulated to enhance the learning process. Montessori noticed that there are various points in a child's development and learning process in which he or she is more open, interested, and capable of learning a particular idea or skill. She called these "sensitive periods". These periods include: order, exploration, language development, math or logical relationships, and spatial relationships. The curriculum follows the natural progression of these sensitive periods and provides the various materials to optimize learning during those times. Finally, Maria believed that real success in academics as well as life depended on the qualities of order, coordination, concentration, and

independence (OCCI). Thus everything in the curriculum, and method, would revolve around and work towards building these qualities within the child.

URBAN EMPHASIS

Oak City Academy is a school for all children, and yet there is a special emphasis on the needs of students from urban areas and the urban culture. When children from urban communities go to schools that do not address these needs, they tend to suffer more than other children because they do not come from the same social fabric as the other students. Other students usually do not deal with community violence, poverty, or societal injustices on a regular basis. Even when children who live in urban areas have a stable family environment, they may have been kept up until the wee hours of the morning because of domestic violence next door. In view of the dynamics in the urban community, Oak City Academy wants to provide a stable, resourceful, and loving environment where all students can flourish, especially students in urban environments.

A few of the needs we are committed to serving are:

- Encouragement – OCA teachers and staff will cultivate an atmosphere of encouragement where educational success is recognized and nurtured.
- Committed Adults – Every student needs a network of adults committed to his or her success. OCA strives to be a community of adults committed to each student’s success alongside (his or her) parents.
- Resources – OCA is committed to providing the resources needed to encourage academic, social, emotional, and spiritual flourishing for every student.
- Consistency – Slow and steady wins the race. OCA is committed to be a stable force in the life of each student, so that even when things become rocky in a student’s community or family, he or she can count on OCA to be constant.
- Justice – OCA seeks to provide a community of justice where children flourish in all areas of life and where diversity of race and gifts are valued rather than undermined.

ADMISSIONS

NON-DISCRIMINATION GUIDELINES

Oak City Academy admits students of any race to all rights, privileges, programs, and activities generally made available to all students. Oak City Academy does not discriminate on the basis of race, sex, color, or national origin in the administration of its policies, admissions, scholarships, athletics, and other school-directed programs.

ENROLLMENT CONTRACT

Oak City Academy is building an educational and transformational community that partners with, and wholly depends upon the support of each parent to promote the growth of his or her child and the community as a whole. OCA believes that each child needs a committed adult, consistent encouragement, and rich educational resources in order to flourish in any educational environment. Therefore we ask that each of our parents renew their commitment to their children and Oak City Academy each year by signing this Enrollment Contract.

IN CONSIDERATION of the enrollment of _____ (student's full name) as a student at Oak City Academy for the 20XX/20XX academic school year, the undersigned parent(s) or guardian(s) hereby agrees to the following terms and conditions:

ENROLLMENT CONTRACT AND FEE. Every child enrolling for the (*School Year*) school year must have a signed Enrollment Contract. The Student Resource Fee of \$200 doubles as your child's deposit and is due with the return of this contract. This fee is a non-refundable deposit that will enable the school to hold a place for your child. If your child is awarded a scholarship, the fee can be broken into two payments. All Enrollment Contracts are due by (*XX/XX/20XX*). This contract and the deposit may be mailed to Oak City Academy, 1181 Haynes St. Raleigh, NC 27604 or delivered to the school office.

1. I/We have carefully examined and agree to support the mission, spiritual tenor, and educational philosophy of Oak City Academy and desire the school to work with us in the education of our children. I/We affirm that we have read the Parent Student Handbook for a complete explanation of the mission, educational philosophy and policies and procedures of Oak City Academy. Where I have concerns in these areas, I will privately bring these concerns to the head of school and follow the staff's lead after expressing them.
1. In full cooperation with the school, I/we pledge to meet all attendance requirements at school meetings, parent conferences, and am/are committed to supporting the school in its policies. I/We acknowledge that all curriculum is taught from a Christ-centered worldview and in accordance with the Oak City Academy Statement of Faith, regardless of personal beliefs. I/We commit to actively participate in the educational life of my/our child by keeping regular contact with the classroom teacher regarding my/our child's progress and supporting my/our child in order that he/she might be successful at Oak City Academy. Participation in the educational life of my child includes the following:
 - a. Striving to help my child to arrive to Oak City Academy every day by the start of school.
 - b. Striving to ensure my child follows the Oak City Academy dress code.
 - c. Striving to check my child's Monday folder, try to read with him/her every night, and set limits to the amount of television, videos he/she watches, and video games he/she plays.
1. I/We pledge to fully participate in parent activities including promoting the OCA Parent Fundraiser, participating in the Fall Parent Observation, up to 3 parent/teacher conferences throughout the school year, and committing to volunteer in the classroom and at the school at least a few times a year.
1. I/We pledge to insure that my/our child meets all academic requirements and will cooperate with the disciplinary standards of the school (including DRESS, CARE OF SCHOOL PROPERTY, and CONDUCT). I/We acknowledge that Oak City Academy reserves the right to dismiss, suspend, expel or otherwise discipline any student who does not adhere to the standards outlined in the Oak City Academy Parent Student Handbook.
1. I/We understand that Oak City Academy classrooms are filled with hands-on materials in which germs spread quickly. In order to love other families, I/we agree to abide by the sickness policy, as outlined in the Parent Student Handbook, in the event that my child becomes ill.
1. I/We understand that the school will provide a "team" environment for parents, teachers and administration to work together in the best interest of the children. I/We further recognize that Oak City Academy is not equipped to handle the educational needs of students whose educational needs fall outside of what can be reasonably accommodated by a classroom teacher. These needs may include academic, behavioral, social, or emotional.
1. I/We understand that the faculty/staff of Oak City Academy reserve the right to assess and decide that a student (both potential and, in the case of an emergent special need, a current student) be placed in the appropriate academic and social environment promoting success and emotional/social wellbeing. Reasonable accommodations will be determined by the staff of Oak City Academy including but not limited to method, manner, and time allotments for demonstrating knowledge.

1. I/We agree to pay our tuition and fees when they are due, according to the policies and procedures established by Oak City Academy. I/We understand this to mean that the Enrollment Contract is also a binding financial obligation for the payment of tuition and other fees as agreed upon, including financial obligations that remain after my/our child graduates or is no longer a student at Oak City Academy.

1. I/We understand that if, after completing the Enrollment process, I/we decide to withdraw my/our child, I/we must notify Oak City Academy in writing by April 1, 20XX. If notification of a student's withdrawal is not received in writing by the April 1, 20XX deadline, I/we will be under obligation to pay a \$500 Re-enrollment Termination Penalty.
 - a. STUDENT WITHDRAWAL: In the event of a student withdrawal, the parents must make their intention known by notifying the Headmaster in writing. Should a re-enrolled student withdraw for the upcoming year between the period of April 1 through May 1, a Re-enrollment Termination Penalty (RTP) of \$500 per student will be assessed. As of May 1, regardless of the reason necessitating withdrawal, including but not limited to a family move, other voluntary withdrawal, or expulsion from school, the parent's financial obligation remains for paying half of the student's remaining tuition. There is no refund of monies already paid, and if monthly tuition payments are under way, they should continue. The only exception requires another student to fill the vacated seat in a full class prior to the first day of school. If the seat is replaced in this manner, then the exiting family will be released from further tuition payments beginning with the new student's start date.

1. I/We understand that any legal fees incurred as a result of efforts to collect unpaid tuition are the full responsibility of the parent.

1. Oak City Academy believes that a positive and cooperative relationship between the school and the student's parent(s) or guardian(s) is essential to the fulfillment of the school's mission. I/We agree to uphold this "culture of honor" by interacting respectfully toward other parents, students, and faculty at the school and seeking to bless others involved in fulfilling the mission of Oak City Academy. I understand that Oak City Academy reserves the right to dismiss a student from school or elect to not re-enroll a student if the school reasonably concludes that the conduct of the student's parents or guardians interferes with the school's ability to accomplish its mission or educational purposes.

1. ENROLLMENT RESERVATION: By executing this Enrollment Contract, I/we acknowledge that Oak City Academy has reserved a place for my/our child for the 20XX/20XX school year, that Oak City Academy reserves the right to determine the section of the class in which the student will be placed, and that the school will enroll other students and formulate its budget in reliance upon this contract.

1. This school admits students of any race, color, religion, and national or ethnic origin to the school. Oak City Academy will extend to every student in good standing with the school, all rights, privileges, programs, and activities generally accorded or made available to students at the school. The school does not discriminate on the basis of race, color, religion, and national or ethnic origin in the administration of its educational policies, financial aid programs, and other programs administered by the school.

I/We have read, understand, and agree to be bound by the above terms and conditions. I/We agree to support the mission, central beliefs and goals of *Oak City Academy*. I/We will pay the student resource fee amount of \$200 per student, and that the enrollment of my child cannot be finalized until this fee is paid in full.

ENROLLMENT

Oak City Academy is committed to a Christian and Biblical view of the world and of education. OCA also teaches from the biblical perspectives set forth in its statement of faith. Though OCA is thoroughly Christian it welcomes children and families from every belief system as long as they commit to the "Oak City Academy Enrollment Contract and Parent/School Agreement."

Students seeking admission are evaluated on the basis of their report cards, references, admission questionnaires, interviews, and potential to perform satisfactorily at Oak City Academy. We are not equipped with the resources required to serve children who are seeking to be admitted into special educational programs (see Learning Disability Guidelines). Students who seek admission directly

following suspension, expulsion, or behavior problems from another school will not be accepted until they have made improvement elsewhere. The first quarter is considered a trial period for all new students.

Requirements:

- Kindergarten students must be five years of age on or before August 31st. If the child's birthday falls between August 31-September 30 he or she will be assessed for kindergarten readiness.
- A student entering first grade must have reached the age of six years by August 31-September 30th of the fall in which he would enter OCA and meet OCA's 1st grade benchmarks.
- Based on the OCA entrance assessments, report cards, and confidential teacher evaluations, the administration will retain incoming students at its discretion into the appropriate grade level.

The enrollment process is as follows:

1. New applications are accepted beginning in early November. Registration is open first to returning students and their siblings, then to the public. A non-refundable application fee must accompany all student applications.
 2. Student Assessments for new students are scheduled during the months of February through April and as needed thereafter.
 3. Interviews with new families are scheduled during the months of February through April and as needed thereafter in a Headmaster Conference.
 4. The application process for new students is defined fully in the Application for Admission packet. Please refer to it for detailed guidelines and procedures. In short, the application procedure requires the following:
 - Completed Application for Admission
 - Application fee
 - Student Assessment (*scheduled with school office*)
 - Headmaster Conference (*scheduled with school office*)
1. When a new student is accepted, a non-refundable deposit of \$200 is due to secure your child's enrollment in the class. Children receiving over 75% in scholarships may talk to the Headmaster about other payment options.
 2. Admission is not considered final until the following items are received:
 - Non-refundable deposit of \$200 per student (the deposit is the student resource fee)
 - TADS Electronic Admissions Paperwork is complete
 - Copies of standardized test scores and report cards from the past two years (if available)
 - Copy of birth certificate (all students)
 - Copy of Current Immunization Record
 - Records from child's previous school
 - Extended Day Application (if applicable)
1. The Admissions Team will determine final acceptance and grade level placement of students.

2. Parents will be notified in writing/email of the decision regarding acceptance. If accepted, the parents will receive an Acceptance Letter/Email.
3. Enrollment, and therefore the parent's' financial obligation, is contracted to be for the full school year as the school budget, teacher salaries, etc. have been set based off of each student's tuition commitment.
4. It is understood that parents agree to support the policies of the school as affirmed in the Parent/School Agreement.
5. If enrollment for a particular grade is full, a waiting list will be established for that grade.

Administration has the right to determine and govern all facets of student enrollment procedures. At the discretion of the appropriate principal or headmaster, a student may be refused re-enrollment for the following school year. Refusal for student re-enrollment is not necessarily a result of disciplinary action.

Detailed Explanations:

- Current Immunization Record - All students attending Oak City Academy must have on record with the school office either a current immunization record or an exemption statement according to NC code before entering school.
- Emergency Medical Contact Form - In order to dispense non-prescription medicine (e.g., Tylenol, Tums, etc.), a signed form granting one year's permission to the school must be on file in the school office. No prescription medicines will be dispensed without written parental permission on file with specific directions to the teacher. Epi-pen waiver, medical action plan – For students requiring Epi-pens, the school needs the following: Epi-pen storage location, a list of individuals approved to administer, parental instructions including a medical action plan, and a signed waiver. The same procedures apply for any student with medical conditions requiring medications or supplies.

FEES & TUITION

Tuition and fees cover all costs including field trips, field experiences (on campus field trips), snacks, and materials/books with the exception of personal school supplies, uniforms, and school lunch. Sports participation fees will be assessed as part of the secondary program as needed. End of grade testing fees (applies to 3rd and 6th graders only) are also not covered in Fees or Tuition.

Please call the business office at (919) 815-7742 if you have any questions concerning tuition or fees.

RATES

A current year FEE SUMMARY is available reflecting all fees and up-to-date tuition rates associated with enrollment for both new students and returning students. All applicable fees are due up front at the time of acceptance, and application fees and deposits are non-refundable.

PAYMENT OPTIONS

For annual tuition, we offer several different payment options in an effort to accommodate our families. Our tuition payment schedule for all payment options is based on a 12-month time frame, beginning in July, prior to the first day of school, and ending on the following June.

Most of our parents prefer the automatic monthly draft option because of its ease. This option is set up through the TADS tuition payment system. You can set this option up with an annual fee of \$45.00. Parents may also choose to pay their entire tuition responsibility by July 15th prior to the first day of classes. Payments can also be made twice a year, half of the tuition responsibility on July 15 and the final balance on the following January 15th.

The Tuition and Fees Payment Contract will outline the above options and method of payment through each option.

TUITION SCHOLARSHIP ASSISTANCE

Tuition assistance is available for re-enrolling families first; if additional funds remain after that, new enrolling families may also apply. A grant allocation is made only once per year (at the beginning of the year) coming from a set amount in the budget. Once allocated, these funds are no longer available. Families anticipating a financial need for the upcoming year must register with the school and submit an application to the school office. If you anticipate the need for financial assistance to pay your tuition, please contact the business office for more information.

LATE ENROLLMENT

Once school has started, all classes are capped for the general public unless seats are still available in a particular grade level. Special cases of late enrolling students may be considered by the Headmaster at his discretion. A late enrollment fee of \$150 will be charged to any family wanting to enroll after the first day of school.

TUITION OBLIGATION

Oak City Academy relies solely on tuition income to meet annual operating expenses. Therefore, it is necessary that the financial obligations for enrollment be for the entire school year. Once a family signs the enrollment contract makes and pays the initial fee, they are initiating their commitment (per their signed "Enrollment Contract") to continue tuition payments for the remainder of the school year. Staff salaries and the general operations of the school are dependent upon a family's financial commitment.

STUDENT WITHDRAWAL

In the event of a student withdrawal, the parents must make their intention known by notifying the appropriate principal in writing. Regardless of the reason necessitating withdrawal, including but not limited to a family move, other voluntary withdrawal, or expulsion from school, the family is required to pay 50% of the remaining tuition for the remainder of the academic year at their agreed upon tuition rate. This policy includes both scholarship and non-scholarship families. Once the family's financial account is cleared, student records may be released.

The only exception would be for another student to immediately (within 2 weeks) fill the vacated seat in a full class. If the seat is replaced in this manner, then the exiting family may be released from further tuition payments beginning with the new student's start date. The student applying for the extra seat, however, is still required to go through the same Admissions process and be admitted by the Admissions Board... just as all the other students. Just because a student applies for a seat does not guarantee admittance.

LEARNING DISABILITIES GUIDELINES

These guidelines apply to all students and teachers in every classrooms at Oak City Academy.

Definitions:

- Severe Learning Disability - Any condition in a potential student that would require a separate classroom, program, or staff in order to provide the educational services desired by the parents and administration, e.g., Down's syndrome, deaf/mute, blind, certain spectrums of Autism, etc.
- Learning Disability - Any condition in a potential student or current student that does not require a separate classroom, program, or staff in order to provide the educational services desired by the parents, e.g., hyperactivity, attention deficit disorder, dyslexia, etc. For the purposes of these guidelines, it is not important whether or not the condition was accurately diagnosed and is a genuine learning disability.
- Children with a severe learning disability will not be admitted to Oak City Academy due to the lack of adequate staff, funding, programs, resources, and facilities.
- Children with a learning disability will be evaluated prior to entry to assess if Oak City Academy's program is the best fit for this child. Parents, other specialist, and administration are encouraged to be brought into the decision making process. Each child is evaluated on a case by case basis.
- Children who have been diagnosed as having a learning disability will be required to meet the same academic and behavioral standards as all the other children in their grade level.
- Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.
- Sometimes, students may enter OCA with no diagnosis, but after a period time (which can vary) and simple modifications, the child's teachers and administrative team come to the conclusion that the child is not able to function successfully within OCA's unique learning environment. At that time, the child would be dismissed from the school simply because we acknowledge that OCA

does not have the capacity nor resources to serve this child. Parents must remember that every child is given EQUAL attention in the classroom. We are not staffed to provide more one-on-one attention for any specific child.

- After thorough consideration, the Admissions Team will determine if Oak City Academy's program is the best fit for a child with special needs in such a way that our school would set the student up for success and help him/her flourish.

PARENT INVOLVEMENT

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

As a support and extension of the family unit, Oak City Academy considers the family to be of first importance to a child. OCA believes that God has placed parents as the primary responsible party for their child's education. Parents are to be informed and involved in their child's education as much as possible. Therefore, at Oak City Academy we are continually seeking ways to actively involve the parents, siblings, and grandparents of our students in the programs of the school.

Below are just a few of the more common ways we do this.

- Parents observation are scheduled after the classroom is "normalized." Normalization, or the time a classroom falls into its typical daily rhythm, typically occurs around the middle of September. After that time, a formal invitation will be extended to parents for an in class observation day. Parents should remain in the observation chair that has been provided for them so that the children can focus on their lessons and the teacher is not interrupted during instructional time.
- Any additional classroom visits/service opportunities should be scheduled with your child's classroom teacher.
- We encourage you to assist in the classroom, regularly or occasionally. Remember that siblings are not permitted in the classroom at any time. They are, however, welcome to accompany your OCA student on field trips. (Again, arrangements should be made with the teacher involved.)
- You may act as a chaperone on field trips.
- Serve as a "storyteller" (share about an experience overseas or a trip that applies to the geography curriculum being studied) or offer/share your special talents (an instrument, woodworking, sewing, gardening, etc.).
- After permission and arrangements with the teacher, present your vocation to the class or invite them to visit your place of business.
- Offer to tend to the classroom flowerbed or garden.
- Offer to be a "laundry helper" and wash classroom rugs, towels, aprons, etc.
- Offer to be a "sewing helper" in the Primary classroom as many of the cloth works and aprons rip and need mending, and/or teach the students to knit or sew.
- Assist with the children in the classroom as a paid substitute.
- Closely monitor and praise your child's progress by reading all teacher notes and student papers sent home!

GENERAL GUIDELINES AND PROCEDURES

ATTENDANCE GUIDELINES

Oak City Academy operates in compliance with the attendance requirements set forth in Subchapter X Private and Proprietary Schools Article 39:

“§ 115C-548. Attendance; health and safety regulations.

Each private church school or school of religious charter shall make, and maintain annual attendance and disease immunization records for each pupil enrolled and regularly attending classes. Attendance by a child at any school to which this Part relates and which complies with this Part shall satisfy the requirements of compulsory school attendance so long as the school operates on a regular schedule, excluding reasonable holidays and vacations, during at least nine calendar months of the year. Each school shall be subject to reasonable fire, health and safety inspections by State, county and municipal authorities as required by law.”

Oak City Academy seeks to operate with 180 instructional days over the course of 10 months in any academic year.

SHORT-TERM ABSENCES

If a student needs to be absent from school for one to two days, for any reason, the parents should contact the Teacher by Bloomz as soon as possible (especially if they are sick with a contagious illness).

LONG-TERM ABSENCES

If a student needs to be absent for three or more consecutive days, the parents should notify the teacher by Bloomz explaining the circumstances as well as the Administrative Assistant. Please ask your teacher to compile any necessary schoolwork that the student would otherwise miss.

Any time a student is absent, it is the parent’s responsibility to arrange to get the student’s make up work and to get the student caught up. The teacher will assist as much as is reasonable.

EXTENDED OR PLANNED ABSENCES

We will gladly cooperate with families taking their children from school for short vacations, trips, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all schoolwork to be completed before the student leaves. We recommend that prior to any planned, extended absence, the student(s) work ahead as much as possible. This eliminates the need to work on vacation. If the work is not fully completed before the absence, any remaining work is due upon return. (During the Montessori portion of the curriculum, class work may not be completely “made up” due to the nature of the materials and curriculum. The child’s absence may simply delay their potential for mastery of the curriculum.) Please contact your teacher by Bloomz AS WELL AS the Headmaster to notify him of any planned absences.

MAXIMUM ABSENCES

Any student at Oak City Academy must complete at least 140 instructional days in an academic year to be considered eligible to progress to the next year in their classroom or in another classroom. A completed day is considered the completion of at least 4 hours during the academic day.

In the event that the total number of absences, whether planned or unplanned, is equal to or exceeds twenty days in one semester, the family will meet with the Headmaster about the potential of not receiving credit for that semester. A test or an assessment may also be given at the end of the year to assess if the child has mastered his/her grade level concepts.

Make Up Work - If the absence is planned, any make up work is due the day the student returns to school. In the case of absence due to illness, students will receive one day for every day absent to complete any missed work.

EXCUSED ABSENCES

Below are the valid excuses for temporary nonattendance of a student at school. (These guidelines are adapted from the North Carolina School Attendance Manual)

Illness or Injury: When the absence results from illness or injury which prevents the student from being physically able to attend school.

Quarantine: When isolation of the student is ordered by the local health officer or by the State Board of Health or OCA's school health policy.

Death in the Immediate Family: When the absence results from the death of a member of the immediate family of the student. For the purpose of this regulation, the immediate family of a student includes, but is not necessarily limited to, grandparents, parents, brothers, and sisters.

Medical or Dental Appointments: When the absence results from a medical or dental appointment of a student.

Court or Administrative Proceedings: When the absence results from the attendance of a student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness. The Local Board of Education can be considered an administrative tribunal.

Educational Opportunity: When it is demonstrated that the purpose of the absence is to take advantage of a valid educational opportunity, such as travel. Approval for such an absence must be granted by the Headmaster prior to the absence. This would include, but is not limited to, a student serving as a legislative page or a governor's page.

TARDIES

Tardies are categorized as either excused or unexcused. Five accumulated unexcused tardies are equivalent to one absence. A tardy will be received when the child arrives to his/her classroom after 9:15am. A staff member will be present to help with carpool from 9-9:12AM (Temple) and 9-9:15AM (Primary). Any families arriving after carpool has finished must personally walk their own child to the office, sign your child in, then walk your child to his or her classroom and assure your child gets into his/her classroom safely. If your child is signed in at the office after 9:15, he/she will receive a Tardy Slip to get to class. The 15 minute grace period is meant to be the time the child has to get settled into the classroom. We ask that students be settled and READY TO WORK BY 9:15 rather than arriving every day exactly at 9:15.

If tardiness becomes a regular pattern, the classroom teacher will discuss with that family how the child's tardiness is impacting their child's learning and effecting the classroom environment.

CARPOOL DROP OFF/PICK UP PROCEDURES AND BEFORE/AFTER SCHOOL CARE

All students should arrive at school at 9:00 unless you have made arrangements for your child to attend "before school care." Students are given a 15 minute grace period from 9:00 to 9:15 to enter the classroom and get settled. Students should not be dropped off before 9am. Teachers are involved in morning meetings with administrators and/or are preparing their classrooms; therefore, no teacher supervision before the start of class is available.

The following guidelines should be reviewed and followed in the carpool line:

- Safety is always the most important priority during drop off and pick up. Drive slowly, defensively, and please do not ever assume that the children see you!
- Please do not park in the carpool line and/or vacate your vehicle.
- No cell phone usage during drop off and pick up times.
- Carpool will run on a normal stop and drop for the first day of school. Parents/Guardians have 2 options for drop off:
 1. Parents may park in designated parking spots and walk their child to the front door of the building and say goodbye at the threshold of the entrance to the building.
 2. Follow the traffic pattern (grades Pre-K/K at the front of the building at sidewalk and Lower/Upper El under the car port) and drop off in a stacked formation (no gaps, cars single file) with all students exiting toward the designated entrance. These are pick-up points as well. You must drop off and pick up only at these locations!
- If you park, you may use any available spot behind the building (PreK/K) or in the parking lot (Lower/Upper El). Lower/Upper Elementary parents who choose to park and walk up to receive

your child MUST walk up using the far left sidewalk in the grass. For everyone’s safety, parents may NOT walk through the carpool line/under the carport to pick up their child.

- If your child is in Lower/Upper Elementary, please enter the parking lot at the second entrance farthest away from Wake Forest Rd. on Watauga (entrance by the dumpsters). Pull through the lot and turn right under the carport in front of the family life center. Drop your child off with one of the staff members who will be waiting under the carport.
- Please WAIT to drop your child off until a staff member opens your door at the sidewalk. Students are unloaded one at a time, at the sidewalk, for safety reasons. If your child is in the Primary Classroom (PK/K), please make sure you pull your vehicle all the way up to the sidewalk so students and staff avoid unloading onto the grass and/or curb. Thank you.

Please adhere to the following drop off/pick up schedule:

Grade	Drop off	Start Time	Dismissal	Location
Pre-K	9:00-9:14	9:15 AM	1:00 PM	Front entrance/sidewalk
Kinder	9:00-9:14	9:15 AM	3:30 PM	Front entrance/sidewalk
1st-5th	9:00-9:12	9:15 AM	3:30 PM	OCA entrance/covered drop off at FLC

- Carpool is an everyday occurrence even if it is raining. The exception to this is if we are under a tornado warning. While under the warning, we will keep the children inside and delay carpool until the warning is lifted.
- If children are not picked up less than 15 minutes after pick up time (1:15 for PK, 3:45 for K’s –6th) there will be a \$2.50 charge for each additional five minutes up to \$15.00 per incident for Pre-K’s and K’s. 1st through 6th years students are taken to After School care and charged the hourly rate of \$5.00 an hour. Late fees will be set up through TADS.

Before/After School Care (Extended Day):

Oak City Academy does offer a “Before School Care” and “After School Care” through our OCA Extended Day program. Prices and details for OCA Extended Day are included in the New Student Packet. Spaces are limited for preschool children because of NC daycare policies. Applicants are admitted on a first come/first serve basis. Contact kkouba@oakcityacademy.org if you are interested in applying and need an application.

DISCIPLINE GUIDELINES

At OCA we realize that you have not only entrusted us with your child’s mind, but also their heart. We do not take this stewardship lightly, which is why we desire to be open with our parents about our procedures and methods. Seeing there is a wide range of child training philosophies and that no one organization can comply with everyone’s personal beliefs, OCA seeks to train children in ways that are consistent with the Bible and the Gospel of Jesus Christ.

The teachers of Oak City Academy have the primary relationship with the child and with the parent. Therefore, the training of the child's heart will primarily reside in the hands of each student's teacher with the support of the administration. The teachers are instructed to follow OCA's training philosophy in the training of each child. Every year each teacher undergoes extensive training in classroom management in order to ensure they are fully aware and equipped to properly and lovingly train each child. If a parent has a question about the training (discipline) of a child, they should first consult the teacher.

In general, every opportunity for discipline will entail a clear understanding of the errant behavior, an appropriate consequence for that behavior, forgiveness for the infraction, and full restitution to the classroom environment. At Oak City Academy, students generally have four simple rules to follow:

- Don't hurt yourself/Respect yourself
- Don't hurt others/Respect others
- Don't hurt the materials/Respect the materials
- Respect your teachers

Students are asked to follow their teachers and classroom rules "all the way, right away, and with a happy heart." To the degree that a student fails to follow these rules, to that degree will a measured consequence be given so that they can thrive in a safe and productive learning environment. OCA trains its staff to train children through the use of early intervention, logical consequences, and clear consequences. The degree of a child's misbehavior could escalate this process when the safety of other children is involved or the proper functioning of the learning environment is compromised.

Bringing a Culture of Honor into the training process:

The OCA culture of honor says that a child is born free and is responsible for their actions. They are honored in that teachers or administration are not trying to control them but rather give them freedom to clean up any mess they have made. Thus the student is informed about the mess they made and they have the opportunity to clean it up. There will likely be consequences for their errant behavior but consequences are not given to create fear but as another aspect of taking responsibility for one's' actions.

OCA incorporates logical consequences into the various levels of infractions when students fail to change their behavior at the initial redirection from the teacher. The nature of the consequences relate to the type of misbehavior and help the children understand they are running into a barrier that is encouraging them to change their behavior in order to thrive in the classroom. Below is an explanation of the philosophy behind logical consequences:

Information taken from and adapted from the University of Kansas Education site-

http://www.specialconnections.ku.edu/?q=behavior_plans/classroom_and_group_support/teacher_tools/natural_and_logical_consequences

What are natural consequences?

Natural consequences are outcomes that happen as a result of behavior that is not planned or controlled (Pryor & Tollerud, 1999). For example, if a student cuts in front of another student in line, the natural consequence may be that the other child won't play with the "cutter" at recess. A teacher did not plan or control this consequence, but he or she may discuss and help students predict natural consequences to encourage them to see the connection between their choices and what happens to them.

What are logical consequences?

Logical consequences do not naturally occur as a result of behavior, but are intentionally planned by teachers and administrators. Logical consequences are similar to what would happen to an adult in a similar situation, therefore teaching students skills that they will need to be successful later on in life. Logical consequences need to be related, respectful, and reasonable (Nelson, 1985).

Related

Related means that the consequence is clearly connected to the student's behavior and its function. This requires the teacher to get to know his or her students well and become proficient at the process of both formal and informal functional behavioral assessment and analysis. The function of the same behavior may be different for each child or even for the same child at different times. Therefore, it is crucial that teachers take this into consideration and do not use one consequence, such as isolating the student from others, for all inappropriate behavior. An example of a consequence that is not related would be having a student go to time out for calling another student a name. A related consequence may be to have the student spend some of their free time (recess or after school) discussing the natural consequences of the action with the teacher (e.g. hurting that person's feeling, possibly getting called a name back) and writing the offended student an apology.

Respectful

Consequences need to be given with empathy in a respectful voice tone. If not, the student will focus more on the feelings of the adult and perhaps their own feelings of anger resulting from being talked to disrespectfully and not reflecting on their choices. The student that is not treated respectfully often becomes aggressive, passive, resentful, and/or uncooperative and may try to get revenge against the teacher.

Reasonable

Reasonable refers to not providing consequences for a student's inappropriate behavior that is too severe. It is not reasonable to require that a student lose all their recesses for the week for being silly in class or to lose the next month's field trip for getting in a fight on the playground. A more reasonable consequence may be to stay in for one recess to practice appropriate classroom behavior

How are the logical consequences used at OCA different than the traditional idea of "punishment?"

The key difference between logical consequences and punishment goes back to the three R's of logical consequences: related, respectful and reasonable. While the actual consequence may be the same in both situations, the way that the teacher presents it to the student and its relation to the inappropriate behavior is what determines whether it is considered punishment or a logical consequence.

Removal from the group or "time out"

Punishment- "That's unacceptable. Go to time out until you can behave in group appropriately!"

Logical Cons- "When you act silly in group it distracts me from teaching and others from learning. Would you like to stay with the group or go sit by yourself outside with the Assistant ... where it is okay to make silly noises? It's your decision."

Stay in for recess

Punishment- "No sir. If you don't stop goofing around and get your math done, no recess for you!"

Logical Cons- "This is the time I have scheduled to do math. It is very important that you get it done so you can learn as much as you can. Recess is the scheduled time to talk to your friends. You can choose to talk now, but the only other time to finish math is for homework. It's your decision."

Adapted from: Fay, J. (1996). *Discipline with love and logic*. Golden, CO: School Consultant Services

With the incorporation of logical consequences, the training of each child can be broken down into the following categories:

Minor infractions: These are infractions such as running in the classroom, misbehaving in line, using an outside voice in the classroom, etc. Initially a logical consequence is used in these situations. The student is reminded of the conduct that is desired and is given a consequence such as asking the child to "do it again" and use walking feet. The teacher is encouraged to use a variety of consequences that logically fit the nature of the student's infraction.

Moderate infractions: These are infractions that result when a student persists in their misbehavior despite earlier logical consequences. These also result when a student is more flagrant in their disobedience such as tampering with another person's belongings, provoking another student through the use of words, etc. The teacher may use logical consequences such as removing the student to a specific workspace, asking them to practice the correct behavior for a few minutes, etc. If the student is not ready to comply, then the child may need to sit away from his/her friends in an adjoining classroom or go into another classroom to work. An alternate classroom provides the child with the ability to work in a new environment without distractions. A "Behavior Form" will be sent home to the parent for most moderate infractions.

Example of a minor infraction moving to a moderate infraction:

The students were asked to work quietly by themselves at work time. The child gets up from his/her seat and begins to interrupt other students while they are working. First, the teacher may remind the child to sit in his/her seat and work quietly. Upon a second infraction, the teacher may move the child to a less distracting part of the classroom to work alone. If the child persists in getting up from his/her seat and distracting other students, the child will be sent to another classroom to finish his or her work. In addition, the child may be sent home with classwork to finish at home if he/she did not work faithfully at school.

Process when a child is sent to another teacher's classroom to work:

A child will receive a behavior form and be sent to another classroom to work if he/she has been given two consequences (of increasing value) within the classroom, and the child is still not responding to the teacher. At that point, the child is demonstrating that if he/she can not follow the rules of the classroom, and the child may be temporarily removed from the classroom. The child will come to the new teacher's classroom, or visit Mr. Breed in the office. A "Behavior Form" will go home to the parents detailing what happened and any work he/she is supposed to do.

-If a child receives 3 behavior forms, he/she will then receive a major infraction form (with the 3rd behavior form).

-If a child receives a behavior form, finishes the consequence, and is given an opportunity to return to his/her own classroom yet continues to exhibit poor behavior in the classroom (upon returning that same day), the child may receive a major infraction.

-Teachers should do their best to send all behavior forms home to the parent the same day the infraction occurred. One copy to parent/One copy to Admin. The teacher will also make a copy for Administration and place in Admin File.

Clarity on the question "Why did my child get sent to another classroom today?"

-The child's behavior was continually distracting other children, continually negatively affecting others within the learning environment, or continually pulling the teacher away to tend to the behavior issues of one child.

Major infractions: These are infractions that result from the persistence of a moderate infraction or flagrant violations of the rules, such as intentionally hurting another student, instigating a fight, yelling at a teacher or student, throwing objects, hurting school property, etc. At this point, the teacher will hold a conference with the OCA Administration and determine the best consequence for the child. Logical consequences are still reinforced at this stage as well. When a child has hurt another student or is unwilling to follow their teacher, then logically they cannot be a part of the class at that time. Typically a child would be sent to another classroom, home for the day, or home for several days due to the nature of the infraction. Major Infraction Forms will be sent home to the parents for any major infractions.

If for any of the above or other reasons, a student moves through the discipline process, the following accounting will be observed within the school year.

1. The first three times a student receives a major infraction, the student's parents will be contacted and given the details of what happened. The teacher/principal/headmaster will make a note of each occasion when the parents are contacted and enter that record in the student's file. Parents will receive a phone call or have a discussion after school detailing the discipline after each incident. The parents' assistance and support in averting further problems will be sought.
2. If the student has a fourth major infraction, a two-day suspension will be imposed on the student. A meeting with the student's parents, teacher, and administration will be required for the student to return to school.
3. If a fifth major infraction is required, the student will be expelled/dismissed from the school.

Anti-Bullying Policy

Brief Definition: The intentional and repeated belittling of one or more students

A lengthy definition:

Bullying is when anyone inflicts or threatens to inflict physical or emotional discomfort upon another person's body, feelings, friendship, reputation, or possessions. Generally, harassment or bullying is repeated aggressive or mean behavior or actions involving an imbalance of power that are directed at one or more students and adversely affects the ability of the student(s) to participate in or benefit from the school's spiritual or educational programs or activities because the conduct, as reasonably perceived by the person, is so severe, pervasive, and objectively offensive or threatening as to have this effect.

Note to parents: If you suppose your child is being bullied, please address your concerns in a face to face meeting to your child's classroom teacher. The teacher and Administration will discern if the words and actions taken against your child was legitimate bullying. If OCA determines that bullying is happening, they will take the following steps to address bullying.

Process for addressing bullying

Administrative investigation:

- Teacher should notify the administration of the occurrence
- Administrator or teacher interviews all parties involved to discern what is going on
- Administrator or teacher seeks to discern what is the root or heart of the problem
- The student who bullied is spoken to about how bullying not only hurts the child you are seeking to hurt but also hurts that child's family. That child's mom and dad's heart is hurt as well. The student who bullied is asked to not only apologize face to face to the child who they bullied but also apologize to at least one parent of the child who was bullied.
- The child who bullied may wait for his/her parent/guardian to arrive after school for the reconciliation opportunity. Both student's parents will be debriefed on the situation prior to the

reconciliation opportunity. It is our prayer that forgiveness will be extended and reconciliation happen between both students and their families.

- If bullying is intentional and unrepentant, then the consequence is a 1 day suspension.
- Student who is bullying will receive an action plan by which they can seek to be kind to others around them.
- Parents will be contacted about the bullying
- Counseling will be recommended depending on the degree of bullying for the individual who is bullying
- 3 occurrence of bullying results in permanent removal from Oak City Academy

The individual being bullied will receive internal counseling from OCA staff as to their true identity as a child of God. Counseling services will be recommended as needed.

Note on Expulsion – Oak City Academy realizes that dismissing 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 guidelines. However, should a student and/or his parents not be able to curb behavioral problems before a fifth major infraction, the student will be expelled. Also if a student's behavior is of such an aggressive extent, the entire discipline process may be expedited and the student immediately expelled before five major infractions.

Re-admittance - Should the expelled or non-re enrolled student desire to be re-admitted to Oak City Academy at a later date, a decision based on the student's attitude and circumstances at the time of reapplication will be made by the respective Admissions Team.

FAMILY DEATH OR TERMINAL ILLNESS

If there is a death, terminal illness, or a similar traumatic situation in your family that may affect the student's attendance, emotional well-being, and/or level of concentration, please notify the administration or your child's teacher so we can be sensitive to your child's needs as well as invite our community to come alongside your family if support is needed/desired.

FIELD TRIPS

Whenever students are traveling on a field trip away from school, they are expected to behave in the same manner as required on school grounds, with appropriate respect and courtesy. As in the classroom, the teacher(s) will judge what is acceptable or unacceptable behavior. Movies, videos and DVD's, music, etc., are not allowed during transport in individual vehicles who transport other students, school vans, or minibuses. (The one exception being classical or Christian music played softly for all to hear but not so loud that it becomes a distraction for the driver.) Only pre-approved movies for charter buses are allowed.

Children who are younger than age 8 AND who weigh less than 80 pounds must be properly secured in a child passenger restraint device (CRD) that meets Federal standards, AND is appropriate for the child's weight and height. (This restriction does not apply to buses.)

For OCA family, staff, and school liability reasons, Oak City Academy does not participate in organizing carpools for field trips. Each family is responsible to accompany their own child on a field trip or privately arrange for someone else to accompany your child. Please notify your child's classroom teacher if you have privately arranged for another adult to accompany your child on a field trip.

Siblings are welcome to come on field trips if they are fully supervised by their own parent/guardian.

Field trip chaperones are NOT permitted to take students to the bathroom, unless it is the parent's own child.

GRIEVANCE GUIDELINES

The objective of these guidelines is to establish biblical principles for the resolution of disputes and grievances in the operation of Oak City Academy. These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Oak City Academy's operations between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and board members. If you have a grievance or concern, we want to encourage phone and/or face to face conversation and discourage the use of letter writing or email to communicate grievances or concerns. An individual's pure intentions may easily become distorted or misread through writing thus often times elevating the grievance rather than working to resolve the situation.

Cultivating a Culture of Honor in the Midst of Concerns and Conflict:

We ask that each member of the parent and school community abide by the following precepts as they seek to communicate their concerns and work towards a resolution.

- Treat others as free individuals who are created in the image of God
- Don't seek to control others through fear, shame, anger, or any other means
- Encourage others to take responsibility for themselves and their own actions
- Encourage everyone to clean up any mess they make
- Communicate your need or desire with clarity and kindness
- Believe the best about others, and don't let criticism affect your value or identity as one made in the image of God
- Flee from the use of gossip about your concerns to other staff or parents and encourage others to do likewise

Students/parents to teachers (or academic concerns):

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/herself. A concern should be expressed in a phone call or an in person meeting with the teacher. If the student presents the concern, a respectful demeanor is required at all times.

2. If the concern is not resolved, the parents may bring the concern to the Headmaster by phone or face to face conference. The parent must schedule a phone or face to face meeting with the Headmaster at least 24 hours in advance (not including weekends). This will give the Headmaster adequate time to research the concern involved.
3. If the concern is still not resolved, the parents can appeal the matter to the Headmaster by setting up a face to face conference. The parent must schedule a meeting at least 24 hours in advance (not including weekends). A meeting will be scheduled with the parent, teacher, and Headmaster together.
4. If the the parent is dissatisfied with the resolution presented by the Headmaster, they may appeal to the OCA Board of Directors by written letter. All appeals should be typed out and delivered by USPS mail in a sealed envelope to the OCA mailing address. Please put (Attn: Oak City Academy Board of Directors) on the envelope. A response should be expected by the OCA Board of Directors within 2-3 weeks.

Parents/patrons to administration:

1. If parents or patrons have a grievance or dispute about a specific policy at the school, they should bring their concerns to the Executive Assistant. The parent should schedule a conference call or an in person meeting. The Executive Assistant will take up to 24 hours to research the concern and then respond to the parent.
2. If the situation is not resolved, the parent can present their concerns, proposals, or comments in a face to face conference with the Headmaster and the Executive Assistant together. The parent must schedule this conference at least 24 hours in advance (not including weekends).
3. If the the parent is dissatisfied with the resolution presented by the Headmaster, they may appeal to the OCA Board of Directors. All appeals should be typed out and delivered by mail in a sealed envelope to the OCA mailing address. Please put (Attn: Oak City Academy Board of Directors) on the envelope. A response should be expected by the OCA Board of Directors within 2-3 weeks.
4. This procedure also applies to board members who are acting in their capacity as parents/patrons and not as representatives of the board.

HOLIDAY AND BIRTHDAY CELEBRATIONS

Classroom teachers will determine a schedule of parties and celebrations. Parents will then be given the opportunity to volunteer to help with celebrations or bring special snacks and supplies as necessary. If your child's birthday occurs in August (before the birthday procedures letter is sent home) please personally discuss your child's birthday with his/her teacher over Bloomz.

In-class parties including birthdays, Christmas, and end of year:

1. Students may provide special treats to be shared with their classmates at lunch. Invitations to after school birthday parties may not be distributed at school unless every boy and girl in the class is being invited to attend. We understand that parties are costly and you cannot always invite every student from your child's class. If this is the case, please talk with your child about social appropriateness in sharing details about his/her party at school so that other parent's/student's feelings are not hurt.
2. The teacher is responsible for all activities related to a holiday class party, even if the student's/parents do the planning.
3. Birthday treats may be brought in for lunch on any day or at the end of the day on Friday. Birthday treats must be low sugar, healthy snacks. Please ask your teacher for the birthday snack guidelines. Birthday treats that do not follow the birthday snack guidelines will be distributed to students after school. Though we seek to celebrate each child on their birthday, classes do not host birthday parties for individual children at school.
4. Primary (PK-K) student birthday celebrations involve a traditional Montessori "walk around the sun" where parents can bring a few pictures or video clips of their child from birth to present. Walk around the sun presentations must be kept to 8-10 minutes in length.
5. Lower elementary (1st-3rd) seeks to honor the birthday boy/girl in a special way by sending home the "Birthday Bag." Details will be passed out at the beginning of the year about what this looks like in your student's class.
6. Reformation Day, Thanksgiving, Christmas, Valentines, Easter, and end of year class parties will be organized under the teacher's direction and are to fit within the student's' curriculum for that season. Teacher/Teacher Assistant gifts may be given at any time both during or outside of regular school hours.

Video use guidelines:

- All videos used in class should conform to the principles of propriety listed in Philippians 4:8 "Finally, brethren, whatever is true, whatever is honorable, whatever is right, whatever is pure, whatever is lovely, whatever is of good repute, if there is any excellence and if anything worthy of praise, dwell on these things."
- Video usage, during the year, is limited in the classrooms except for educational purposes.
- Any end of year/end of grade entertainment videos must receive prior approval by the Headmaster before use.
- IPADS, laptops, and computers are used freely in the Lower Elementary classroom for educational purposes which may involve short video clips. Tablets or computers with internet access used in the classroom all utilize specialized software to protect the students.
- All parents must sign and return the "Computer and Internet Usage Consent Form" by the first day of school.

Educational - Includes historical, documentary, and literary videos. No literary video should be shown unless the book has already been read by the students.

Entertainment - No more than one video per semester will be allowed for entertainment purposes.

Halloween

Some OCA families celebrate Halloween and others chose not to celebrate it. As a staff, we respect every family's personal holiday choices. There is no formal observance of Halloween during school hours at Oak City Academy. Students are to come to school in regular school attire on that day. Children are welcome to share their excitement about their family celebrations, yet "scary" costume discussion and/or "scary stories" are discouraged. Oak City Academy does celebrate Reformation day which falls on this same day.

Valentine's Day

Students in all grades are encouraged to exchange valentines with their classmates. The manner of exchange is determined on a per class basis. Each child who participates should bring a card for each member of his or her class, so each student receives an equal number.

Easter

Easter celebrations at OCA focus on the resurrection of Jesus through storytelling, books, and hands on activities that point to the risen Christ.

Christmas and Winter Holidays

Oak City Academy understands that each family has personal convictions/ways they celebrate Christmas and/or the Winter Holidays. During these months (and within school hours) Oak City Academy simply focuses on the birth of Jesus in celebration of Christmas. Other family holidays and traditions are respected and children are free to journal and be excited about their family Christmas traditions and celebrations, yet group discussions are kept to the celebration of the birth of Christ at Christmas. As in any school environment, please be aware that the question "is Santa real?" comes up almost every year. As teachers/staff at Oak City Academy, we point the child back to his/her parent with this question. Child to child conversations that may reveal more than parents desire are discouraged, yet please understand that the teacher cannot manage every lunch time or playground conversation. Please be prepared to speak with your child openly about these topics if they naturally come up.

ILLNESS

The OCA classrooms are filled with hands on materials, which makes it very easy for sickness to spread rapidly through the classroom. Therefore we ask that you closely adhere to this illness policy so that we can provide a healthy, safe, and thriving environment for all the students, staff, and volunteers at OCA. We have found that MD's and Pediatricians vary widely on their answers to the question, "When can my child return to back to school?" Thus please be aware that our policies *may or may not* differ from your child's pediatrician's recommendations.

A student who becomes ill during the school day should notify the teacher who will call the parent to come pick their child up.

For a student who becomes ill while at home, the parent should keep the child home and follow the sickness policy procedure below:

1. If your child has a contagious virus (flu or stomach virus) OR a communicable disease please notify your child's teacher via Bloomz. Include your student's name, what he/she has come down with, and when symptoms began. The teacher will confirm your child's return date with you and you may discuss make up work.
2. We will not be able to admit your child when any of the following general illnesses have occurred within the last 24 hours:
 - Heavy or excessive coughing
 - Congestion unassociated with allergies
 - Persistent clear runny nose
 - Green or yellow runny nose
 - Fever
 - Discharge in or around the eyes (not related to allergies)
 - Questionable rash

***Stomach virus, flu, and communicable diseases are illnesses that our school requires more than a 24 hour exclusion period.

Stomach Virus Policy

- Vomiting (student must stay home for at least **48 hours after symptoms have ceased, if related to stomach virus**)
- Diarrhea (student must stay home for at least **48 hours after symptoms have ceased**, if related to stomach virus)

The Center for Disease Control explains that vomiting and/or diarrhea related to epidemics of the “stomach bug” or “stomach flu” (typically, but not limited to, norovirus or rotavirus) are contagious from 3 days to 2 weeks **AFTER** you have recovered. Please send your child back to school after he or she has been well for at least 48 hours. Children may not return to school if the vomiting has ceased yet the child still has diarrhea. Both symptoms must be cleared for a full 48 hours before returning. The minimum exclusion period for this virus is 2 days at home after no more symptoms are present, yet children whose families are able and willing to keep their children out of school for the entire week are welcome and encouraged to do so. That child's absences will be excused and he/she will be provided any needed make up work.

Influenza Policy

The Center for Disease Control states that the flu can be contagious to other persons from 5 to 7 days after a person has become sick with the flu (children can pass it on for longer than 7 days). Therefore we ask that you **keep your child home 3 extra days AFTER flu symptoms such as fever, achiness, sneezing,**

runny nose, etc. have left the body. We ask that all students and/or staff get a flu test if flu is suspected (or cold symptoms with fever appear during flu season).

Communicable Diseases Policy (ex. Hand, Foot, and Mouth, Chicken Pox, Pink Eye, Lice, Ringworm, etc.)

In the event that your child contracts a Communicable Childhood Disease, please contact the Principal regarding your child's return. Different contagious periods accompany various illnesses, so it is impossible to list each one. The Headmaster will let you know any needed procedures to follow as well as a return date for your child.

Additional Sickness Information:

- If your child is being treated with an antibiotic, he or she should have received treatment for at least 24 hours before coming to school. Children with cold or flu symptoms will still be asked to stay home (even if they are on an antibiotic) because these viruses are not treated by antibiotics. Antibiotics do not prevent the spread of a virus to other children.
- Please remember that if your child develops symptoms of a disease or highly contagious illness after school while at home in the evening, please advise your child's teacher as soon as possible so that other parents and workers associated with the child's classroom may be advised and take necessary measures.

We thank you for your understanding as we seek to establish and maintain a safe and healthy place for your children. We have seen illnesses and viruses wipe out entire classrooms and want to take necessary measures to ensure (to the best of our ability) that does not happen. Please keep in mind that there are multiple children within our school with compromised immune systems. What may be a "stay home day" for your child could result in a hospital stay for another child. Adhering to the sickness policy is simply one way we can seek to love the other families in our school.

Lice and Lice Checks

The OCA Lice Policy is that live lice or lice eggs (nits) may not be present in the child's hair to return to school. If your child does have lice please treat accordingly.

Lice is a common childhood occurrence and we highly recommend undergoing treatment with **Pediatric Hair Solutions** located at **1200 SE Maynard Rd. Suite 203 Cary, NC 27511** and available by phone at **919-577-0137**. Because we have partnered with Pediatric Hair Solutions they have offered to give FREE head checks to Oak City Academy students ONLY. In order to return to school we ask that an affected child have a signed note from a doctor or facility saying they are lice/nit free. Pediatric solutions provides these "certificates of clearance" for a small fee. Should your family choose to undergo household treatments to try and rid the lice, we will need to set up OCA personnel/trained volunteer/RN to do a lice check on your child at school to clear them before they re-enter the classroom. The child should be lice & nit free before returning. Please send the administrative assistant a Bloomz or email so she can proceed with scheduling the personnel.

Furthermore, if a child is found with lice in the classroom, OCA Procedures call for random lice checks the affected classroom. These checks will not single any children out and will be kept low key. If multiple children are found with lice, it will be up to the discretion of administration to perform a lice check on the entire class. If your child is found to have lice, we will notify a parent and ask that the child follows the above criteria before returning.

Any affected households are encouraged to wash sheets, pillows, blankets, and clothes in hot, hot water. Stuffed animals, blankets, etc can either be quarantined or washed in hot water/dryer for 30 min, and cloth surfaces like furniture should be vacuumed. Lice Specialists also encourage using a nit comb every day for up to two weeks to ensure all nits are gone. We encourage you to visit www.headlice.org for more information. If you find your child does have lice we ask you contact the head teacher and principal as soon as possible.

INCLEMENT WEATHER – SCHOOL CLOSINGS

Oak City Academy does NOT follow Wake County Public School delays or cancellations. Unlike OCA, the WCPS System has to take into consideration children waiting outside for school buses in single digit temperatures and/or school bus transportation safety over a large geographical area. Decisions to delay or close will be communicated via Bloomz to all parents/guardians. You may also find out information about our school closings on WRAL and ABC11 News.

The decision to send a child to school or not, remains with the parent. This is true for field trips as well as inclement weather days. If OCA hosts classes on an inclement weather day and you are not comfortable sending your child to school on that day, your child's absence is excused. Tardies are also excused on inclement weather days.

LOST AND FOUND BOX

Parents and students who are looking for lost items may search the lost and found box in the upstairs OCA office. Families are encouraged to mark all of their children's belongings (specifically water bottles and sweaters) with a permanent marker to facilitate the return of lost items. If you are searching for an item that is valuable or too small for the lost and found box, you may come to the OCA office to see if such items have been turned in.

LUNCHTIME/LUNCH VISITORS/GENERAL VISITORS

Students should bring their own lunches to school. Oak City Academy does not provide a hot lunch program at this time. Politeness and civility are expected at lunchtime. Lunchtime is also reserved for quiet conversation and social interaction. Microwaves/Refrigerators are not available to students; please do not send lunches that need to be heated. Please send cold packs in your child's lunch for food items that need to stay cool and any needed utensils.

All visitors must call the school phone, 919-815-7742, at least one hour prior to coming to the school grounds so that preparations can be made for the visit. If you have to leave a message please indicate the time you would like to arrive, the number in your party, the names in your party, a phone number to reach

you, and why you would like to visit. This information will be used to properly coordinate visitations and to notify the teacher that she should expect you. Guests, other than immediate family, need to receive prior approval from the respective principals for all visits, including lunch. Since some OCA classrooms are in “a one classroom building,” unexpected and unknown visitors will not be admitted in order to maintain the security of the premises. We will give such guests a call back to inform them of their approval to visit the facilities. Please sign in (at the office of the Temple Campus or Sign in book at Primary) upon arrival.

Siblings are not allowed in the classrooms due to the amount and expense of the materials within the classrooms. Please make other arrangements for your children when visiting the classroom.

Parents/Guardians, we know how much you occasionally enjoy having lunch with your child here at school. Those are special times, and we encourage them. In an effort to standardize our lunch guest practices, we have adopted the following guidelines:

- You are welcome to eat in the classroom with your child and his or her fellow classmates, or you may take your child and go outside for a more private visit. All Parents/Guardians will need to wear a visitor tag upon entry. Parents/Guardians/Visitors are welcome to bring take out for the child, but we ask that you not take students off campus for lunch. Parents should say goodbye to their child after the lunch period is over unless a separate visit is scheduled with the classroom teacher.

MONDAY FOLDERS

Each Monday, students will bring home a “Monday Folder” containing timely information. Please read the enclosed materials, sign and date any papers as needed, place in it any correspondence you wish to send to the school, and return it the next day.

Monday folders are used for the communication and distribution of school related and school-sponsored materials only. No outside advertisements, fundraising events, or materials may be shared through Monday folders. Weekly behavior sheets may be sent home on an as needed basis.

Parents are asked never to “drop in” and enter the classroom during drop off or pick up times to discuss concerns involving your child. Thank you for understanding that this is a very busy transition time for our teachers and families. Please Bloomz your child’s teacher, or call the office at (919) 815-7742, to set up an additional parent conference after school to discuss such issues with your child’s teacher. Teachers are available from 3:45-4:15PM daily to schedule conferences about any concerns or questions you have!

RECESS

Students need a time during the day to engage in self-directed activity. Recess is provided for that breath of fresh air, a moment of solitude, a private conversation, or a game of foursquare. As in the classroom, the supervising teacher or assistant is the authority during recess. Primary students are allotted an

extended recess time, and Lower/Upper El students are allotted two recess times a day. Teachers also often have class outside on nice days!

When playing games, students are encouraged to include anyone interested in participating. Games that are abusive, exclusive, or demean an individual are not allowed.

There are to be no “hardballs” (such as hard bats, baseballs, etc) on the playground during breaks or recess. Students should not bring these items to school as hardballs can cause serious injuries. Students should be using Nerf balls, Whiffle balls, and similar bats only (no wooden or metal bats) for these types of games.

The two parks within walking distance of Oak City Academy's Primary location are Halifax Park and Mordecai Mini Park. Primary recess will either be held in the play area around the classroom or at one of these parks. Lower and Upper Elementary conduct recess on the OCA main campus premises.

SAFETY PROCEDURES AND EMERGENCY DRILLS

Fire Drills - When the bell sounds for a fire drill (or actual fire), all persons are to walk quickly and quietly to the exit determined in advance for each class. Students proceed as a group to the designated outdoor area. The last person exiting a classroom should turn out the lights and close the door. Students gather silently with their classmates while the teacher takes attendance. When the return signal is given, everyone should return quietly, and in single file, to the classroom. Primary and secondary exit paths are posted just inside the doors of each classroom.

Tornado Drills - When the announcement is made for a tornado drill (or actual tornado), all persons are to go quickly and quietly as a group to the place designated by the classroom teacher. When the class gets to their safety area, students should sit with their backs against the wall, knees pulled up, heads bent down resting on the knees and arms hugging the legs. Parents may pick up their children during a tornado watch but should NOT pick up their child(ren) from school during a tornado warning. The students will go to a designated safe place: tornado safe place areas are the basement below the Primary Classroom and the basement of Temple Baptist Church for Lower/Upper Elementary.

Lock In/Lock Down Drills - Lock in/lock down drills are conducted on an as needed basis. These drills prepare the students for all other emergencies. Playground/field procedures are in place to clear the playgrounds/fields immediately should there be a need to do so. A “lock in” is when there is a general or specific localized threat. For the safety of the students, the administration locks all entry doors and posts a notice on the main entrances and exits, if able. The notices state that a lock in is in effect. Parents who come across these signs may be unaware of the potential danger and may call the school for admittance to the building. “Lock downs” are rarer and are handled similarly. A “lockdown” is an unannounced and imminent danger that may present itself. Procedures are in place for handling such emergencies.

SCHOOL LIBRARY

The Cameron Village Library is in close proximity to the school and is used regularly. Each classroom will house books from this library as well as a growing internal collection.

Classroom Volunteers

All Volunteers will fill out a “Safe and Secure Policy Acknowledgement Form” before volunteering in the classroom. This is a program we have created to make sure that all our volunteers understand appropriate ways to work with children. We also ensure that our regular volunteers have background checks prior to volunteering in the classroom. No volunteers are allowed to take children to the restroom, even regular classroom volunteers, under any circumstances. Volunteers always serve within eyesight of a staff member. Staff members have been trained on way to keep children safe while a child is working with a volunteer. A list of regular classroom volunteers will be published twice a year so that you can thank the volunteers for their investment in the life of your students.

SCHOOL RULES

The following list of school rules are essential guidelines required of all students.

Conduct Guidelines:

- Students are expected to cooperate with respectful standards of behavior and conversation.
- There should be no talking back or arguing with teachers or staff. Requests from the teacher should not have to be repeated. “Obey right away, all the way, with a happy heart”(immediately, completely, and joyfully) is our motto.
- No chewing gum, electrical music devices, guns, or knives are allowed on the school grounds. Toys should remain at home and only be brought to school as props, costumes for dramas, or special presentations. Rubber or foam balls and physical education equipment may be brought to school with teacher permission. Toys that should remain at home include but are not limited to: playing cards, trading cards, dolls, Beanie Babies, yo-yo’s, Barbies, teddy bears, mp3 players, CD/DVD players, radios, headsets, skateboards, roller blades, GameBoys, etc. These items are a distraction in the elementary school.
- Students are expected to be aware of and avoid the off-limits areas of the building or grounds (e.g., students are not to go into other parts of the building, or beyond boundaries on the playground).
- Bathrooms at Temple are designated "Kid only" bathrooms if they are for children only to use. Students are expected to give each other privacy, be quiet in the bathrooms, and keep them clean. No two students should ever be in the same stall together. If students are found playing in the bathrooms, they will lose bathroom privileges to go by themselves.
- All bathrooms at OCA Primary are single stall bathrooms. No two students should ever be in the bathroom at the same time, under any circumstances. Designated adults may be in the bathroom with the door open to help with hand washing after receiving permission from the lead teacher. In the younger years, students may need toilet assistance, and only female teachers on staff at OCA are permitted to help in this capacity.

- Students are expected to treat all of the school's materials and facilities with respect and care. This includes all books distributed to the students for take home readers. (Students will be asked to replace lost or damaged books).
- Students are not to run down the sidewalks when walking through the campus; they may talk quietly. Quiet talk and appropriate behavior is expected during lunchtimes, in hallways, and around the building.
- Displays of affection are prohibited at OCA. We also discourage any talk or actions that tend toward inappropriate attention/affection toward other students.

SCHOOL UNIFORM INFORMATION

Oak City Academy believes that every child has value, regardless of what they own or wear. Seeing that children can be tempted to make value judgments based on clothing, OCA uses school wide uniforms. Please read the uniform guidelines closely so that you do not end up purchasing items that are not part of the school uniform. When in doubt, please verify a purchase before cutting off the tags. OCA Administration is happy to help, if you have any questions.

Performance attire:

All PRIMARY (PK-K) students are required to wear a button down short or long sleeve dress shirt and khaki shorts or pants.

LOWER EL AND UPPER EL (1st – 6th) grade girls are required to purchase 1 white plaid skirt from Land's End for special events/performances, and boys are required to purchase 1 white plaid tie from Lands End for events/performances. White button down tops are worn for performances and boys wear Khaki pants. Uniform Plaid Skirts and Ties may be worn any day of the week. Tennis shoes are not allowed for performances.

Field Trip Attire:

All students must purchase 1 short sleeved OCA Field Trip T-shirt. Orders will be taken at Open House. Field trip t-shirts may also be worn on Fridays with Khaki pant, shorts, or skirts.

Daily School Uniform:

Aside from mandatory performance attire and 1 field trip t-shirt, parents may decide which uniform pieces (and how many pieces) they would like to purchase from ANY of the below uniform options. Please take note that the general guideline is bottoms/jumpers/skirts are KHAKI. Navy skirts, jumpers, and pants are NOT part of the dress code.

All polo shirts and polo dresses may be logo-ed. Shirts may be purchased from Lands End with the monogrammed logo already on them. Students may also wear white button down shirts.

Sweaters are the only uniform pieces that may be gray or navy. Sweaters should be solid and not have additional prints or designs on them.

Suggested suppliers- OCA used uniform sale, Walmart, Sears, Target, Children’s Place, French Toast (online), Old Navy, Land’s End, Justice, GAP, Gymboree, AMAZON.COM. As long as your child's choices fit the below guidelines, it does not matter where you buy the clothes. Just keep in mind that any mesh/pique polos not purchased from Lands End will have to be dropped off at assigned times for Danielle to monogram them.

Unisex- Boys and Girls

Item	Color
Mesh/Pique* Polo short sleeved (collared/no pockets)	White, Dark Navy, or Light blue
Mesh/Pique* Polo long sleeved (collared/no pockets)	White, Dark Navy, or Light blue

(*other polo shirt material is accepted but not recommended for monogramming)

Sweaters or Sweater Vests (solid w/ no prints)	Solid Dark Navy or Solid Gray
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Girls

Tops:

Short sleeved button down Straight or Peter Pan collar	White, Dark Navy, or Light blue
Long sleeved button down Straight or Peter Pan collar	White, Dark Navy, or Light blue

Bottoms:

Shorts (Fingertip length, no cargo pockets)	Khaki
Pants or Capris (No cargo pockets)	Khaki
Skirt (with tights/leggings/shorts underneath)	Khaki

Plaid skirt from Land’s End (1st-6th years only!)	“White plaid” color only
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Jumpers:

High round/crew neck (NOT V neck)	Khaki
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Dresses:

Collared polo dresses (Must be logo-ed)	White, Dark Navy, or Light blue (No gray)
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Boys

Tops:

Short sleeved button down Straight collar	White, Dark Navy, Light Blue
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Long sleeved button down Straight collar Land's End Tie (1st-6th years only!)	White, Dark Navy, Light Blue "White Plaid" color only
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Bottoms:

Pants (Flat front, no cargo pockets)	Khaki
Shorts (Flat front, no cargo pockets)	Khaki

ALL Socks:

Socks (must coordinate with uniform)	White, Dark Navy, Gray, Tan, Light Blue
Tights, Knee Highs, or Leggings (Girls must wear shorts, tights, or leggings under skirts/jumpers/dresses)	White, Dark Navy, Gray, Tan, Light Blue

Girls MAY wear patterned leggings/tights/knee highs AS LONG AS ALL colors in the leggings/tights/knee highs correspond with uniform colors (white, dark navy, gray, tan, light blue). Ex. Navy tights with white polka dots, white striped leggings, etc.

ALL Shoes:

PRIMARY AND LOWER ELEMENTARY- May wear any kind or type of shoes with uniform but will be asked to purchase indoor shoes for use inside the classroom. Indoor shoes may be slippers/house shoes (with traction and backs). No animal heads/cartoon slippers/tall slipper boots/glitter shoes (glitter sheds too easily). Crocs or "swim shoes" are also good choices for indoor shoes as they have adequate traction. Children may also bring an "extra" pair of shoes (with clean soles) from their home to keep in the classroom as their indoor shoes.

Accessories:

Hair accessories (bows, headbands, flower clips, etc.)/belts must fit with the uniform colors and not be distracting. Please make sure that hair accessories/belts are white, dark navy, gray, tan, brown, or light blue. Undershirts must also match uniform colors. Lower El and Upper El Boys may wear ties any day, but it needs to be the Lands End white plaid tie.

GIRLS SHOULD WEAR SHORTS UNDER UNIFORM DRESSES AND SKIRTS!

No distracting accessories that draw unnecessary attention to oneself are permitted such as unnaturally colored hair colorings, tattoos, body piercings, or hats in the building. Sun hats and winter hats may be worn outside to protect your child from the elements. Please label all hats, mittens, etc. No sunglasses please, as these get lost and broken easily, unless your child has an eye condition that necessitates sunglasses. Sunscreen and bug spray must be applied at home. Jewelry (in the older grades) should be simple and not be distracting to the learning environment. A student may be asked to remove distracting jewelry or any accessory at the teacher's discretion. At this time, make-up is not permitted at school.

SEXUAL HARASSMENT/ABUSE/CHILD ABUSE GUIDELINES

Oak City Academy adheres to the following guidelines regarding any event or allegations of sexual harassment, abuse, or child abuse.

THE CASE:

- Oak City Academy will maintain a zero tolerance for any such abuse. We will not tolerate, excuse, defend, or ignore any identified or unidentified case of abuse.
- All the staff members, volunteers, parents and visitors, are hereby requested to help us identify and take care of any problem that exists or appears to exist.
- All are requested to report to us any suspected or existing case that may have slipped our attention for any reason.
- If an OCA staff member hears of above from a child or a child communicates suicidal thought, OCA is obligated by state law to contact Child Protection Services so they can conduct an investigation as they see fit.
- We will encourage the victim and the offender to receive necessary professional help, to deal with their pain as well as to avoid the recurrence of the incident.

ACTION PLAN:

1. All cases must be reported to the headmaster immediately. As soon as the headmaster receives a report of an existing or suspect case, he documents all the information, prepares a detailed report of the incident after his own instantaneous preliminary inquiry.
2. The headmaster calls the Department of Social Services of Wake County and reports to the caseworker the findings of the incident in question.
3. If the reported case is of a grave criminal nature, the headmaster immediately calls the Raleigh police department and asks that an officer visit the site on an emergency basis. He discusses the case with the officer, maintaining confidentiality, and considers the officer's guidance.
4. The headmaster calls an emergency executive meeting of the OCA Board. If steps 2 and 3 are needed before step 4, he will do this simultaneously without delaying steps 2 and 3.
5. The headmaster makes an incident report for file and, if the report is a genuine case, notifies the Division of Child Development.
6. The headmaster follows up the case with the parties involved and gathers information on the progress and the consequences. He maintains his report of the same in the new file opened on such a case.
7. The headmaster determines steps for action if a staff member or an individual from Oak City Academy is involved. All case decisions will be finalized with discussion, input, and implements from the OCA Board at the emergency executive meeting. This includes preventive steps, if needed.
8. All actions, contacts, information, steps taken, etc., are kept on file.
9. The headmaster, the OCA Board members, staff, and others will maintain strict confidentiality about the case and those involved.

10. Should the headmaster be directly involved in a case, that case should be reported to the OCA Chairman of the Board who will then follow the above outlined reporting procedures.

SNACKING DURING SCHOOL

OCA provides daily healthy snacks for PK-6th graders that include fresh fruits and vegetables each week. Students eat snacks at times designated by the classroom teacher. Snacks are covered for each student in his/her extracurricular fee. Only students with food allergies or intolerances will be permitted to bring their own snacks from home. Please let your child's teacher know if your child has any food allergies/intolerances.

STUDENT PICK UP

If a child is to be picked up by someone other than a parent on a regular basis, a record of permission for that person must be on file in the school office. Parents are encouraged to form carpools to alleviate the traffic during drop off and pick up times. If your child is to ride home with someone other than the regularly scheduled driver, please send a note to the classroom teacher giving written permission for the student to leave school with that person or communicate with the teacher via Class Messenger. Please include the other person's name and the make and color of the car, if known.

TELEPHONES

Students must have permission from the teacher to come to the school office and must obtain permission from staff to use school telephones. Cell phone use by students is prohibited in the classroom. Exceptions are made only by permission of the teacher.

ACADEMICS

GENERAL INFORMATION

MASTERY GRADING GUIDELINES

Oak City Academy has adopted a mastery approach to child assessments and grading. The mastery approach divides the curriculum into various stages, and the level of mastery depends on how far a child advances within the curriculum. While letter grades are useful, children tend to focus on a grade for acceptance and emotional wellbeing rather than actually mastering the material and realizing their fullest potential. The mastery approach redirects the student back to the material itself and focuses him or her on what the Lord enables the child to do. A core portion of the curriculum must be mastered before a student is permitted to advance to the next educational level (or grade).

For practical purposes this approach can be converted to a traditional grading scale in the following manner. A point in the curriculum, consistent with 100% of the material for the public school system, is

marked for the equivalent grade level. The percentage of material mastered up to that point can be converted to a letter grade if necessary.

PROMOTION GUIDELINES

Elementary students currently in Oak City Academy must meet all the following basic criteria for promotion to the next successive grade:

- Pass reading, math, and English with a mastery of at least 80% of the core material.
- Have mastered at least 75% of the core material for other subjects within the grade.
- They must not receive multiple “Not Consistently” marks by the end of the academic year. There are certain core lessons for each subject that must be mastered to prove sufficient knowledge of that area. If a child spends 4 + weeks trying to master one lesson leading up to 70% mastery of the subject and teacher/parental intervention has not helped, then the child may be deemed unable to master that concept without outside attention. If this happens multiple times within the same academic year, they may not be allowed to progress to the next class/grade level.
- In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery of the following skills/subjects in the grades noted:
- Kindergarten to first grade: Items noted on the report card must be mastered in order to enter first grade.
- Third grade to Fourth grade: The student must be "at grade level" in math and reading to successfully be able to move into the Upper Elementary classroom.

NOTE: Because OCA’s curriculum is extremely advanced and spans multiple grade levels within each classroom, children are not advanced to a higher grade until the year end. OCA does not advance children into other classrooms midyear. Children stay in their prescribed classroom and grade according to their birthday. OCA will only hold a child back if the classroom teacher and/or administrator feels the student is not showing academic or social readiness to enter the next grade level. Academic and social readiness benchmarks that need to be met for the next grade level are adequately articulated within report cards.

