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## **MOTTO**

Equipping the next generation of disciples. (Matthew 28:19; 2 Timothy 3:16)

## **MISSION STATEMENT**

OCA glorifies God by assisting families in the Christ-centered, biblically-directed education of their children through a rigorous classical curriculum. (Deut. 6:5-7; Proverbs 22:6; Ephesians 6:4)

## **STATEMENT OF FAITH**

The following statements are the foundation of beliefs on which OCA is based. They are also the key elements of Protestant Christianity that will be unapologetically taught in various ways through all grade levels. The substance of these statements is that which will be considered primary doctrine of OCA. Secondary or divisive doctrines and issues will not be presented as primary doctrine. When secondary doctrines or issues arise, they will be referred back to the family and local churches for final authority.

**WE BELIEVE** and teach that there is one sovereign God, eternally existing in three persons: the everlasting Father; His only begotten Son, Jesus Christ our Lord; and the Holy Spirit, the giver of life, and we believe and teach that God created the heavens and the earth out of nothing by His spoken Word and for His own glory.

**WE BELIEVE** and teach that God has revealed Himself and His truth in the created order, in the Scriptures and supremely in Jesus Christ and that the Scriptures of the Old and New Testaments are verbally inspired by God and inerrant in the original writing so that they are fully trustworthy and of supreme and final authority in all they say.

**WE BELIEVE** and teach that Jesus Christ was begotten by the Holy Spirit, born of the Virgin Mary and was true God and true man, existing in one person and without sin, and we believe in and teach the physical resurrection of the crucified body of our Lord, His ascension into heaven and in His present life there for us as Lord of all, High Priest and Advocate.

**WE BELIEVE** and teach that God directly created Adam and Eve, the historical parents of the entire human race, and that they were created in His own image, distinct from all other living creatures and in a state of original righteousness.

**WE BELIEVE** and teach that our first parents sinned by rebelling against God's revealed will and thereby incurred both physical and spiritual death and that as a result all human beings are born with a sinful nature that leads them to sin in thought, word and deed.

**WE BELIEVE** in and teach the existence of Satan, sin, evil powers and that God has defeated all these through the cross of Christ.

**WE BELIEVE** and teach that the Lord Jesus Christ died for our sins, according to Scriptures, as a representative and substitutionary sacrifice, triumphing over all evil and that all who repent and believe in Him are justified by His shed blood and forgiven of all their sins.

**WE BELIEVE** and teach that all who embrace the Lord Jesus Christ by faith are born again of the Holy Spirit and thereby become children of God and are enabled to offer spiritual worship acceptable to God.

**WE BELIEVE** and teach that God the Holy Spirit indwells and gives life to believers, enables them to understand the Scriptures, empowers them for godly living and equips them for service and witness.

**WE BELIEVE** and teach that the one, holy, universal Church is the body of Christ and is composed of the communities of Christ's people. The task of the Church is to be God's redeemed community, embodying His love by worshipping God with confession, prayer and praise; by proclaiming the gospel of God's redemptive love through our Lord Jesus Christ to the ends of the earth by word and deed; by caring for all of God's creation and actively seeking the good of everyone, especially the poor and needy.

**WE BELIEVE** in and teach the blessed hope that Jesus Christ will return to this earth, personally, visibly and unexpectedly, in power and great glory, to gather His elect, to raise the dead, to judge the nations and to bring His Kingdom to fulfillment.

**WE BELIEVE** in and teach the bodily resurrection of the just and the unjust, the everlasting punishment of the lost and the everlasting blessedness of the saved.

## **BIBLICAL STATEMENT OF PARENTAL RESPONSIBILITY**

As a confession of our faith, testimony to the world and instruction to all true believers, the board of OCA affirms the historic Christian conviction that the Lord has appointed to parents the responsibility and final authority to secure, guide and control the education of their children, that they might be delightfully trained regarding this world and in all areas of life to think God's thoughts after Him and walk in all His ways.

Man was created, as God's likeness and for God's glory, to study, subdue and develop the world in which God placed him (Gen. 1:26-28). Naturally, from the very beginning, it was a task which belonged to parents to instill this perspective in their children and help them to pursue it.

Ethical rebellion against God has resulted in a curse on mankind (Gen. 3:17-19) which is experienced not only spiritually (Rom. 8:5-8; Eph. 2:1-4) but also intellectually (Rom. 1:21-22; 1 Cor. 2:14; Eph. 4:17-18) and which introduces an unavoidable antithesis between those antagonistic to God and those who belong to the promised Savior (Gen. 3:15).

The task of pursuing proper knowledge of the world and developing a God-glorifying culture therein thus encounters tremendous obstacles and distortions, making it imperative that parents educate their children within the perspective and power of God's revelation and grace. The redemption which Christ has secured for us saves us not only spiritually from the wrath to come, but also delivers us from intellectual futility and foolish reasoning in our methods of learning about the world in which we presently live.

Genuine knowledge of any subject whatsoever begins with reverence and submission to God (Prov. 1:7), particularly the fundamentals and philosophy which adhere to the Triune Lord rather than the fallen world or human traditions (Col. 2: 8; 1 Tim. 6:20). It is the Word of God which sets apart His people in the truth (John 17:17). Thus neutrality in education is not only impossible (Matt. 12:30) but immoral (Jas. 4:4). Accordingly, the aim of Christian parents must be to encourage their children to "bring every thought captive to the obedience of Christ" (2 Cor. 10:5), "in whom are deposited all the treasures of wisdom and knowledge" (Col. 2:3). Only if they are first disciples of Christ will they know the truth and enjoy real freedom (John 8:31-32).

Therefore, from the very beginning of history, then especially with the introduction of man's rebellion against God, and as well in light of the fundamental nature of any genuine knowledge, it is a parental duty to train and educate their children, regardless of the subject matter, in the nurture of the Lord and the light of His revelation (Eph. 6:4; Prov. 5:1-2; Ps. 36:9; Ps. 119:105, 130).

The responsibility rehearsed here has been part of the confession of faith of God's people from the earliest days--indeed it is a primary application of the first and great commandment (Deut. 6:4-5; Matt. 22:37-38). It constitutes a central element

in what it means for those who are saved to keep covenant with God: "And these words which I command you this day shall be upon your heart, and you shall teach them diligently unto your children." This teaching is to be enjoined constantly and consistently, in every time and place, covering all the spheres of human thought, activity and living (Deut. 6:6-9). Note that this responsibility has been assigned directly by God to parents, rather than any other institution of society. The Christian school is, therefore, an adjunct of the parents in the fulfillment of their great task.

Regardless, then, of whatever children learn--the wonders of math and science, the delights of history and language, and the marvels of art and music--parents have a God-given duty to see to it that their children learn it with the perspective and application of the Christian worldview as derived from God's revelation so that they might joyously walk in God's gracious covenant as faithful disciples of their Sovereign Lord.

## **GOVERNANCE**

OCA is governed primarily by the Word of God, as understood and applied by the school's Board of Directors and administration. The board operates under the school's adopted by-laws, vision and goals statements and provides policies to the Headmaster for implementation in the school.

The OCA Board of Directors and the administration are planning and praying toward further growth of the school, in both facilities and the scope of the program, as more families become convinced of the necessity and advantages of a classical, Christ-centered education.

OCA is a non-profit, independent, community school, incorporated in the state of Missouri.

## **ACCS MEMBERSHIP**

OCA is a member of the Association of Classical and Christian Schools.

## **GOALS**

"A Classical and Christ-centered Education"

### **CHRIST-CENTERED**

In all its levels, programs and teaching, OCA seeks to:

- A. Teach all subjects as parts of an integrated whole with the Scriptures at the center (II Timothy 3:16-17);
- B. Provide a clear model of the biblical Christian life through our staff and board (Matthew 22:37-40);
- C. Encourage every student to continually develop his or her relationship with God the Father through Jesus Christ (Matthew 28:18-20, Matthew 19:13-15);
- D. Supplement and enhance the education and discipling efforts of parents and their churches from a distinctly Christian worldview (Ephesians 6:4).

### **CLASSICAL**

In all its levels, programs and teaching, OCA seeks to:

- A. Emphasize the classical model of grammar, logic and rhetoric in all subjects;
- B. Encourage every student to develop a love for learning and embrace his or her academic potential;
- C. Provide an orderly atmosphere conducive to the attainment of the above goals.

# **PHILOSOPHY OF EDUCATION**

## **What is a Classical Education?**

In 1947, Dorothy Sayers addressed Oxford University in a lecture entitled “The Lost Tools of Learning.” She asked a rather simple yet profoundly important question: “Has it ever struck you as odd, or unfortunate, that today, when the proportion of literacy throughout Western Europe is higher than it has ever been, people should have become susceptible to the influence of advertisement and mass propaganda to an extent hitherto unheard-of and unimagined?” If this were true in mid-20<sup>th</sup> century England, how much more is it true for us today – Christian and non-Christian alike?

As Christians, we cannot allow this to continue. We are commanded to love God with “heart, soul, mind, and strength...” Our educational goals and expectations in both public and private, secular and Christian sectors, are astonishingly low. In the worst cases, children pass through a dozen years of mandated government education and remain functionally illiterate. In the best schools, our children have digested huge amounts of unrelated data yet remain unable to distinguish truth from falsehood in nearly every sphere of life. And most importantly, our children are taught that God, if He exists at all, is positively irrelevant to everything they study. Finally, many parents are asking, “What can be done?”

The Classical, Biblical education offered at OCA employs the time-proven educational methodology known as the *Trivium*. This three-phase methodology has been used for centuries, producing individuals of extraordinary accomplishment and intellect.

As an approach to students, the *Trivium* matches a child’s developmental readiness with appropriate “tools” for learning. No matter how your child learns, he or she goes through three stages. Teaching and learning are structured around these developmental stages.

## **THE GRAMMER STAGE (GRADES K-6)**

In the Grammar Stage, children most easily memorize large quantities of information. The key methods appropriate for this developmental stage are memorization, recitation, sensory work and drama. The grammar school teaches the essential relationship between all subjects and prepares students for the material presented in the two subsequent schools of learning.

In this stage, students enjoy memorizing and naturally absorb information. Through songs, chants, rhymes and jingles, children learn the factual foundations of each subject. They learn rules of phonics, spelling and grammar; stories of history and literature; facts of math; descriptions of plants and animals; the vocabulary of foreign languages and much more. *Latin instruction begins at 3<sup>rd</sup> grade.*

Scripturally, we might say that this stage seeks to equip the students with knowledge. Proverbs 2:6 states, “For the Lord gives wisdom; from His mouth come knowledge and understanding.”

## **THE LOGIC STAGE (GRADES 7-8)**

Students in the logic stage are rapidly developing the ability to reason and to think critically. They are beginning to make connections between ideas and to explore events from cause to effect. Teaching in this stage includes discussion and original writing and is centered around the development of critical thinking skills.

In this stage, teachers channel students’ natural desire to argue through the study of formal logic.

Students are interested in cause and effect, relationships between different fields of knowledge and the way facts fit together in a logical framework. Students analyze, synthesize and evaluate information. For example, students discover *why* the War of 1812 was fought instead of simply reading the history. The logic of science requires that children learn the scientific method. They learn persuasive writing and guided critical analysis.

When students think logically, they are demonstrating understanding. Proverbs 1:5 states, “A wise man will hear and increase in learning, and a man of understanding will acquire wise counsel.”

## **THE RHETORIC STAGE (GRADES 9-12)**

It is in the Rhetoric Stage that students are taught to express their views and are asked to defend their world- and life-view.

In this stage, students have acquired knowledge and the skills necessary to arrange facts into arguments. Now, they develop the skills needed to communicate those arguments to others through writing and original speeches. Students research important themes and present those concepts in papers and speeches. They discuss world events and explore career options. They are well-prepared to become lifelong learners.

Biblically, we might say this is exercising wisdom. Proverbs 2:2 states, "Make your ear attentive to wisdom, incline your heart to understanding."

## **SUMMARY**

Our desire in teaching and learning classically (and Christian-ly) is to integrate learning, to think systematically about critical issues and to submit all knowledge to the Lordship of Jesus Christ, who gives wisdom abundantly to all who ask for it.

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

## **BOOKS FOR FURTHER READING**

*The Case for Classical Christian Education* - Douglas Wilson  
*The Lost Tools of Learning* - Dorothy Sayers  
*Ideas Have Consequences* - Richard Weaver  
*On Secular Education* - Richard Weaver  
*Of Education* - John Milton  
*On Christian Doctrine* - Augustine  
*The Seven Laws of Teaching* - John Gregory  
*Education, Christianity and the State* - Gresham Machen  
*Why Johnny Can't Read* - Rudolf Flesch  
*Recovering the Lost Tools of Learning* - Douglas Wilson  
*Repairing the Ruins* - Douglas Wilson  
*Foundation of Christian Education* - Louis Berkof & Cornelius Van Til  
*The Paideia of God* - Douglas Wilson  
*Excused Absence* - Douglas Wilson  
*The Abolition of Man* - C.S. Lewis  
*The Well-Trained Mind* – Jessie Wise & Susan Wise Bauer  
*Classical Education* – Gene Edward Veith, Jr. & Andrew Kern

## LOST TOOLS OF LEARNING CHART

The following material is drawn from the essay "The Lost Tools of Learning" by Dorothy Sayers. It illustrates the applications of the Trivium (Grammar, Logic, Rhetoric) we use.

<b>Beginning Grammar (Pre-Polly)</b>	<b>GRAMMAR (Poll-Parrot)</b>	<b>LOGIC (Pert)</b>	<b>RHETORIC (Poetic)</b>
Grades K-2	Grades 3-6	Grades 7-9	Grades 10-12
Approx. ages 4-8	Approx. ages 9-11	Approx. ages 12-14	Approx. ages 15-18
<b>Student Characteristics:</b>	<b>Student Characteristics:</b>	<b>Student Characteristics:</b>	<b>Student Characteristics:</b>
<ol style="list-style-type: none"> <li>1. Obviously excited about learning</li> <li>2. Enjoys games, stories, songs, projects</li> <li>3. Short attention span</li> <li>4. Wants to touch, taste, feel, smell, see</li> <li>5. Imaginative, creative</li> </ol>	<ol style="list-style-type: none"> <li>1. Excited about new, interesting facts</li> <li>2. Likes to explain, figure out, talk</li> <li>3. Wants to relate own experiences to topic, or just to tell a story</li> <li>4. Likes collections, organizing items</li> <li>5. Likes chants, clever, repetitious word sounds (e.g. Dr. Seuss)</li> <li>6. Easily memorizes</li> <li>7. Can assimilate another language well</li> </ol>	<ol style="list-style-type: none"> <li>1. Still excitable, but needs challenges</li> <li>2. Judges, critiques, debates, critical</li> <li>3. Likes to organize items, others</li> <li>4. Shows off knowledge</li> <li>5. Wants to know "behind the scenes" facts</li> <li>6. Curious about <b>Why?</b> for most things</li> <li>7. Thinks, acts as though more knowledgeable than adults</li> </ol>	<ol style="list-style-type: none"> <li>1. Concerned with present events, especially in own life</li> <li>2. Interested in justice, fairness</li> <li>3. Moving toward special interests, topics</li> <li>4. Can take on responsibility, independent work</li> <li>5. Can do synthesis</li> <li>6. Desires to express feelings, own ideas</li> <li>7. Generally idealistic</li> </ol>
<b>Teaching Methods:</b>	<b>Teaching Methods:</b>	<b>Teaching Methods:</b>	<b>Teaching Methods:</b>
<ol style="list-style-type: none"> <li>1. Guide discovering</li> <li>2. Explore, find things</li> <li>3. Use lots of tactile items to illustrate point</li> <li>4. Sing, play games, chant, recite, color, draw, paint, build</li> <li>5. Use body movements</li> <li>6. Short, creative projects</li> <li>7. Show and Tell, drama, hear/read/tell stories</li> <li>8. Field trips</li> </ol>	<ol style="list-style-type: none"> <li>1. Lots of hands-on work, projects</li> <li>2. Field trips, drama</li> <li>3. Make collections, displays, models</li> <li>4. Integrate subjects through above means</li> <li>5. Categorize, classify</li> <li>6. Recitations, memorizations, catechisms</li> <li>7. Drills, games</li> <li>8. Oral/written presentations</li> </ol>	<ol style="list-style-type: none"> <li>1. Time lines, charts, maps (visual materials)</li> <li>2. Debates, persuasive reports</li> <li>3. Drama, reenactments, role-playing</li> <li>4. Evaluate, critique (with guidelines)</li> <li>5. Formal logic</li> <li>6. Research projects</li> <li>7. Oral/written presentations</li> <li>8. Guest speakers, trips</li> </ol>	<ol style="list-style-type: none"> <li>1. Drama, oral presentations</li> <li>2. Guide research in major areas with goal of synthesis of ideas</li> <li>3. Many papers, speeches, debates</li> <li>4. Give responsibilities, e.g. working with younger students, organize activities</li> <li>5. In-depth field trips, even overnight</li> <li>6. World view discussion/written papers</li> </ol>

## LATIN AT OCA

Like many traditional particulars of good education lost in the name of "modern" or "progressive" education, Latin's advantages have been neglected and forgotten by a couple of generations. Latin was regularly taught even in American high schools as late as the 1940s. It was considered necessary to a fundamental understanding of English, the history and writings of Western Civilization and the understanding of Romance languages. Students entering into our grammar

school will be accountable for completing five years of Latin. A mandatory three years must be completed for high school students.

OCA teaches Latin, therefore, for two major reasons:

1. Latin is not a "dead language" but, rather, a language that lives on in almost all major western languages, including English. Training in Latin not only gives the student a better understanding of the roots of English vocabulary, it also lays the foundation for learning other Latin-based languages.

2. Learning the grammar of Latin reinforces the student's understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English classwork, e.g. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.

## **STAFF QUALIFICATIONS**

In God's providence, OCA seeks staff who fulfill the following qualifications:

### **SPIRITUAL**

- Satisfactory and whole-hearted agreement with the OCA Statement of Faith.
- From all accounts and appearances, clear evidence of a personal commitment to and life in the Lord Jesus Christ.
- Acceptance of the requirement to consistently attend a local evangelical church.
- Not a recent convert (less than two years).
- An obvious working knowledge of the scriptures, especially in regard to families, marriage, children and authority.

### **PROFESSIONAL**

- A working knowledge of the purpose and philosophy behind OCA.
- All full time faculty must have at least a bachelor's degree.
- Training and/or previous teaching experience (paid or unpaid) in the appropriate area(s).
- Good communication skills (written and oral).
- Personal and social skills that foster good relations with children and adults.

## **CURRICULUM GUIDE**

### **KINDERGARTEN**

#### **Art:**

- ❖ Draw then Write

#### **Bible:**

- ❖ NAS Bible
- ❖ Big Picture Timeline
- ❖ Studying God's Word book B questions and answers

#### **Grammar:**

- ❖ Shurley Grammar

#### **Latin:**

- ❖ Song School

#### **Math:**

- ❖ Saxon K
- ❖ Math Memory Songs

#### **Reading:**

- ❖ Saxon Phonics and Spelling

#### **Logic:**

- ❖ Logic Problems for Primary People

## **FIRST GRADE**

### **Art:**

- ❖ How to Teach Art to Children

### **Bible/History:**

- ❖ NAS Bible
- ❖ Genesis Through Joshua
- ❖ Ancient Egypt and Old Testament

### **Geography:**

- ❖ Legends & Leagues
- ❖ Geography Songs: Sing Around the World
- ❖ States & Capitals Songs and Maps

### **Grammar:**

- ❖ Shurley Grammar

### **Latin:**

- ❖ Song School

### **Math:**

- ❖ Saxon 1
- ❖ Math Memory Songs

### **Reading:**

- ❖ Saxon Phonics and Spelling

### **Science:**

- ❖ Astronomy (Apologia)

### **Penmanship:**

- ❖ Saxon

## **SECOND GRADE**

### **Art:**

- ❖ How to Teach Art to Children

### **Bible/History**

- ❖ NAS Bible
- ❖ Genesis through Joshua
- ❖ Veritas Press Genesis through Joshua and Ancient Egypt Series

### **Grammar:**

- ❖ Shurley Grammar 2

### **Latin:**

- ❖ Song School

### **Geography:**

- ❖ Geography Songs: Sing Around the World
- ❖ States & Capitals Songs and Maps

### **Math:**

- ❖ Saxon 2

### **Reading:**

- ❖ Saxon Phonics and Spelling

### **Science:**

- ❖ Botany (Apologia)

### **Penmanship:**

- ❖ Saxon

## **THIRD GRADE**

### **Art:**

- ❖ Discoveries in Art

### **Bible/History:**

- ❖ NAS Bible

- ❖ Judges through Kings
- ❖ Greece and Rome
- Geography:**
  - ❖ Sing Around the World
- Grammar:**
  - ❖ Shurley Grammar
- Latin:**
  - ❖ Prima Latina
- Math:**
  - ❖ Saxon 3
- Reading:**
  - ❖ ???
- Spelling:**
  - ❖ The Grammar of Spelling
- Science:**
  - ❖ Zoology (Apologia)

#### **FOURTH GRADE**

- Art:**
  - ❖ Discoveries in Art
- Bible/History:**
  - ❖ NAS Bible
  - ❖ Judges through Kings
  - ❖ Greece and Rome
- Geography:**
  - ❖ Sing Around the World
- Grammar:**
  - ❖ Shurley Grammar
- Latin:**
  - ❖ Latin For Children Primer A
- Math:**
  - ❖ Saxon 4
- Reading:**
  - ❖ ?
- Spelling:**
  - ❖ The Grammar of Spelling
- Science:**
  - ❖ Zoology II (Apologia)

#### **FIFTH GRADE**

- Bible:**
  - ❖ NAS Bible
  - ❖ Veritas Press Gospels Series
- History/Geography:**
  - ❖ Veritas Press Explorer's to 1815 Series
- Grammar/Writing:**
  - ❖ Shurley Grammar 5-6
  - ❖ Special Writing Projects
- Latin:**
  - ❖ Latin For Children Primer B
- Math:**
  - ❖ Saxon 6/5
- Reading:**
  - ❖ The Grammar of Spelling

- ❖ Literature/Novel Studies
- Science:**
- ❖ Zoology III (Apologia)
- Athletics**
- ❖ Teacher Created
- Choir:**
- ❖ Teacher Created

### **SIXTH GRADE**

- Bible:**
- ❖ NAS Bible
- ❖ Veritas Press Gospels Series
- History/Geography:**
- ❖ Veritas Press Explorer's to 1815 Series
- Grammar/Writing:**
- ❖ Shurley Grammar 6
- ❖ Special Writing Projects
- Latin:**
- Latin for Children Primer C
- Math:**
- ❖ Saxon 7/6
- Reading:**
- ❖ The Grammar of Spelling
- ❖ Literature/Novel Studies
- Science:**
- ❖ Anatomy and Physiology (Apologia)
- Athletics**
- ❖ Teacher Created
- Choir:**
- ❖ Teacher Created

### **SEVENTH GRADE**

- Bible/History/Literature:**
- ❖ Omnibus I
- Latin:**
- ❖ Latin Alive
- Math:**
- ❖ Saxon Course 2
- English:**
- ❖ Write Shop 1
- Science:**
- ❖ General Science (Apologia)
- Logic:**
- ❖ Introductory Logic (Nance/Wilson)
- Athletics**
- ❖ Teacher Created
- Choir:**
- ❖ Teacher Created

### **EIGHTH GRADE**

- Bible/History/Literature:**
- ❖ Omnibus I
- Latin:**
- ❖ Latin For Children Primer C

**Math:**

- ❖ Saxon Course 3

**English:**

- ❖ Write Shop 1

**Science:**

- ❖ General Science (Apologia)

**Athletics**

- ❖ Teacher Created

**Choir:**

- ❖ Teacher Created

**NINTH GRADE**

**Bible/History/Literature:**

- ❖ Omnibus II

**Spanish I:**

- ❖ Introduction to Speaking Spanish

**Math:**

- ❖ Algebra I (Saxon)

**Science:**

- ❖ (Apologia)

**Athletics**

- ❖ Teacher Created

**Choir:**

- ❖ Teacher Created

**Computer Keyboarding:**

- ❖ Teacher Created

**TENTH GRADE**

**Bible/History/Literature:**

- ❖ Omnibus IV

**Math:**

- ❖ Geometry (Saxon)

**Science:**

- ❖ Biology (Apologia)

**Spanish II:**

- ❖ Speaking Spanish

**Logic:**

- ❖ Introduction to Logic II

**Athletics:**

- ❖ Teacher Created

**Civics:**

- ❖ American Government BJU Press

**Choir:**

- ❖ Teacher Created

**ELEVENTH GRADE**

**Bible/History/Literature:**

- ❖ Omnibus V

**Math:**

- ❖ Algebra II

**Science:**

- ❖ Chemistry

**Greek I:**

- ❖ The Essentials of New Testament Greek

**Rhetoric I:**

- ❖ The Essentials of Rhetoric

**Athletics:**

- ❖ Teacher Created

**Choir:**

- ❖ Teacher Created

## **HOMEWORK PHILOSOPHY AND GUIDELINES**

### **I. PHILOSOPHY:**

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

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

### **II. GUIDELINES FOR ASSIGNING HOMEWORK:**

Since homework, by its nature, takes time at home, it is not to be assigned due to the teacher's poor planning or in place of an assignment which could have been completed in school.

<u>GRADE</u>	<u>APPROX. TIME PER WEEK-NIGHT*</u>
K	0-15 MINUTES (infrequently)
1ST- 2ND	20-40 MINUTES (infrequently)
3RD	30-45 MINUTES
4TH- 5TH	45 MINUTES
6TH	45-60 MINUTES
7TH- 8TH	60-90 MINUTES
9TH – 12TH	90-100 MINUTES

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

## **GRADE ASSESSMENT & REPORTING**

OCA educates formally with attention given to precision in both presentation and evaluation. As such, we seek to grade fairly and report student achievement accurately and uniformly. OCA bases grades on objective standards and reports grades quarterly and cumulatively as a percentage. Grades are based primarily on the following: tests, quizzes, homework and class participation. The precise weighting of each component may differ from class to class. OCA encourages

students to explore additional elements of learning beyond the prescribed coursework boundaries, and we enthusiastically welcome additional work that our students perform. Instructors have the liberty and are encouraged to recognize this additional effort in various and creative ways. However, the students' grades and academic pointing systems must accurately and honestly reflect their mastery of the prescribed coursework. Adding to or replacing the prescribed coursework with extra credit work potentially skews assessment of the students' coursework mastery. Therefore, OCA discourages instructors from using extra assignments and bonus questions or allowing students to retake tests or quizzes for the purpose of supplementing or replacing evaluation of a student's mastery of a subject. Exceptions to this policy will be allowed only at the joint discretion of the Headmaster and the classroom instructor.

## **GRADE CONVERSION CHART**

Numerical Average	Letter Grade	Grade Point Average
98-100	A+	4.0
93-97	A	3.7
90-92	A-	3.3
87-89	B+	3.0
83-86	B	2.7
80-82	B-	2.3
77-79	C+	2.0
73-76	C	1.7
70-72	C-	1.3
67-69	D+	1.0
63-66	D	0.7
60-62	D-	0.3
Below 60	F	0.0

## **LEARNING DISABILITIES POLICY**

To clarify the educational goals of OCA, this policy applies to all students and teachers in all the classrooms of OCA according to the following definitions and guidelines:

Severe Learning Disability: Any condition in a potential student which would require a separate classroom, program and/or staff, e.g. Down's syndrome, deaf/mute, blind, etc.

Learning Disability: Any condition in a potential student which does not require a separate classroom, program and/or staff, e.g. Hyperactivity, Attention Deficit Syndrome, dyslexia, etc. For the purposes of this policy, it is not important whether or not the condition has been accurately diagnosed and is a genuine learning disability.

### **Guidelines:**

1. Children with a severe learning disability will not be admitted to OCA due to the lack of adequate staff, funding and facilities.
2. Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level.

3. Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.

## **STUDENT TO TEACHER RATIO**

Small class size is very important to our mission at OCA. In order to achieve a lower student to teacher ratio, we will strive not to exceed 15 students per class in Kindergarten and 20 students per class in all other grades.

## **PROMOTION POLICY**

Kindergarten to 1<sup>st</sup> grade: Behavior maturity and reading readiness for 1<sup>st</sup> grade. Mastery of curriculum objectives within each subject area with at least a 70 % proficiency.

1<sup>st</sup> grade to 2<sup>nd</sup> grade: Able to read silently and orally with adequate speed, correct use of phonetic skills and fundamental comprehension. Able to write neat, complete sentences. Mastery of curriculum objectives within each subject area with at least a 70 % proficiency.

2<sup>nd</sup> grade to 3<sup>rd</sup> grade: Cumulative mastery of above requirements, plus: Able to read fluently and independently, using books of a second grade level. Mastery of curriculum objectives within each subject area with at least a 70 % proficiency.

3<sup>rd</sup> grade to 4<sup>th</sup> grade: Cumulative mastery of above requirements, plus: Mastery of curriculum objectives within each subject area with at least a 70 % proficiency.

4<sup>th</sup> grade to 5<sup>th</sup> grade: Cumulative mastery of above requirements, plus: Mastery of curriculum objectives within each subject area with at least a 70 % proficiency.

5<sup>th</sup> grade to 6<sup>th</sup> grade: Cumulative mastery of above requirements, plus: Mastery of curriculum objectives within each subject area with at least a 70 % proficiency.

6<sup>th</sup> grade to 7<sup>th</sup> grade: Cumulative mastery of above requirements, plus: Mastery of curriculum objectives within each subject area with at least a 70 % proficiency. In addition, cumulative, comprehensive mastery tests may be administered to assess the students' readiness for entering the next stage of learning in the Trivium (logic/dialectic).

7<sup>th</sup> grade through 12<sup>th</sup> grade: Cumulative mastery of above requirements, plus: Mastery of curriculum objectives within each subject area with at least a 70% proficiency.

In special circumstances, a catch-up summer program may be utilized for student/s not meeting 70% proficiency. To be eligible, the student must be recommended by the classroom teacher and Headmaster. The OCA Board will then have final approval. Because staff is limited, this program may not be offered every summer. In that case, the student would be retained in the current grade. Expenses for this special catch-up program will be the sole responsibility of the student and in addition to standard tuition and fees.

## **PARENT INVOLVEMENT IN OCA**

As a support and extension of the family unit, OCA considers the family to be of first importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution He designed, since He compares it to the relationship believers have with Christ and the Father. Therefore, at OCA 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. Please feel free to ask if you would like to suggest additional ideas.

- Visit the school/class (simply call ahead out of courtesy to the teacher).
- Assist in the classroom, regularly or infrequently (again, arrangements should be made with the teacher concerned).
- Act as chaperone on field trips and/or library visits.
- Serve as a story-reader, song-leader, guest artist or offer your special talents.
- With permission and arrangements with the teacher, present your vocation to the class or invite them to your place of business.
- Share your experiences, trips, vacations, as they may relate to an area of study in a class.
- Help host class parties at home or in the classroom.
- Attend all Parent-Teacher Conferences. Informal conferences may be held anytime at the parent's request.
- Closely monitor and praise your child's progress by reading all teacher notes and student papers sent home.
- Offer specific assistance to serve on board-appointed committees.
- Invite the teacher (or Headmaster) home for dinner.

## **BASIC SCHOOL RULES**

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

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
3. No chewing gum, electrical devices (cell phones, pagers, games, etc.), guns or knives are allowed on the school grounds or buses.
4. Students are expected to be aware of and avoid the off-limits areas of the building or grounds.
5. Students are expected to treat all of the school's materials or facilities with respect and care. This includes all textbooks distributed to the students. (Students will be charged for lost or damaged textbooks.)
6. Students are expected to treat one another with kindness and respect. Teasing, criticizing and name-calling are not permitted.
7. Students are expected to treat prayer and class discussion with proper reverence. Jokes, songs or behavior that treat the Lord's name or character with triviality are not permitted.
8. Public displays of affection (i.e., holding hands, kissing, etc.) in the context of boy/girl relationships are not permitted at school.
9. It is expected that students work diligently and concentrate fully on their work while in school. *Galatians 5*

## **DISCIPLINE POLICY**

The kind and amount of discipline (correction) will be determined by the teachers and, if necessary, the Headmaster and the board. The discipline will be administered in the light of the student's problem and attitude. All discipline will be based on biblical principles, e.g. restitution, apologies (public and private), swift punishment, restoration of fellowship, no lingering attitudes, etc. The vast majority of discipline problems are to be dealt with at the classroom level.

Love and forgiveness will be an integral part of the discipline of a student. (*Galatians 6:1*)

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

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

During the visit with the Headmaster, the Headmaster will determine the nature of the discipline. The Headmaster may require restitution, spanking, janitorial work, parental attendance during the school day with the student or other measures consistent with biblical guidelines which may be appropriate.

If, for any of the above or other reasons, a student receives discipline from the Headmaster, the following accounting will be observed.

1. The first *two* times a student is sent to the Headmaster for discipline, the student's parents will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be sought.
2. The *third* office visit will be followed by a meeting with the student's parents, Headmaster and one or more board members.
3. Should the student require a *fourth* office visit, a **two-day suspension** will be imposed on the student.
4. If a *fifth* office visit is required, the student will be **expelled** from the school.

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

**III. Serious Misconduct:** Should a student commit an act with such serious consequences that the Headmaster deems it necessary, the office-visit process may be bypassed and **suspension** or **expulsion** imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence/vandalism to the school facilities, violations of civil law or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct which occurs after school hours.

**IV. Readmittance:** Should the expelled student desire to be readmitted to OCA at a later date, the school board, or its delegated committee, will make a decision based on the student's attitude and circumstances at the time of reapplication.

*"...he who loves his son is careful to discipline him" (Proverbs 13:24b).*

## **DRESS CODE**

The principles that guide our dress code are those of modesty, decorum, respect and consideration for others. Students should dress with those principles in mind. Modest clothing does not draw attention to one's self; it glorifies God by reflecting truth, beauty and goodness. A good rule of thumb is that our dress ought to always draw a person's eye to our face not to any part of our body. Christians should be concerned more for their neighbor than they are for themselves. They should dress in a way that shows respect and consideration for the people they are around. Our desire in establishing a dress code is to promote an understanding of school as a special place with special expectations and to develop school pride. As a school, we have provided several possibilities for you to choose from that would give your child choices within the following guidelines. Those guidelines can be found at <http://frenchtoast.com>; [www.landsend.com/school](http://www.landsend.com/school); <http://www.jcpenney.com/schooluniforms>; <http://www.walmart.com> (type school uniforms in the search box). If you are a seamstress that can duplicate these clothing styles, you are permitted to do so. Additionally, if already own or are able to purchase comparable clothing from other sources, please do so. A variety of other OCA produced products are also permitted. In order to prevent injury, no sandals or flip-flops are permitted. For recess and/or physical education classes, students will be required to have tennis shoes or sneakers.

### **Additional Clarifications**

We know that children at these ages will have growth spurts, so make sure that clothing fits properly to have a neat appearance in school--not form fitting or too baggy. Shirts and blouses need to be tucked in. Hair must be kept neat. No body piercing or tattoos are permitted—exception being girls with simple earrings. Students are not permitted to wear all black.

**Possible Casual Dress Days:** Special events where the standard dress policy may be inappropriate. An example of this would be an outdoor field trip. The Headmaster will determine whether the OCA official dress code policy will be used or not.

**Appropriate Dress:**

- \*Shirts must be tucked in at all times while in the building.
- \*Pants with belt loops must have a belt.
- \*Hem of slacks may not touch the floor.
- \*Girls skirts, dresses, jumpers and shorts may not be shorter than the knee.
- \*All socks must be ankle height, crew socks when wearing with tennis shoes.
- \*Girls may wear tights or knee highs only in white, khaki, or navy colors.

**Jewelry/Nail Polish:** (Girls only)

- \*Earrings: 1 pair only
- \*Earrings should be no bigger than a dime for Grammar school students.
- \*Earrings should be no bigger than a quarter for Dialectic/Rhetoric students.
- \*If girls wear nail polish, it should be a solid color. No black.

**Tennis Shoes:**

- \*Shoes for boys and girls will be predominately one of the following colors: gray, Khaki, tan, brown, or navy shoe or white lace-up, slip-on, low-cut tennis shoe.
- \*The following are not acceptable: high-tops, platforms, gels, pumps, sandals, backless, metallic, multi-colored or cartoon decorated. If a shoe does not have a strap on the back, it is backless.
- \*White shoes must be clean.

**Violations:**

\*The Headmaster will be the final arbiter—interpreting, applying and enforcing the Dress Code policy. Cheerful, consistent compliance is expected. Any student not complying with the Dress Code policy spelled out above will be sent to the office to wait for a change of clothes from his/her parents. Any student who violates the Dress Code policy, either by action or by challenging with a rebellious attitude, will be subject to disciplinary action as outlined in the OCA Discipline Policy. In all areas, we want to train the children to understand and apply Biblical principles to their lives.

**Clothes Closet:**

\*OCA School would like to encourage families to give and trade clothing to one another as they wish. OCA also has plans to maintain a clothes closet to give all students an opportunity to allow others to benefit from the clothing they have outgrown and which meets our dress code. These items will be free.

## **Boys and Girls Clothing Options**

**Shirts and colors:** Blue, Red, Navy, Yellow, Green \*(All shirts must be collared and a solid color. The only writing allowed on the shirt will be an OCA logo.)



**Pants and colors:** Khaki, Blue. \*(If the pants have belt loops then belts must be worn)



**Shorts and colors:** Navy, Khaki. \*(all should reach the knees)



## **Additional Girls Clothing Options**

**Girls Skirts, Dresses, Jumpers and Skorts:** \*(All of these must be purchased only in the colors shown.)



### **Dress Code Disciplinary Policy**

The Headmaster will be the final arbiter—interpreting, applying and enforcing the Dress Code policy. Cheerful, consistent compliance is expected. Any student not complying with the Dress Code policy spelled out above will be sent to the office to wait for a change of clothes from his/her parents. Any student who violates the Dress Code policy, either by action or by challenging with a rebellious attitude, will be subject to disciplinary action as outlined in the OCA Discipline Policy. In all areas, we want to train the children to understand and apply Biblical principles to their lives.

## **GRIEVANCE POLICY**

If the parents have a grievance or dispute, they should bring their concerns directly to the Headmaster. If there is no resolution, concerns may be brought to the Board of Directors.

*Matthew 18:15-20*

## **ATTENDANCE REQUIREMENTS**

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

**I. Absences:** If a student needs to be absent from school, for any reason, the parents should contact the school office. This will permit the office to inform the appropriate teacher(s) and to compile the necessary schoolwork which the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork.

### **II. Maximum Absences:**

In the event the total number of *planned (that is, parent-approved) absences* for one quarter is equal to or exceeds five days in one quarter or ten days for the semester, the student will not receive credit for that time period.

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

In the event the total number of absences, whether *planned or unplanned*, is equal to or exceeds fifteen days in one semester, the student will not receive credit for that semester.

The Board has the authority to evaluate each situation and make a final analysis.

## **TARDIES**

Punctuality is considered a vital part of training for OCA students. Being on time instills self-discipline and respect for the time of others. Any student who arrives after the start of any class period will receive a tardy and must sign in at the office before going to class. The parents of students who are tardy more than three times in a quarter will be asked to meet with the Headmaster. Five tardies are equivalent to one absence. Continued tardiness may be grounds for dismissal from the school.

## **LATE ASSIGNMENTS**

Assignments that are late will be reduced a minimum of 10 percent for each day assignments are submitted past the due date. Work missed for planned absences is due the day the student returns to school. In case of absence due to illness, students will receive one day for every day absent to complete missed work unless otherwise specified by the teacher.

## **ARRIVAL & DISMISSAL**

Please drop your children off at school no more than 20 minutes prior to the scheduled start time (7:58). Please call the school office if you will be more than 10 minutes late to pick up a child (3:10) or if there are any unusual car pool changes. We must be notified if anyone other than a family member or the regular car pool will pick up a child.

Note to Kindergarten:

AM Kindergarten: 8:00 a.m. to 11:20 a.m.

PM Kindergarten: 12:00 p.m. to 3:10 p.m.

## **LUNCHES**

Students are responsible for bringing their own lunch. Effort should be made to provide a healthy lunch that is low in sugar content. Following is a list of basic expectations for the lunch period:

- Speak in conversational tones.
- No gross-out contests, throwing food or other obviously bad manners.
- Be considerate of others.
- No running or horseplay in the lunchroom.
- No glass containers, gum or hard candy in sack lunches.
- Clean your eating area by picking up all trash, food and personal items from the table and floor where you were sitting.

## **LIBRARY**

A student may check out books for a two-week period. Parents will be responsible for replacing any books that are lost or damaged by their child. The library is an integral part of our curriculum. We encourage donations of quality and appropriate literature in accordance with the guidelines for donation.

## **TELEPHONES AND COPIERS**

School telephones and copiers are reserved for official school business. Use of the telephone is limited to the OCA staff and student emergency needs.

## **FIELD TRIPS AND SPECIAL EVENTS**

Learning by experience—doing, seeing, feeling and touching—provides meaningful and long-lasting lessons. The individual teachers, in conjunction with the school calendar, arrange field trips. Students must adhere to the school dress code unless otherwise specified by their teacher or Headmaster.

## **MINISTERIUM**

Throughout the school year, Grammar School students will be afforded the opportunity to be involved in *ministerium*, various projects that have service to others as their goal. Each grade level has specific projects that are age appropriate. Parents will be given information about each project as it happens during the year. Ministerium requires a commitment from each student, sometimes during the school day, but also after regular school hours. It is very important for parents to be supportive of these projects and even to participate with their children when possible. Encouraging our students to serve others is a primary goal of OCA.

*Philippians 2*

## **IMMUNIZATION REQUIREMENTS**

Missouri State law regarding immunization of your child reads: “Students cannot attend school unless they are properly immunized and can provide satisfactory evidence of immunization or unless they are exempted.” Immunization information is required in eight categories: diphtheria, tetanus, pertussis, polio, hepatitis B, measles, rubella and mumps.

Satisfactory evidence of immunization consists of a statement, certificate or record from a physician or other recognized health facility or personnel. The statement must include the type of vaccine given and the month, day and year of administration.

A medical history report is to be completed and on file for any student with specific health conditions.

You are within your rights as a citizen not to immunize your children for medical reasons or for reasons of conscience; however, we at OCA will need a record of your letters of exemption should you choose these exemptions. Completion of this responsibility is required before a student can attend classes.

## **SICKNESS**

A student who is not well should stay home to speed recovery. Please contact the school first thing in the morning if it is known that the student will be staying at home with an illness. If a student becomes ill during the school day, he/she will be taken from class and parents/guardians will be notified to pick-up the student. Students who are sick must be picked up as soon as possible after parents are alerted. If parents cannot be reached, the emergency contact will be called. A student must be free from fever for 24 hours before returning to school.

## **MEDICATION**

Before the school will issue any medication to a student, we must receive written parental permission. We have a form available for parents to grant a year's general permission to the school to issue Tylenol or Ibuprofen to a student. No other non-prescription medicines or prescription medicines will be dispensed without written parental permission. Permission/instructions must include medication, identification, dosage, time, method of administration, how long it is to be taken and possible side effects of the drug. All medications should be brought to the office by the parent/guardian only. All medications must be in the original container, labeled and kept in the office with the exception of inhalers for asthmatics. These may be carried by the student and self-administered. Students must be responsible to come to the scheduled time to receive their medication. A record will be kept of all students taking medication. For students who receive prescription medications routinely, parents must provide a physician's authorization to administer medication.

## **SCHOOL ANNOUNCEMENTS AND INFORMATION**

Parents are encouraged to visit our school's website at [www.ozarkschristianacademy.com](http://www.ozarkschristianacademy.com) for information concerning all phases of our school program. Many questions are quickly and completely answered through this important informational resource. In addition to the school office postings of announcements, the school web site contains an official posting of announcements, schedules, newsletters and other similar information.

## **WEATHER**

OCA will only close for the most severe weather conditions. The Headmaster will notify families through the radio station KDY. You can either listen or check the school closings page on their website: <http://www.ozarkradionetwork.com/closings.html>. If you believe the travel conditions from where you live are hazardous, we encourage you to stay home. No student will be penalized academically for missing school on a day when travel conditions could have been reasonably deemed hazardous.

## **FIRE/TORNADO AND EMERGENCY PROCEDURES**

The procedures for fire and tornado drills are followed as closely as possible. The step-by-step procedures for leaving the building will be explained to each class by the classroom teacher at the beginning of the school year. Drills will be held throughout the year. Evacuation procedures will be posted inside each room.

In the event of a major disaster, students will remain at the school under the supervision of their teacher and available parent volunteers. A student will only be released to the adults authorized on the student's current emergency information sheet. Safety of the students is our highest priority.

## **LOST & FOUND**

Due to limited storage space, lost and found items are only kept for ten school days. Lunch boxes are emptied immediately when they are found. Each found item may be discarded or moved off premises after ten days.

## **CLOSED CAMPUS**

The OCA grammar school is a closed campus. All visitors, including parents, must check in at the front desk. Classroom visits must be scheduled in advance and may not always be possible due to space limitations and the disruptions visits cause.

## **PARTY INVITATION DISTRIBUTION**

Please be sensitive to other children and refrain from handing out party invitations to personal birthday parties, etc. at school unless all the students in the class are being invited. The one exception to that would be if the invitations are for a "boys only" or "girls only" party and all the boys or all the girls in the class are being invited. This can be a very difficult issue for children.

## **STUDENT/PARENT CONTACT INFORMATION**

Please notify the office immediately if you have address or phone number changes.

## **TUITION AND FEES**

	<u>Preschool</u>	<u>Kindergarten</u>	<u>1<sup>st</sup> -10<sup>th</sup> Grade</u>	
M-F	\$125.00	\$1,750.00	1 <sup>st</sup> Student	\$2,950.00
M/W/F	\$75.00		2 <sup>nd</sup> Student	\$2,360.00
			3 <sup>rd</sup> Student	\$1,770.00
			4 <sup>th</sup> Student	\$1,180.00
			5 <sup>th</sup> Student and over	\$ 590.00

-Tuition is due on the 1<sup>st</sup> of each month, with the first payment due July 1 (12 monthly payments).

-If an account becomes more than 30 days delinquent, the student(s) will be suspended. If the account is not paid within an additional 15 days, the student(s) will be dismissed from the school. There will be a \$15.00 late fee after the 5<sup>th</sup> day of the month and \$5.00 per day until paid in full.

-For your protection, payments will be accepted in check or money order. Please do not pay in cash.

-Tuition for students who attend for only part of a school year will be pro-rated on a school calendar monthly basis. Attendance during any part of a school month will require full payment of tuition up to the end of that month.

-Transportation, food, clothing, books and certain student supplies are not included in the tuition.

### **Application Fee - \$25.00**

The application fee is for each new student and is due when all application forms are completed (non-refundable).

### **Curriculum Fee - \$200.00 per student**

The curriculum fee is due upon acceptance (non-refundable).

## **ADMISSIONS & APPLICATION PROCEDURES**

### **ADMISSIONS**

The selection and make-up of the school's student body is second only to staff selection in the impact it has upon the school's mission. The family-like atmosphere OCA seeks to foster is due in great measure to the similarity of biblical convictions and principles taught and lived out in many of the homes of our students. As the Lord blesses us with growth and change, we want to do all we can to maintain and build up that atmosphere.

The basic process for new applicants is as follows:

- 1. January 1 through June 1 of each year:** New applications will be dispersed, and completed applications will be collected. Date of application will be recorded but will not be a consideration in acceptance.
- 2. June 1 – June 30:** Interviews, school visits and requisite documentation related to each new student will be evaluated. (After June 1, applications will still be accepted and reviewed according to the same selection standards but only after the initial pool of applications has been considered.)
- 3. June 1 – July 15:** Notification of acceptance or denial will be mailed to each applicant. Accepted applicants will receive all appropriate information for preparing for school, including financial arrangements.
- 4. After July 15 (or after all notifications have been mailed):** Applications will be considered as they are received and as space permits.

A student's academic achievements will be considered in the application process but only for grade placement, not as the primary determinant for acceptance. Again, we are seeking to enroll those students who, because of their own families' priorities, will most benefit from what OCA can offer to them.

### **APPLICATION PROCESS**

#### **Application Forms**

The application process will begin upon submission of the following enclosed forms and the \$25.00 application fee:

- Student Application
- Parent Questionnaire & Statement of Faith Agreement Form
- Pastoral Reference Form
- Student Record Release Form

#### **Interview**

An interview between Headmaster, Board and prospective parent(s) and student(s) will be scheduled upon receipt of the above forms. This interview is required for acceptance into OCA.

#### **Testing**

All applicants for Kindergarten must meet only age and maturity requirements for developmental readiness.

Applicants for 1<sup>st</sup> grade and above without standardized test records are required to undergo admissions testing as follows:

- The Math and Reading portions of a standardized achievement test are used.
- Admissions tests are given by appointment only.
- Results of individual tests are confidential.

### **Acceptance**

The Headmaster and Board reviews an application file only when it is complete. Parents will be notified of acceptance by mail. Upon acceptance, an appointment must be made to complete the enrollment process. The enrollment appointment will consist of the following:

- Completion of Contact and Emergency/Medical Form
- Payment of Curriculum Fee of \$200.00 Per Child
- Distribution of Teacher's Welcome Letter and School Supply List

## **ADMITTING MID YEAR**

Given the rigorous and sequential nature of the curriculum, OCA reviews students applying admission in a semester in progress on a case-by case basis. Qualified candidates may enter after the start of the school year with the Board's approval. Some classes such as Latin are not conducive to mid year enrollment; OCA reserves the right to limit a student's schedule to classes the school deems appropriate. OCA may also defer enrollment until semester break.

## **CONTACT INFORMATION & OFFICE HOURS**

### **BOARD MEMBERS**

Jeff Barber (President) – 256-4320  
Jon Nielsen (Vice-President) – 293-1809  
Keegan Bash (Treasurer) – 257-7936  
Dennis Lancaster (Secretary) – 256-0642  
Kevin Bowlen – 256-0460

### **OZARKS CHRISTIAN ACADEMY**

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417-255-1622

**OCA OFFICE HOURS** - 7:30 a.m.–4:00 p.m.

## **NON-DISCRIMINATION STATEMENT**

Ozarks Christian Academy admits students of any race, color, sex, national and ethnic origin to all the rights, privileges, programs, and activities generally available to the students at the school. The school does not discriminate on the basis of race, color, sex, national, and ethnic origin in administration of its educational policies, admission policies, scholarship program, and other school-administered programs.