

THE OAKWOOD SCHOOL
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STUDENT/PARENT HANDBOOK
Pre-Kindergarten-12th Grade

2016-2017

www.TheOakwoodSchool.org



August 2016

Dear Oakwood Parents and Students,

This *Student/Parent Handbook* is an important guide detailing the policies, procedures, and activities of The Oakwood School. Many of your questions have been anticipated and are explained in this manual. Please read the material carefully, and do not hesitate to call the school should you have any questions.

The elementary, middle, and secondary school years are filled with exploration, excitement, and challenge. Our goal at Oakwood is to meet the academic, emotional, social, and physical needs of all of our students. We teach and inspire our students to know themselves and to use this knowledge to become confident and effective learners and to fully develop their academic potentials; to enjoy and value learning; to develop 21st century tools such as effective communication skills, critical and creative thinking strategies, research methods, collaboration capabilities, problem solving techniques, and digital use; and to be responsible, respectful, honest, and caring, people and responsive citizens of the world. We offer a learning environment that stimulates active participation, provides opportunities to be successful in a wide range of experiences, and encourages thoughtful involvement in the Oakwood community and communities beyond the school.

Collaboration between home and school is essential in achieving our goals; therefore, we ask you to visit school often, to take part in parent/teacher meetings, and to volunteer your time in some aspect of our enterprise. Meaningful exchanges of information and a visible demonstration of your commitment to and trust in our school play a crucial role in the development of a positive bond between your child and Oakwood. We consider productive family-school interaction to be the most significant factor in children's success at school.

It is my hope that this *Student/Parent Handbook* will be helpful to you and will promote communication and understanding between home and school.

Sincerely,

Robert R. Peterson
Head of School

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II. MISSION, PHILOSOPHY, BELIEF, AND VISION STATEMENTS

The Oakwood School Mission Statement

The Oakwood School seeks to instill in its students the strength of character, the creativity, and the wisdom to make a difference in the world.

The Oakwood School Statement of Philosophy and Belief Statements

The Oakwood School exists to help our students to learn and to love learning, to value others, and to become contributing members of ever-larger communities. These basic principles are the foundation that The Oakwood School is and does:

- We believe students become enthusiastic lifelong learners and develop a sense of community in small classes where they are valued and supported by others and where their talents and energy are recognized and enhance the common life.
- We believe that the need to develop positive relationships with others is as basic to human nature as is the need to learn.
- We believe that students come to understand that their growth occurs in the context of others' needs and views; that their own gifts can enrich the lives of others; and that other human beings, however different, have inherent dignity and value.
- We believe that both within and beyond the school walls, students learn that service to others is one of the deepest satisfactions the human spirit can know.
- We believe in respect, responsibility, and honesty to self and others.

The Oakwood School Vision Statement

We seek to be the school of choice for families who value a 21st century education.

III. THE HISTORY OF THE OAKWOOD SCHOOL

In early 1996, forty-two founding families committed resources to create a non-sectarian, independent, school in Pitt County. On April 2, 1996, the first Board of Trustees was elected and The Oakwood School officially came into existence. Dr. Barbara Packer was hired to serve as the first Head of School. Oakwood opened its doors on a site generously leased to the School by the Ironwood Golf and Country Club on September 5, 1996, with an enrollment of forty-two students.

In 1998, anonymous donors contributed twenty-five acres of land at the School's current MacGregor Downs Road location to serve as Oakwood's permanent home. The first phase of an anticipated four phase building plan was completed on June 1, 2001, and under the leadership of Stuart McCathie, Oakwood's second Head of School, grades K-8 moved to the MacGregor Downs campus that fall. During the next five years the School's enrollment, campus, and programs expanded, culminating in October of 2004 with the completion of a multipurpose building that contained offices, a library, art studio, science lab, music room and the Monk Family gymnasium/performing arts stage. Oakwood launched its Upper School with its first ninth grade in the fall of 2005. In April of 2006, the Upper School building was completed, located across from the Lower and Middle School buildings, beyond the new baseball and softball fields. Raymond Bailey assumed the headship of the school in the summer of 2005, and Rob Peterson became the school's fourth Head in July 2008.

In the fall of 2013, the school embarked on another ambitious construction project to create greatly needed classroom and social spaces to both the Upper School and the multipurpose building, now named Agnes Q. Monk Hall. The Upper School gained an outdoor pavilion, a student commons, a science lab, five classrooms, and seven faculty offices. Monk Hall gained a band room, strings room, Lower School music room, and a large theater storage space to enhance the arts program. A weight room, Spanish room, Lower School science room, and much bigger extended day room were also added. A new space was created for the technology director and assistant. Finally a designated meeting space was created for our parent volunteers. In addition to these indoor facilities, a tennis center was constructed, additional parking space was created, the Reita Watson Bear Patch playspace was built, the Middle

School playground was enhanced with new equipment, and over two hundred trees and bushes were added to the existing 41 acre campus.

The mission of the school was developed upon its inception and still remains the guiding compass of the school today: We seek to instill in our students the strength of character, the creativity, and the wisdom to make a difference in the world. Through the continued efforts of Oakwood's unparalleled faculty, staff, and student body, as well as its dedicated parents, and the Greenville community, The Oakwood School continues to pursue its vision of becoming the premier independent school in eastern North Carolina.

The mission of the school was developed upon its inception and still remains the guiding compass of the school today: We seek to instill in our students the strength of character, the creativity, and the wisdom to make a difference in the world. Through the continued efforts of Oakwood's unparalleled faculty, staff and student body, as well as its many dedicated parents, volunteers, and the Greenville community, The Oakwood School is proud to pursue its vision to be the school of choice for families who value a 21st century education.

IV. INDEPENDENT SCHOOL GOVERNANCE

“To be successful, every independent school needs and expects the cooperation of parents, who must understand and embrace the school's mission, share its core values, and fully support its curriculum, faculty and staff. When joined by a common set of beliefs and purposes, the independent school and its parents form a powerful team with far-reaching positive effects on children and the entire school community. Working together, parents and school professionals exert a strong influence on children to become better educated; they also help them to mature by modeling adult working relationships based on civility, honesty and respect. In practice, the greatest impediment to effective teamwork between independent schools and parents grows out of misunderstandings about school decision-making processes. Who makes decisions in independent schools? How are those decisions made? Independent schools communicate their procedures to parents who, in turn, share the important responsibility to become informed members of the school community. In most independent schools, decision-making authority at the highest level resides in a volunteer Board of Trustees whose membership often includes current parents. The Board of Trustees does not interfere in the daily affairs of the school, such as curriculum development and hiring, evaluating or firing of faculty or staff. Instead, the Board focuses on three areas critical to the success of any independent school: it selects, evaluates and supports the Head of School, to whom it delegates authority to manage the school; it develops broad institutional policies that guide the Head in running the school; and it is accountable for the financial well-being of the school.” (Source: *NAIS, Principles of Good Practice for Parents and Independent Schools*)

The Oakwood School is governed by a self-perpetuating Board of Trustees composed of 13 to 21 members. Board members serve two, three-year terms, and the Head of School and the immediate Past President serve on the Board as *ex-officio* non-voting members. The Board meets no less than six times per year.

V. ACCREDITATION STATEMENT

The Oakwood School has dual accreditation through Advanced Education, formally the Southern Association of Colleges and Schools and SAIS (the Southern Association of Independent Schools). Both associations are non-governmental, nationally recognized organizations whose affiliated institutions include independent schools throughout the South.

Accreditation of an institution by SAIS and Advanced Education indicates that the School meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Independent schools are accredited every five years. The Oakwood School was first accredited in 2007 and earned reaccreditation in 2012, five years later. Inquiries regarding the status of an institution's accreditation should be directed to the administrative staff of the school. Individuals may also contact: **The Southern Association of Independent Schools, 1866 Southern Lane, Suite 107, Decatur, Georgia 30033 (404) 633-2203.**

VI. SCHOOL MEMBERSHIPS

The Oakwood School is a member of the National Association of Independent Schools (*NAIS*), the Southern Association of Independent Schools (*SAIS*), the North Carolina Association of Independent Schools (*NCAIS*), the Council for the Advancement and Support of Education (*CASE*), and the Educational Records Bureau (*ERB*).

VII. PARENT SERVICE ASSOCIATION

Each Oakwood School parent is a member of the Parent Service Association (PSA) and is welcomed and encouraged to attend and participate in meetings and events. The Association supports and enhances the School by coordinating a variety of informational, educational, service, and social events for the school community. Participation in these activities provides an opportunity for parents to develop a closer relationship with the school community, to become school volunteers, to become more knowledgeable about school programs, and to become better acquainted with the faculty and administration.

The PSA exists to further the school's mission through education and special events. The purpose of the Parent Service Association is to enrich and enhance the educational opportunities of the students at The Oakwood School. There are many different opportunities for parents to become involved in the life of the school through volunteering. Please find a position or committee that interests you and volunteer! Research indicates that a student's success is directly related to her/his parents' involvement in the school.

Information about PSA activities and meetings is readily available on the school's web site (www.theoakwoodschool.org). If you have any questions about the PSA, please call a member of the PSA steering committee; their names and phone numbers are listed in the Oakwood Directory.

VIII. SCHOOL ADMINISTRATION

The Board of Trustees hires the Head of School and evaluates his/her performance annually. The Head of School's responsibilities include the following items:

- Reporting to the Board with respect to all significant matters concerning the school
- Leading the school's administrative team
- Hiring and evaluating all school administrators, faculty, and staff
- Developing and overseeing the educational and extracurricular programs of the school
- Overseeing disciplinary matters, including dismissal of a student
- Acting as spokesperson for the school
- Supervising the general maintenance of the physical plant
- Serving as an *ex officio* member of the Board of Trustees

While families are encouraged to first contact the appropriate teacher or division coordinator, the Head of School is always available to meet with parents to discuss school-related issues or concerns about a child. To make an appointment with the Head of School, please call the main office at 252-931-0760.

The Head of School appoints division coordinators to oversee the school's three divisions: Lower School (grades PK-3); Middle School (grades 4-7); and Upper School (grades 8-12). The Division Coordinators are responsible for leading their division's faculty in its program planning and execution; evaluating their division's faculty; and supporting and overseeing academic and co-curricular programs, among other responsibilities. In addition to appointing division coordinators, the head of school appoints department chairs that are responsible for programs of study.

The School administration additionally includes the Business Manager, Assistant Business Manager/Bookkeeper, Director of Communication, Registrar, Director of Technology, Athletic Director, Director of Admission, Co-Directors of Development, Front Office Manager, Extended Day Director, Summer Camp Directors, and Plant Manager.

IX. ADMISSION AND ENROLLMENT

Admission

The Oakwood School is a coeducational day school that does not discriminate on the basis of race, creed, color, national or ethnic origin, or sexual orientation in any of its policies or operations and admits qualified students to all the rights, privileges, responsibilities, programs, and activities accorded or made available to students at the school.

The Oakwood School desires to offer admission to all applicants who are seriously committed to an independent school education and who meet the school's admission standards. Oakwood seeks qualified students from all backgrounds to create a diverse, talented, and engaged community of learners. The school considers applications on a rolling basis starting in February, although qualified students may enroll during the school year if the class has space available. Families contact the Admission Office to schedule appointments for a tour of the campus, a classroom visit, and academic readiness screening or testing. Interested families complete an application, which includes school records, testing information (when available), and teacher recommendations.

The birthday cut-off for applicants to the beginning grades in the Lower School is August 31. Applications for qualified siblings of Oakwood students, qualified children of faculty and staff, and qualified children of alumni/alumnae receive priority consideration if an application is submitted before a class is full.

Financial Aid

The Oakwood School offers financial aid to qualified applicants in grades 6-12 who would not otherwise have access to an independent school education because of financial constraints. The purpose of financial aid is to ensure that students from a range of socioeconomic backgrounds will contribute their talents and perspectives to a diverse school community. Financial aid awards are based on demonstrated need using an online service provided by Independent School Management, a format acknowledged by independent schools nationwide. All awards are made as grants rather than as loans that must be repaid. Admission's decisions are made independent from financial aid evaluations. For more information, please contact the Admission's Director or consult the school's website using the Admission's link.

Enrollment and Re-enrollment

Enrollment is for one year at a time. The school reserves the right to place each student in the grade level it judges most appropriate for his or her school experience. Enrollment is considered a privilege and carries with it specific responsibilities in terms of a student's positive attitude and behavior as well as a positive relationship between the student's parents and the school (see parent expectations and parent communication with faculty and administration). The school reserves the right to withdraw a re-enrollment contract, suspend, or expel a student at any time during the school year based on the expectations and conditions detailed in this handbook. In such an event, the parent or guardian will continue to be financially responsible for tuition for the year.

Following a mid-year faculty review, students fulfilling the School's academic and behavioral expectations are invited to re-enroll for the following year. Enrollment contracts for the upcoming year are typically issued in February. Students who are not meeting academic and/or behavioral standards at mid-year will have a re-enrollment contract withheld, will be supported and monitored throughout the second semester, and will be invited to re-enroll only if specific expectations are met. Students who are issued a re-enrollment contract in late winter but exhibit poor performance and behavior during the spring term may have their re-enrollment contract withdrawn at the end of the fourth quarter.

Withdrawal

If it is necessary for a student to withdraw from the School during the year, a written request by his or her parents must be submitted to the Head of School. In such an event, the parent or guardian will continue to be responsible financially for tuition for the remainder of the year. A family's financial obligations to the school must be current before a student's transcript and school records can be forwarded to another school.

X. CALENDAR, SCHEDULE, AND ATTENDANCE

Calendars

The most up-to-date calendar information can be found on the Oakwood website: www.theoakwoodschool.org. Using the website ensures that everyone has access to the latest information and prevents confusion that accompanies

revised editions of printed calendars. On the website, the “School Calendar” lists major dates such as vacations and holidays. The “Calendar of Events” is a more detailed listing of events including meetings, field trips, athletic games, and performances.

Building Hours

The Pre-Kindergarten classroom in Founders’ Hall opens at 7:30 each morning for the Before School program for Lower and Middle School students. At day’s end, Agnes Q. Monk Hall remains open until the last activities of the day are complete. Extended Day is located in Monk Hall and ends at 6:00 pm. The other Oakwood buildings are not available to students after the division’s dismissal time unless they are working with a faculty member.

Daily Schedule (see paragraph below this chart for specific dismissal times for various grades)

Homeroom	8:15 - 8:30
1st Period	8:35 – 9:20
2nd Period	9:25 – 10:10
Recess Break	10:10 – 10:20
3rd Period	10:25 – 11:10
4 th Period	11:15 – 12:00
Lunch	12:00 – 12:45
5th Period	12:50 – 1:35
6th Period	1:40 – 2:25
7 th Period	2:30 – 3:15
Extra Help	3:20 – 4:00
Sports Practices	3:20 – 5:00

Daily Schedule—Arrivals and Dismissals

All students should arrive at school between 8:00 and 8:15 am to allow time for checking in, organizing books, and greeting friends. It is critical that students arrive no later than 8:15 am, so they are able to start their day in a productive manner. Homeroom/Advisory time begins at 8:20 am and during this time, important and fruitful discussions, announcements, advisory conversations, division meetings, community service planning, and organization for the day occur. Students arriving after 8:20 will be marked “tardy.” The academic day ends at 2:30 pm for Pre-Kindergarten, Kindergarten and First Grades, 2:45 pm for Second and Third Grades, and 3:15 pm for Fourth through Twelfth Grades. Families with children in different dismissal groupings are accommodated by having the younger child supervised until the oldest child’s pick-up time. **SEE DROP –OFF / PICK-UP PROCEDURES FOR ADDITIONAL INFORMATION.**

The administrative offices are open between 8:00 am and 4:00 pm when school is in session. Summer office hours are 9:00 am–3:00 pm Monday–Thursday and 9:00 am – noon on Fridays. Summer hours begin a week after graduation and end the week before school begins.

7:30 am	Before-School Program opens
8:00-8:10 am	Regular drop-off time
8:15-8:30 am	Homeroom
8:35 am	Classes begin
2:30 pm	PK, K, 1st grade dismissal
2:45 pm	2 nd -3 rd grade dismissal
3:15 pm	4 th -12 th grade dismissal
6:00 pm	Extended Day Program ends

Early Dismissals

On certain days (marked on the school calendar), the school will have early dismissals. The dismissal times are staggered to alleviate carpool congestion. Families with children in different dismissal groupings are accommodated by having the younger child supervised until the oldest child’s pick-up time. The staggered schedule for early dismissal is as follows:

PK, K, 1	11:30 am
2-3	11:45 am
4-12	12:00 pm

Early Dismissal for Illness and Appointments

Early dismissals are granted if a student is ill or if there is a note from the parents making a valid request for such a dismissal. Teachers should be notified of early dismissal due to appointments, etc. (not illness-related) no later than the morning of the same day of the dismissal. PreK-7 students must be signed out of school in the Founders' Hall Office; Upper School students must sign out at the front desk of the Upper School.

Emergency School Closings or Delayed Openings

School closings and delayed openings are broadcast over area radio and TV stations as early as 6:00 am and sometimes the evening preceding the school day. The Oakwood website also announces school closings and delays and the school's main office telephone carries a recorded message regarding this information.

There may be days in winter when the morning conditions make travel hazardous but by 10:00 am the roads have improved. If the weather sources suggest that this will happen, Oakwood will use a 10:00 am opening. This will allow parents and students to travel in daylight and, hopefully, in improving conditions. (A listed two-hour delay will always mean a 10:00 start to the day at Oakwood. We will open at 10:00 am or not at all.)

Decisions to open, close, or delay opening school are based on weather conditions in the immediate Greenville area, not outlying areas. All families must evaluate the driving situations based on their areas and make appropriate decisions for themselves and their children about driving to school.

If the number of cancelled days decreases the number of instructional days below the limits recommended by our accrediting associations, additional days will be added by canceling scheduled vacation days or by extending the school year.

XI. DROP-OFF AND PICK-UP PROCEDURES

LOWER SCHOOL

Arrival/Drop-off

All PK-3 students arriving at School before 8:00 am **must** report to the Before-School program room in Founders' Hall. All Pre-Kindergarten students dropped off at 8:00 or after go directly to their PK classroom. All other LS students arriving between 8:00 and 8:15 am should proceed to the playground (or to the rotunda in Founders' Hall in case of rain) where they will be supervised until their teachers have set up morning activities and the classrooms are open at 8:15.

Because walking to class independently is an important developmental step for students, first through third grade parents are encouraged to allow their children to exit their car and enter school without a parent's supervision. (School personnel are always on hand to guide students safely into the building.) PK and Kindergarten parents should judge their child's readiness for this step and allow independence when appropriate.

Dismissal

At 2:30 pm PK, K and 1st graders will proceed to the breezeway with a teacher to wait for their car or van to arrive. 2nd and 3rd graders are dismissed at 2:45 pm following the same procedure.

Children with siblings in the older divisions will be supervised in Later Dismissal on the Lower School playground (Byers Rotunda if raining) until their parent/carpool arrives to pick up the older sibling(s).

Children whose parents are late by **fifteen minutes** after the appointed 2:30 or 2:45 dismissal time will be escorted to Extended Day in Agnes Q. Monk Hall and will be charged for this extended supervision.

MIDDLE SCHOOL

Arrival/Drop-off

Middle School students may go to their classrooms at 8:00 am to prepare for the start of their day. Students arriving before 8:00 am must go to the Before-School Extended Day Room (the Pre-Kindergarten classroom in Founders' Hall). Parents will be charged for the time their children spend in this program.

After School/Pick-Up

- At 3:15 pm, fourth through seventh graders proceed outside to the designated area of the breezeway for dismissal.
- Children whose parents are late by fifteen minutes after the 3:15 dismissal time will be go to Extended Day in the Agnes Q. Monk Hall and will be charged for this extended supervision.
- By 3:20 pm, all students who are not leaving school at 3:15 must be actively participating in extra help with a teacher in a classroom, in a club or activity, in athletics, or in Homework Club.
- After 3:30 students may not loiter on the breezeway or in the buildings, even if waiting for rides that "should be here in a minute." Students must go to Extended Day at 3:30 pm, as student safety is our number one concern.
- Parents (or other drivers) arriving late must go to Extended Day to pick up their children.
- Homework Club runs from 3:20-4:00 pm on most Mondays, Tuesdays, and Thursdays beginning the Tuesday after Labor Day. Homework Club is intended to be a quiet atmosphere in which students are actively doing homework or reading. Computers may only be used for active academic-related work. After 4:10 pm, all students who have not been picked up go to the Extended Day room in the Agnes Q. Monk Hall where students wait for their ride.

UPPER SCHOOL

Arrival/Drop-off

The Upper School building will be unlocked at 7:30 am and students may go into the Upper School to work or socialize quietly and responsibly. Between 8:00 and 8:10 students should proceed to their homerooms.

After School/Pick-Up

- At 3:15 pm all students should proceed to a specific activity (e.g. extra help, athletics, a club) or outside to wait for their rides.
- By 3:20 pm, all students must be actively participating in extra help with a teacher in a classroom, in a club or activity, in athletics, or working quietly in the Upper School.
- All students are asked to leave the US building at 4:00 pm.

PARKING LOT SAFETY AND ETIQUETTE

It is the responsibility of each driver to drive slowly and safely while in school parking lots. Teaching assistants and teachers will oversee the drop-off and pick-up line in order to promote the safety of our students.

Please read and follow these guidelines carefully.

- For everyone's safety, please drive slowly, watching for students and other cars.
- **Please refrain from using cell phones while driving in the parking lots.**
- **Please pull as far forward** as possible at all times during drop off and pick up. This allows a maximum number of students to be dropped off and/or picked up from the breezeway and prevents a backup onto MacGregor Downs Road on very busy pick-up days.
- Please drive closely to the breezeway to allow traffic to pass in the drive-through lane. Students should enter and exit vehicles from the curbside only.
- Please drop off and pick up students from the breezeway only.
- If it is necessary for you to park your car, an adult must accompany all students walking across the driving lanes and parking lot to their cars.
- Please do not hold up other cars by talking with students, parents, or teachers while in the drop-off/pick-up line. If necessary, please park in a designated spot before starting a conversation.
- Please do not get out of your car when in the drop-off/pick-up lane as this creates a safety hazard.

Important protocol: Students may only be picked-up by those adults specified on their "Authorization to Pick Up the Child" form. Adults unknown to the teachers on carpool duty may be required to show a driver's license for identification when they pick up a child. If for any reason you must have a person pick up your child who is not listed on your "Authorization to Pick Up the Child" form, you should deliver or fax a note to the School on that day authorizing the specific person to pick up your child. This policy is for your child's protection.

Prompt pick-up is appreciated. After fifteen minutes, students will go to Extended Day. If a driver arrives after the scheduled pick-up time, it is the driver's responsibility to park the car and pick up the student from Extended Day.

EARLY MORNING AND EXTENDED DAY PROGRAMS

Early Morning Program

The Early Morning program begins at 7:30 am. Families arriving before this time must stay with their children until the Early Morning Program has opened. The Early Morning Program is located in Founders' Hall in the Pre-Kindergarten classroom. Lower and Middle School students arriving on campus between 7:30- 8:00 am attend the Early Morning Program. There is a charge for the Early Morning Program.

During the morning drop-off period between 8:00 am - 8:15 am, all Pre-Kindergarten students go directly to their PK classroom. All other LS students arriving between 8:00 and 8:15 am should proceed to the playground (or to the rotunda in Founders' Hall in case of rain) where they will be supervised until their teachers have set up morning activities and the classrooms are open at 8:15. Middle and Upper School students go directly to their homerooms.

Afternoon Extended Day Program

The Oakwood School offers an afternoon extended day program as a service to its families. The program runs from 2:30-6:00 pm Monday through Friday except on early dismissal days before long weekends and holidays. There is a fee for this service per half hour as well as for the week. The Extended Day Program is designed to provide students across grade levels a nurturing after-school block of time that includes snack, outdoor time, indoor activities such as art projects and games, and study time for older children. Parents can register for Extended Day with Christine Barker for any day, a week, or for the full year. This program is also provided for all students whose parents are late to dismissal and for students whose parents have an after-school meeting with a teacher.

If a child does not normally attend the Extended Day Program and the need arises, please call the Office and Christine Barker will let the Extended Day staff know your child will attend.

Parents Late for Dismissal – Protocol

If a carpool is more than fifteen minutes late for dismissal, the child(ren) will be sent by the teacher on carpool duty to the Extended Day room located in Agnes Q. Monk Hall, and parents will be charged for this extended supervision. Students waiting for older siblings and/or carpool riders may attend Later Day Dismissal (free of charge). At 3:30 pm (fifteen minutes after dismissal), any students still waiting on the breezeway or in the Lower School Later Day Dismissal will be escorted to the Extended Day Program.

Later Day Dismissal Supervision

This service, for which there is no charge, is provided each day from 2:30 pm - 3:30 pm and is to be used by Lower School students who have siblings/carpool buddies who dismiss at a later time. (An example would be a pre-kindergarten student who is dismissed at 2:30 and has a second or third grade sibling or carpool buddy who is dismissed at 2:45 or a first grader who is dismissed at 2:30 pm and has an older sibling or carpool buddy in fourth through twelfth grade who is dismissed at 3:15 pm.) These students go to Later Day Dismissal on the Lower School playground in good weather or gather in the Lower School rotunda during inclement weather and are supervised by Lower School teachers or assistants. At the appropriate dismissal time, the students are taken to the breezeway to meet their carpool. If the carpool is more than fifteen minutes late, the student(s) is/are escorted to Extended Day.

XII. LATENESS TO AND ABSENCES FROM SCHOOL

TARDINESS

All Oakwood students and parents, regardless of grade level, are expected to assume responsibility for being punctual. We encourage students and parents to be on time (**8:15 am**), as tardiness creates a distraction for the students and teacher/advisor in a classroom and develops a bad habit for those who are consistently late. PK-7 students arriving at Oakwood after 8:20 am must report to the office to receive a late pass. Upper School students who arrive after 8:20 should go to Advisory until 8:30; after 8:30, they should check in at the front desk with the teacher on duty. Students will sign in at the front desk as well as call the Front Office. **Repeated tardiness will result in a parent conference to rectify the situation.**

ABSENCES

Excused Absence Due to Illness

If a student is ill, this is considered an excused absence. The School requests that the parent or guardian of the sick child send an email by 8:15 am to the homeroom teacher and copy this to Christine Barker in the Main Office to report the illness.

Excused Absence Other Than Illness

Oakwood discourages student absences on scheduled class days. The School has scheduled generous vacation periods staggered throughout the academic calendar. Because of this, the School asks for parent cooperation in keeping their child's vacation within the dates prescribed. Whenever a student misses classes, important work is missed, the classroom routine is affected, and an additional burden for make-up work is unfairly placed on the student and the teacher.

The School recognizes, however, that there are instances during the school year that may require a student's absence other than illness. These EXCUSED absences include family or personal milestones (i.e. sibling's graduation, a family wedding or funeral, a grandparents' 50th anniversary), religious holidays, visiting schools, medical appointments, and an unusual educational experience. Any plans for such an excused absence must be made in advance and in writing and given to the Head of School as soon as the plans have been made. Students, or parents of young students, who have an excused absence are responsible for discussing the absence with their teachers ahead of time. Each student is responsible for all work assigned during the absence. Depending on the kind of work missed, some teachers may be able to provide assignments in advance of an absence. Students and families must respect the fact that providing work ahead of time may not be possible since some teachers' disciplines and methodologies are centered around lab or group work or building-block skills that do not allow a teacher to predict a week or so ahead of time exactly what material they will cover on a certain date.

Unexcused Absence

- Unexcused absences are all absences not defined above as illness or excused absences.
- Unexcused absences from school are treated differently among the three divisions.

Lower School: The teachers in this division discourage unexcused absences because students miss valuable learning experiences and important skill development and find it difficult to transition back to school after missing these lessons. Often student progress is seriously hindered. Teachers are not expected to provide work for children in advance of unexcused absences as this places an unnecessary burden on the teacher. Teachers may decide to assign work after a child returns to school, and this work should be completed.

Middle School: The teachers in this division strongly advise parents against a student missing classes due to an unexcused absence. It is the student's / family's responsibility to secure all assignments from the teachers prior to, during, or immediately following an absence. According to the nature of the assignments, a teacher may not be able to give the student the work in advance, and some lessons done in class during the student's absence may not be possible to recreate. Teachers may ask the student to gather the assignments during her/his absence since these are posted on the teachers' blogs on the school website. Assignments, tests, and quizzes must be made up within the time period equal to the number of days missed to receive partial credit, according to the guidelines specified by the teacher. If the nature or the material assigned or tested dictates that it cannot be recreated before or after the unexcused absence, the student may receive a score of zero on the related assignment, quiz, or test. Any long-term project due during the absence must be turned in prior to the student's departure. If a student elects to turn in the project after the absence, the project will be due the day the student returns and will receive partial credit according to guidelines specified by the teacher. If the project requires a presentation scheduled during the student's absence, and the teacher cannot accommodate the presentation on an alternate day, the student may lose the presentation portion of the credit for the assignment. If extra work is required to catch the student up to the rest of the class, the school will assist the family in finding a tutor, and the family will be responsible to pay the tutoring fee.

Upper School: The Upper School considers an unexcused absence a serious offense. Any long-term project must be turned in before the student leaves to receive possible full credit or the day the student returns to school after the absence to receive some credit. A student will be required to make up all other work assigned during the absence within the time period equal to the time missed. It is the student's responsibility to determine the scope of all assignments by consulting with a classmate. If extra work is required to catch up the student to the rest of the class, the school will assist the family in finding a tutor, and the family will be responsible to pay the tutoring fee. Work

submitted upon the return of an unexcused absence will be subject to grade reduction determined by the teacher or department. It is possible that a student will not be allowed to take a quiz or test for credit when it is missed due to an unexcused absence.

Absences Accrued During a School Year

Research states that one of the most important factors in a student's academic achievement is the time spent in school. **Students who have more than 20 absences during a school year may not be eligible to move up to the next grade.**

XIII. EMERGENCY PROTOCOLS

Fire/Tornado Drills

Students are informed about fire/tornado procedures at the beginning of each school year. Fire drills are conducted monthly.

Lockdown Drill for Suspicious Intruder

Students are informed about lockdown procedures at the beginning of each school year, and a lockdown drill is conducted each fall.

XIV. BEHAVIORAL EXPECTATIONS OF OAKWOOD STUDENTS

The Oakwood School strives to help students grow into mature, responsible adults. Student behavior should reflect positively on self, family, school, and community. Oakwood students are expected to be courteous, polite, and to treat others with dignity and respect. The School expects parents' full support in all aspects of their children's educational life at Oakwood. All school rules apply during all school activities and on school trips.

CODE OF CONDUCT

Oakwood strives to create a healthy environment in which students can grow academically, physically, emotionally, and socially in positive ways. In order for Oakwood to fulfill its mission, it must be able to provide a community in which all students can feel academically, physically, socially, and emotionally secure. It is within such a safe and supportive environment that children can take risks in the learning process and meet with success. To ensure that Oakwood provides a safe haven for each and every student, a Code of Conduct exists to articulate clearly the school's expectations regarding the behavior of each student.

A basic goal of the Oakwood community is to foster and develop in its students respect for the educational process, themselves, others, and the community. The School emphasizes the importance of students taking responsibility for themselves and their actions. We want our students to understand that the manner in which they choose to conduct themselves affects themselves, those around them, and the entire school community. The School expects all students to conduct themselves in a manner harmonious with this goal.

The School has rules in place to ensure a safe community for all its members, and students are expected to follow and support the school rules. They must strive to be honest, responsible, and respectful. They must respect the school's property and the property of others. They must be polite, kind, considerate, and supportive of others in the school community. Children are expected to treat each other with respect and tolerance. In keeping with The Oakwood School's mission, bullying, teasing, unnecessary exclusion, patent disrespect, and other acts of unkindness are not acceptable and will be addressed by any relevant party (teacher, advisor, division coordinator, or Head of School) in appropriate ways in terms of the student's grade/division, the nature of the behavior, and the past record of the student. Students are required to adhere to the dress code. The Oakwood School is a Drug Free Zone. It is illegal for students, parents, faculty, or staff to be in possession of, to distribute, or use any illegal drugs or substances on the Oakwood School campus. Use of tobacco, alcohol, or any other illegal substance in school or during any school-sponsored activity by a student will not be tolerated.

In order for Oakwood to meet its academic goals, the School must maintain an atmosphere supportive of the learning process. As a result, students are expected to be attentive, polite, engaged, and cooperative in class. Each child is expected to participate in the learning process and not interfere with the learning of others. In addition, students must be on time for school and class and must be prepared for each day's lessons. Students must take ownership of their work.

A system of discipline is in place to assist teachers in upholding these goals. This system is designed to encourage and support positive behaviors, as well as to monitor and correct inappropriate behaviors. Consequences for offenses are handled differently depending on the grade/division of the child(ren) involved in the behavior. In this way, Oakwood is able to maintain an environment in which children learn in a spirit of inquiry and discovery, respect themselves, respect the rights and talents of others, and become informed and engaged citizens of the world.

MAJOR DISCIPLINARY OFFENSES

- Conduct, even when off-campus or outside school hours, which is illegal or reflects negatively on the school.
- Interference with the rights of others, including physical, sexual and verbal abuse, bullying, teasing, exclusion, patent disrespect, lying, cheating, and stealing.
- Conduct that subverts the order and discipline of the school and compromises the integrity of others.
- Damage or abuse to any school property or personal property of others.
- Possession, use, or sale of drugs listed in the current Federal Controlled Substances Act.
- Possession or use of alcohol, any tobacco substance, or inhalants.
- On campus possession or use of firearms, explosive materials, fireworks, knives, or matches.
- Use of obscene, profane, threatening, or intimidating written or verbal language.
- Repeated disruptive or uncooperative behavior.
- Violation of the school-wide Responsible Computer Use Policy. (See page 41 for Responsible Use Policy)
- Repeated situations involving academic dishonesty.

RESPONSES TO MAJOR DISCIPLINARY OFFENSES

Since our school spans grades PK – 12, responses to disciplinary offenses will be different depending on the student's grade/division. In the Lower and Middle Schools, the Head of School will consult with the teacher/advisor and Division Coordinator of the student's division to determine an appropriate response when a student has committed a disciplinary offense. The disciplinary procedure will depend on three factors: the severity of the offense, the past record of the individual, and the student's and parents' abilities to work in good faith with the School. The Head of School determines whether to accept the recommendation of the division coordinator and student's teacher/advisor or to take a different course of action regarding the School's response. In the Upper School, responses to major disciplinary offenses have a two-pronged approach. Most disciplinary offenses are referred to The Honor Council to determine consequences for violations of the code of student conduct. (For a description of the Honor Council, please refer to the Upper School pages in this Handbook.) The Head of School determines whether to accept the Council's recommendation or take a different course of action regarding the School's response. Some serious violations of the Honor Code are assessed by the Upper School Division Coordinator and the Head of School independent of the Honor Council, and when this occurs, these two administrators determine the consequences.

XV. EXPECTATIONS OF OAKWOOD PARENTS

Parents are expected to support School policies and procedures and to treat all School personnel in a respectful and courteous way. A family failing to adhere to these basic principles may be asked to leave Oakwood.

COMMUNICATING WITH FACULTY MEMBERS AND ADMINISTRATORS

Oakwood prides itself on being a close-knit school that maintains open and comfortable communication between the School and each student's family. We encourage families and teachers to communicate openly, frequently, and with respect and courtesy. Our faculty and staff are expected to treat all parents with respect and courtesy, and in return we expect parents to treat our faculty and staff with respect and courtesy. In the extreme case that a parent is disrespectful to a faculty member or advisor, the Head of School may require the parent to talk only with the division coordinator or himself/herself instead of the teacher or advisor. Teachers and advisors are not expected to defend the school, fellow colleagues, themselves, or their curricula with angry, argumentative, or challenging parents. Outlined here is the Oakwood procedure for communicating with faculty.

Parents are encouraged to discuss with their child's teacher(s) important concerns or thoughts they have about their children. To discuss a student's performance, issues, and/or progress, please email the teacher to request a call or email response from a teacher or to set up a conference. Usually a teacher can quickly clear up any questions before they become problems. A conference, however, is better for longer discussions. Please remember that a teacher may not have the chance to return your call or email until the evening or the next day since teaching classes, preparing lessons, monitoring activities, and overseeing students do not allow much computer time during the school day.

CHANNELS OF COMMUNICATION AT OAKWOOD

Family/school trust and mutually understood expectations are best maintained through an effective system of communication. The School welcomes comments and encourages parents to seek answers to their questions. Such questions or concerns should first be directed to the child's homeroom teacher (for Lower School) or advisor or subject teacher (in Middle and Upper School divisions). If parents feel the concern is not addressed adequately, they should then communicate with the appropriate division coordinator, and finally with the Head of School if necessary. We encourage and invite parents to contact us with questions and concerns; Oakwood participates thoughtfully with families to work through and resolve any concerns families have in order to help our students grow and perform to their full potentials.

GRIEVANCES

The Oakwood School recognizes that students and parents have a fundamental right to discuss grievances that they may have with the School; however, we also recognize that there must be an orderly procedure for the consideration and hearing of such grievances.

If a grievance involves a teacher or coach, a classroom or extracurricular situation, or academic content or materials, the parent should make an appointment to discuss the matter with the teacher or coach involved or in charge of the class or situation. If the grievance is not settled through discussion with the teacher, the parent should make an appointment to discuss the matter with the Division Coordinator or Athletic Director. If the grievance remains unresolved, the parent should make an appointment to discuss the matter with the Head of School. Any grievances other than those outlined above should be brought to the attention of the Head of School (by appointment).

The Head of School (as the individual responsible for day-to-day operations, interpretation, and implementation of the School's policies and procedures) will be the final arbiter of any grievances brought by students or parents. Parents may notify the President of the Board of Trustees if they remain dissatisfied, but trustees do not serve as a board of appeals.

POLICY REGARDING THE OAKWOOD DIRECTORY

The alphabetical address list of all students and their family contact information is sent home and posted on the school website (password-protected) as close to the opening of school as possible. ***This Directory is for the use of our families only and must not be given to any outside organization or institution, or used to communicate with the Oakwood community about anything not related to school matters and events.*** The Main Office should be kept informed of any change regarding a family member's address, telephone number, email address, or marital status that affects a Parent/Student listing. In this way we will keep the Parent List current and also notify parents, faculty, and staff of changes through updated Directories periodically posted on the school website.

POLICY REGARDING STUDENT PARTIES

Parties are important ways to celebrate milestones. Parties that are not inclusive, however, become divisive factors for class dynamics as well as painful experiences for those who are left out. Please adhere to the following guidelines to ensure a positive experience for your child and his/her class.

- Any party given outside the school should not involve the school in any way.
- Parents may wish to bring to school fruit, cupcakes, or cookies to share with all classmates and teachers to celebrate a child's birthday or special occasion, and for students to enjoy celebrating with their peers at school. Please notify the homeroom teacher or advisor of any planned refreshments well in advance, so s/he may discuss with you a good time to bring in the treats and inform you of any student allergies of which you should be aware. Please do not send in party favors, decorations, or goodie bags.
- Unless the entire class is invited to a party, invitations should be mailed from the home, groups should not leave from the school's carpool line, and presents should not be brought into school.
- If you choose to have a large party, the school requests that you either invite the whole class or the entire girl or boy population of the group.
- Exclusion of a small number of children in the class leads to hurt feelings and breaks down the class unity that the teachers and students work so hard to create. Oakwood encourages families to invite all students in a class or at least all boys or girls to a party or to have a party with just a very few children from the class.
- Parents of children attending parties are encouraged to call the host family to inquire about supervision. It is important that parents who are giving parties articulate to all guests the behavioral expectations for the event.

- Oakwood students should remember that they always represent their school when they attend a party in a public facility and that conduct off campus and outside of school hours which is illegal or reflects negatively on the school is considered a major disciplinary offense.

XVI. STUDENT HEALTH AND SAFETY PHILOSOPHY AND POLICIES

PHILOSOPHY

The Oakwood School believes that people must have optimal physical and mental health in order to learn, grow, and develop to their full potentials. The effectiveness of Oakwood as an educational institution depends, in part, on the health of its individuals: faculty, staff, administrators, students, and students' families.

The Oakwood School believes that it is necessary to promote and support healthy attitudes and behaviors. We understand that it is important to discourage and, to the best of the School's ability, prevent behaviors that have a detrimental effect on health and development.

The School believes that it is important to perform the following functions:

- Work in a partnership in which faculty, staff, administrators, students and their family members share in promoting and maintaining good health
- Establish a climate of trust and honesty where wellness is a priority
- Nurture positive self-regard
- Develop and follow policies that reflect the school's philosophy regarding health issues

Oakwood acknowledges that faculty, staff, administrators, students, and their families may at times have health-related problems. The School will strive to provide support and access to appropriate resources in order to assist its members at these times to the best of its ability.

Oakwood respects the need for confidentiality and will not violate that trust unless an individual's actions or psychological/emotional state are deemed injurious to himself/herself or to others.

COMMUNICABLE DISEASES

The School will follow standard procedures in its attempts to identify the occurrence of a communicable disease, to protect at-risk students and employees, and to appropriately notify public health officials and agencies. Parents are requested to notify Christine Barker if their child contracts a doctor-diagnosed communicable disease so that the School may alert other parents as deemed appropriate and, in specific situations, report the incidence of the disease to the State Department of Health, as required by law.

North Carolina law has specific confidentiality laws regarding diseases such as HIV and AIDS. Only persons with written permission from the student's parents/guardians shall have access to HIV test results. Any school personnel with knowledge of a student's HIV status must keep that information confidential.

REQUIRED HEALTH FORMS

Physical Activity Release

Prior to the opening of school, the Main Office must have on file for every child an up-to-date physical examination and a physical activity release form signed by the child's physician indicating that the child is able to take part in all facets of Oakwood's physical education and sports programs, as well as everyday rough-and-tumble playground activities. These forms are sent electronically to families of all re-enrolling and newly-enrolling students at the beginning of June and must be submitted to the Main Office before school starts in August to allow the Office Manager to organize records in a timely way.

Immunizations

The School Immunization Law of the North Carolina Department of Public Health requires that each child be successfully immunized against diphtheria, tetanus, pertussis, measles, poliomyelitis, rubella, varicella and Hepatitis B, meningococcal, mumps, and rotavirus. State requirements are defined by grade and/or age of student. Notification

of immunization requirements is sent home to all families. Questions regarding requirements should be addressed to your family physician.

To comply with these requirements, Oakwood must have on file a physician's certificate of immunization against the above-stated diseases within thirty days of the start of the school year. This certificate, the only acceptable evidence of immunization, must be submitted as a condition of the child's enrollment in the school. It must contain the dates and types of immunization against, or occurrence of, the specific disease.

Failure to supply the required information can result in a child's exclusion from school.

Exemptions

Parents seeking a religious or medical exemption from their child having to receive immunizations must provide the verification within thirty days of the start of the school year. If a child is not immunized because of a deep, religious conviction held by a parent, the parent must provide a letter from her/his minister, rabbi, or leader of the religious faith stating her/his conviction and provide documentation showing that this is a belief of the faith.

If a child has an exemption due to health restrictions, her/his parent must provide a letter from a physician stating that the child has one of the conditions indicated as an exemption in North Carolina state law. Oakwood is interested in protecting the health and welfare of its community while respecting families' constitutional liberties.

A physician's certificate is the only acceptable evidence for exempting a child from immunization for reasons of health. As stated above, to obtain a religious exemption, parents must send a signed and dated statement stating that immunization conflicts with their sincere religious beliefs.

SUSPICION OF CHILD ABUSE OR NEGLECT

The Oakwood School believes in and supports the rights of all children to live and grow in a nurturing environment. To this end, the School follows policies and procedures to aid in the protection of Oakwood students from child abuse or neglect. The School defines abuse or neglect as any threat to a child's health or safety by physical, mental, or emotional injury; sexual abuse or exploitation; deprivation of essential needs; or lack of protection from any of the above. The School's policy requires all employees to comply with state mandates and laws regarding the reporting of suspected child abuse or neglect to appropriate local agencies.

Sexual relationships or activities between any member of the faculty or staff and any students are improper and prohibited. Such relationships or activities may also constitute a crime of child abuse or maltreatment under state law. Any student who feels threatened should report this to someone s/he feels comfortable with (parent, division coordinator, homeroom teacher/advisor, subject area teacher, coach, or Head of School) and that person should report the incident to the Head of School who will take appropriate action.

SAFE ENVIRONMENT FOR CHILDREN

The Oakwood School strives to keep its students safe. The fundamental messages students should understand follow:

- Your body belongs to you.
- You have a right to say who touches you and how.
- If someone touches you in a way you don't like, in a way that makes you feel funny or uncomfortable inside, or in a way that you think is wrong, or your parents would think is wrong, it's okay to say "no."
- If the person doesn't stop, say, "I'm going to tell" and then tell, no matter what.
- If you're asked to keep a secret, say, "No, I'm going to tell."
- If you have a problem, keep talking about it until someone helps you.

Bullying

Bullying is a form of harassment. Bullying has these common features:

- It is deliberate, hurtful behavior.
- It is often repeated over a period of time.
- It is difficult for those being bullied to defend themselves.
- The person who bullies has, and exercises, power inappropriately over the victim.

Bullying can be physical (hitting, kicking, taking belongings), verbal (name-calling, insulting words, racist remarks) or indirect/emotional (spreading nasty stories, excluding from groups, participating in cyber-bullying).

The entire School community works together to eliminate bullying and to establish a safe emotional and physical environment. Bullying is unacceptable behavior and is treated as a major disciplinary offense. The Oakwood School strives to teach and model acceptance and respect through understanding. Bullying is considered a major disciplinary offense and will result in disciplinary action up to and including dismissal from school.

Harassment

The Oakwood School is committed to providing a community environment free from all forms of discrimination. Conduct that can be considered harassing, coercive, or disruptive to another person's well being will not be tolerated. Harassment includes, but is not limited to, sexual harassment, and harassment includes but is not limited to the following behaviors:

- Physical or mental abuse
- Derogatory ethnic, racial, personal, religious, sexual preference, or gender choice jokes/insults
- Derogatory graffiti of any kind
- Taunting (teasing)
- Making fun of a person's physical traits
- Unwelcome sexual comments or advances
- Requests for sexual favors
- Sexual insults

Harassment is considered a very serious offense and will result in disciplinary action with consideration given to the grade/division of the student involved, the severity of the offense, and the past record of the student. Harassment may result in dismissal from school.

Sexual Harassment

"Sexual Harassment," whether verbal, written or physical, is unlawful and will not be tolerated.

For purposes of this policy, sexual harassment is defined as unwelcomed or unwanted conduct of a sexual nature when (1) submission to or rejection of this conduct by an individual is used as a factor in decision-making and/or (2) such conduct substantially interferes with an individual's well-being.

A. Sexual harassment does not refer to occasional compliments of a socially acceptable nature or welcome social relationships.

B. The policy prohibits any demand for sexual favors that are accompanied by a promise of favorable treatment or a threat concerning someone's status.

C. The policy prohibits subtle pressure for sexual favors, including implying or threatening that someone's cooperation of a sexual nature (or refusal thereof) will have any effect on the person.

D. The policy prohibits behavior of a sexual nature that is not welcomed and is personally offensive.

E. The following are examples of conduct that may, depending upon the circumstances constitute sexual harassment:

1. Repeated sexual flirtations, advances, or propositions
2. Continued or repeated verbal abuse of a sexual nature, sexually related comments and joking, graphic, or degrading comments about a person's appearance, the display of sexually suggestive objects or pictures, or sexually suggestive or degrading behavior
3. Any uninvited physical contact or touching, such as patting, pinching, or constant brushing against another's body

Violations of this policy will not be permitted. Anyone who violates this policy will be subject to discipline that can range from a warning up to and including immediate discharge from school.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct that if unwelcomed, may constitute sexual harassment depending upon the totality of circumstances including the severity of conduct and its pervasiveness:

- Unwelcomed sexual advances whether they involve physical touching or not
- Sexual epithets, jokes; written or oral reference to sexual conduct; gossip regarding one's sex life; comments about an individual's body; comments about an individual's sexual activity, deficiencies or prowess
- Displaying sexually suggestive objects, pictures, cartoons
- Unwelcomed leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments
- Inquiries into one's sexual experience
- Discussions of one's sexual activities

Protection Against Retaliation

It is unlawful to retaliate in any way against an individual who makes a report of any kind of bullying or harassment, and Oakwood will not permit this. It is also unlawful to retaliate in any way against an individual who cooperates in an investigation of a complaint for bullying or harassment. Retaliation is a violation of this policy, subject to the same discipline as bullying or harassment itself, and should be reported immediately as set forth below.

Complaints and Investigation

- A. Anyone who believes that he or she is a victim of bullying or harassment should immediately report the matter to his/her parent, homeroom teacher/advisor, Division Coordinator, or the Head of School (or, if the Head of School is allegedly involved in the forbidden conduct, to the President of the Board of Trustees). The matter will be thoroughly investigated.
- B. Any allegation of bullying or harassment brought to the attention of one of the individuals referred to above shall be promptly investigated in a confidential manner so as to protect the privacy of the individuals involved. Confidentiality will be maintained throughout the investigatory process to the extent practical and appropriate under the circumstances.
- C. Upon the completion of an investigation of a bullying or harassment complaint, the school shall communicate its findings and intended actions to the complainant and alleged offender. If, as a result of the investigation, it is determined that harassment has occurred, the offender shall be subject to appropriate discipline.
- D. If someone duly reports a violation of this policy and does not believe the situation has been satisfactorily resolved, the matter should be brought to the President of the Board of Trustees.

ADDITIONAL HEALTH PROTOCOLS

Significant Injury

If an accident occurs and a student receives a significant injury, the parent will be notified immediately. The appropriate school personnel will be notified and professionals will care for the child. Parents are required to complete an "Emergency Care Information" sheet, which includes an "Authorization to Consent to Health Care for Minor." This form will be placed in the student's permanent record. The Oakwood School is conveniently located near Pitt County Memorial Hospital and, unless instructed differently, students will be taken there in case of emergency. Several of Oakwood's faculty and staff are trained in CPR and First Aid.

Medications

Oakwood prefers that parents administer all medications; however, if a child requires medication during the school day, a form signed by the parent or guardian and physician giving specific instructions concerning dosage and time of administration must be provided to school personnel. Prescription medications must be presented in pharmacy packaging bearing the name of the prescribing doctor. Medications will be kept in the office and administered by a school official unless a physician's instructions include keeping additional doses closer to the student (e.g. epi-pens in homeroom and/or gym).

Illness

Children feeling ill should notify a teacher and report to the main office if they are in Lower or Middle School or

report to the teacher on duty at the front desk if they are in the Upper School. If a child has a fever (measuring 100F or 38C or above), the parents will be called to pick up the child immediately. Students may not remain at school with a fever measuring at or above 100F or 38C. A child should be without fever (NOT DUE TO FEVER-REDUCING MEDICATION) for 24 hours before returning to school. Additionally, children must remain at home for 24 hours after cessation of vomiting or diarrhea. These policies are intended to maintain the health of the entire Oakwood community.

Regardless of fever, a child who appears ill should not be sent to school. Parents should call the office by 9:00 a.m. to notify school personnel of the child's absence. If there is doubt whether a child feels well enough to stay in school the full day, parents are asked to please protect the health of other children and teachers by keeping the child home until certain s/he is healthy.

If a child has been exposed to or exhibits possible symptoms of a contagious or communicable disease, s/he must not return to school until a signed note from a physician indicates that it is safe to do so. If instructed by a physician, parents must contact the school office so that all parents may be notified about potential exposure to viruses, infections, etc.

XVII. THE OAKWOOD SCHOOL DIVISIONAL HANDBOOKS

LOWER SCHOOL (PK - GRADE 3)

Mission

The Lower School curriculum reflects high standards and expectations and also aims to preserve a measure of flexibility in order to work with students as individuals. The curriculum and teaching practices incorporate subject-integrated and differentiated instruction in whole group, small groups, and individual instructional settings. While the Lower School faculty is committed to teaching the foundations of all subject areas, they are cognizant of the different readiness and achievement levels among students during these early years and strive to help all students experience success according to their individual natures, stages of development, and current understandings.

Core Subjects and Specials

Students in the Lower School study reading, writing, math, social studies, and science with their homeroom teachers. Students meet once or twice per week (depending on grade level and subject) with specialist teachers for lab science, art, music, fitness, and Spanish. Students also visit the library once per week.

Communication with Parents

Teachers send home folders with students on a regular basis that include correspondence and samples of recent student work. Parents should review notes and student work to be aware of strengths and areas for improvement. Teachers will indicate on a note if they expect a parent response.

Teachers typically make parents aware of upcoming curricular units through a regular classroom newsletter, email, or classroom website communication.

Parent/Teacher Conferences are scheduled during the school year; however, parents are encouraged to communicate with teachers as often as necessary.

Homework

Oakwood's Lower School teachers consider homework a valuable opportunity to reinforce and practice concepts and skills presented during the school day. Mastery of reading and other basic skills cannot be achieved without practice outside of the school day. Students are expected to complete all homework assignments and submit them as directed by their teachers. In addition to assigned homework, Oakwood recommends that all students spend at least 20 minutes per day reading an appropriate selection of their own choice. Beginning in second grade, students who have not mastered assigned math facts (addition, subtraction, multiplication, and division) should spend time each night working with a parent to improve these important skills.

Teachers endeavor to assign a reasonable amount of meaningful homework on a regular basis. Average homework time will vary by student and subject but a list of estimated targets follows:

<u>Grade Level</u>	<u>Per Day</u>
Kindergarten	20 minutes of reading with parent
1 st grade	15 minutes
2 nd grade	30 minutes
3 rd grade	45 minutes

Grades, Report Cards and Narrative Comments

The purpose of assessment and grading in the Lower School is to provide meaningful feedback for students and parents about achievement and progress. Progress reports are not intended to rank students or create anxiety. Parents are asked to keep progress reports in perspective and focus on the long-term development of their children as students. Oakwood has four reporting periods or quarters.

In grades K-2, teachers complete progress reports that assess academic work, work habits, and social development using a C/S/N evaluation code: consistently meets expectations; sometimes meets expectations; not meeting expectations. Teachers also include brief narrative comments describing each student's accomplishments, strengths, and areas for improvement after the second and fourth terms.

In third grade, teachers complete progress reports that assess academic work using a letter grade code and assess work habits and social development using a C/S/N evaluation code: consistently meets expectations; sometimes meets expectations; not meeting expectations. Teachers also include brief narrative comments describing each student's accomplishments, strengths, and areas for improvement after the second and fourth terms.

Report cards will not be sent to other schools until tuition payments or other outstanding charges have been fulfilled.

Partnership with GLC and the Oakwood School

The Oakwood School is proud to partner with The Greenville Learning Center to offer students with learning differences the opportunity to receive the educational experience they need for their core classes coupled with the experience of being in mainstream classes at The Oakwood School.

Students may enroll in GLC and The Oakwood School jointly, though each student's experience will be individualized for their own learning experience.

The Greenville Learning Center will provide students with a transcript that reflects the curriculum studied there, while The Oakwood School will include only those classes taken on its campus on its transcript.

MIDDLE SCHOOL (GRADES 4 – 7)

Mission

The Middle School seeks to develop in each student a sense of academic purpose, sound study skills and habits, confidence in oneself and one's abilities, an understanding of personal wellbeing, and a respect and concern for the needs of others.

Core Subjects and Specials

Middle School students study English, social studies, math, science, and Spanish as core subjects with teachers who specialize in each of these disciplines. The arts (band, chorus, strings, dance, and studio art) and fitness are required but meet less frequently than the core subjects. Fourth graders also have library class once a week.

Communication with Parents

Teachers typically post homework assignments on their blog which can be found on the school's web site in addition to notifying students of assignments during class. Middle school students and parents have access to PowerSchool, an online grade book and communication application. Through PowerSchool, students and parents can review grades and comments entered by teachers. This often provides immediate answers to student and parent questions regarding academic progress. Of course, students and parents are encouraged to contact teachers via phone or email with any questions about assignments.

Conferences are scheduled after the first term of the school year; however, parents are encouraged to communicate with teachers as often as necessary.

Note: 4th grade students and parents will receive their PowerSchool credentials at Curriculum Night in early September, and students will be introduced to PowerSchool at school during that same week.

Homework Expectations

Oakwood’s Middle School teachers consider homework a valuable opportunity to reinforce and expand upon concepts and skills presented during the school day. Students are expected to complete all homework assignments and submit them as directed by their teachers. Students who have not mastered assigned math facts (e.g. addition, subtraction, multiplication, and division) should spend extra time each night working with a parent to improve these important skills.

Teachers endeavor to assign a challenging but reasonable amount of meaningful homework on a regular basis. Average homework time will vary by student and subject; estimated targets are listed here as a guide:

Grade	Per Subject	Per Day
4th grade		1 – 1.5 hours
5th grade		1.5 hours
6th grade	20-25 minutes	1.5-2 hours
7th grade	25-30 minutes	2-2.5 hours

Homework will be assigned on weekends at the discretion of the teachers, but it should be equivalent to no more than one night’s work. Parents of a student who appears to have excessive homework should notify their child’s teachers and or advisor and discuss the matter. Since all children learn differently and homework is completed outside the teacher’s purview, teachers need feedback from parents regarding their child’s response to homework.

Homework Policy

Sound preparation for class and completion of homework assignments are fundamental to academic success. Failure to prepare impedes a student’s progress. Homework must be fully prepared and ready to be turned in at the start of class or it is considered late; this includes printing of computer-generated work if required by the teacher. In order to help students form sound preparation habits, the Middle School’s homework policy includes the following consequences for incomplete work:

- A zero grade for homework reviewed in class on the date due. (The teacher may, however, ask the student to complete the assignment for practice purposes.)
- For homework not reviewed in class, students must complete the work and will have points deducted as a consequence for missing the due date. Work not turned in will receive a zero. Teachers decide their own point deductions depending upon the nature of the assignment.
- Failure to hand in long term assignments (research papers, projects, etc.) on time results in a 10-point reduction for each day late.

Report Cards and Grading

Grades are recorded throughout the term on PowerSchool as teachers grade assignments. These are available to parents and students via PowerSchool, Oakwood’s online grade book application. Subject specific teachers write narrative comments at the end of the 2nd and 4th quarters. Parents wanting a hard copy of their student’s report card and comments may print them from PowerSchool. Transcripts sent to other schools include the end of term grades only; they do not include the narrative comments. **(Transcripts will not be sent to other schools until tuition payments or other outstanding charges have been fulfilled.)**

Grade Scale

60-62 D-	80-82 B-
63-66 D	83-86 B
67-69 D+	87-89 B+
70-72 C-	90-92 A-
73-76 C	93-96 A
77-79 C+	97-100 A+

Extra Help Sessions

All students are encouraged to seek extra help from teachers whenever they feel it is necessary. Most full-time teachers are available immediately after school Monday, Tuesday, and Thursday from 3:15-4:00 for extra help sessions. Teachers who are coaches or supervise a club may request extra help sessions at other times of the day. These sessions are conducted with as many students as need help on a given day. Occasionally a teacher may require a student to attend extra help; when extra help attendance is requested by a subject teacher, the extra help session takes priority over all extra-curricular or co-curricular activities.

Academic Work Missed Due to Illness/Excused Absence

Students with excused absences will have the same number of days to complete academic work missed as the number of days they were absent (see Excused Absences). For example, two days home sick results in two days to complete missed work. If a child can keep up with work during her/his absence, however, this is recommended since this helps the student connect more quickly to the class lessons upon her/his return to school. Individual classroom and subject area teachers will determine which homework and classwork should be completed when a student has an extended absence.

Tests

- The Lower Middle School (grades 4 and 5) will not administer more than one test or require more than one project due on the same day. During the second semester of 5th grade, this may increase to two tests in one day.
- The Upper Middle School (grades 6 and 7) will not administer more than two tests or require more than two projects due on the same day.
- Students will be given a minimum of four days notice for tests.
- A student who is absent during a class in which a test is given but is present at the other classes the same day will be required to take the test on that same day. Exceptions can be made when a student was ill the previous day. **Students must be prepared to take all previously scheduled tests upon their return to classes after an absence.** Failure to take tests according to this requirement may result in a zero on the test.
- If an athletic contest or other event is cancelled, and a student is present at school rather than participating in the event, the student must take the test at the originally scheduled time.
- Individual classroom teachers will determine make-up tests and make-up homework due to extended absence.
- Please refer to the handbook section on unexcused absences to note that tests or other academic work missed due to an unexcused absence may result in a zero for the assignment. Sometimes a test may cover a lesson done completely in class (a lab, a group project etc.), and if this is the case, there is no way for the material to be re-created to prepare a student for a test on this material. Students with excused absences will not receive a zero in these situations.

Examinations

Beginning in 6th grade, students are introduced to and prepared for assessment in examination format. Mid-year and end-of-year examinations are taken in all core subjects (English, social studies, math, science, and Spanish). In the 6th grade the exam weight is 10% of the semester grade; the 7th grade exam weight is 15% of the semester grade.

Promotion

Students must normally have passing grades in all core subject areas in order to be promoted to the next grade level at Oakwood.

Summer Reading & Summer Extra Credit Opportunities

Information about Oakwood's summer reading recommendations and extra credit opportunities offered by the teachers can be found on the school's website.

Academic Integrity and Honor Code

Oakwood is a school based on respect, responsibility, and honesty. A mutual trust must exist between students and faculty with personal integrity creating the foundation of this relationship. An Honor Code has been developed to promote personal and academic integrity:

“I will be truthful and respectful of the Oakwood School community, and I pledge on my honor not to lie, cheat, steal, or plagiarize.”

Responses to Academic Dishonesty

Academic dishonesty offenses may result in a zero (0) grade for the affected assignment and a conference that includes the Division Coordinator, classroom teacher, student(s), and parent(s); further consequences will be determined on a case-by-case basis and repeated offenses may result in dismissal from the school.

Accelerated Math Program

In order for a student to take Algebra I before 8th grade, the current math teacher must first recommend the student for an accelerated program. During the spring, the teacher will approach the family and explain the opportunities and challenges of completing an accelerated math program at The Oakwood School. If a student wishes to pursue an accelerated program at this point, two of the following three criteria must be met:

- Exceptional ERB and OLSAT Scores: Stanines of 9 for Independent School Norms for the two previous years in Quantitative Reasoning and Math on the ERB; AND an SAI composite score of 130 or greater on the student's most recent OLSAT test.
- Exceptional grades in Math: A+ (97-100) for current school year
- A score of 90 or higher on a diagnostic test given by the math department.

In addition to meeting these criteria, the math teacher(s) may require the student to complete work over the summer to fill in material that would otherwise be missed or to prepare for the diagnostic test. This required work might result in the need to hire a tutor for instruction, to be paid by the family.

There are only two options for entering the accelerated math program at The Oakwood School:

- Skip Course 2 and move directly into Course 3 (Pre-Algebra) in 6th grade.
- Skip Course 3 (Pre-Algebra) and move directly into Algebra I in 7th grade.

Students who transfer to The Oakwood School from another school's accelerated math program will be considered for our accelerated program in math on a case-by-case basis. The Admissions Director will make the appropriate Division Coordinator aware of this during the admissions process.

Final approval of a student's placement in the accelerated math program is at the discretion of the appropriate Division Coordinator.

Students who enter the Accelerated Math Program may face scheduling challenges each year and cannot be guaranteed fine arts, fitness or core classes with their peers. It is the responsibility of the parent to work with the administration to find alternatives, including online courses, which may be at an additional cost to the family.

Students who complete an accelerated math program will need to receive four credits of math in grades 9-12 to meet The Oakwood School graduation requirements. Although the Oakwood Math Department offers a variety of courses, students may need to enroll in classes outside of The Oakwood School to receive the necessary credits at an additional cost to the family.

Partnership with GLC and the Oakwood School

The Oakwood School is proud to partner with The Greenville Learning Center to offer students with learning differences the opportunity to receive the educational experience they need for their core classes coupled with the experience of being in mainstream classes at The Oakwood School.

Students may enroll in GLC and The Oakwood School jointly, though each student's experience will be individualized for their own learning experience.

The Greenville Learning Center will provide students with a transcript that reflects the curriculum studied there, while The Oakwood School will include only those classes taken on its campus on its transcript.

UPPER SCHOOL (GRADES 8 – 12)

Mission

The Oakwood Upper School offers a rigorous curriculum that prepares students for success in college and beyond while at the same time offers faculty support using a variety of classes to achieve the required graduation credits.

STUDENT GOVERNMENT

Elections are held in the fall for President, Vice-President, Secretary, and Treasurer. Meetings are held monthly. Representatives from each grade level volunteer to assist with planning and activities.

DISPLAYS OF AFFECTION

Students must refrain from any displays of affection that might make others in the school community uncomfortable. If asked by an adult to stop a behavior, students must immediately refrain from the behavior in question, even if they disagree with the request.

LOCKERS

Oakwood has the right to check lockers and to remove items from lockers if needed. Oakwood is not responsible for locker items.

STUDENT DRIVERS – DRIVING OR RIDING WITH OTHER STUDENT DRIVERS

Upper School students who drive must complete the "Upper School Driving Form" found at the back of this handbook. The form must be completely filled out, signed by students and parents, and returned to the Upper School Coordinator by the end of the first week of school. **The "Upper School Driving Form" must be completed by all Upper School students, drivers and non-drivers, who may have occasion to ride with other students who drive.** Students may not go to their cars during the school day unless they have permission from the teacher who is on front desk duty. Students must park in the Upper School student parking lot and must not drive to the LS/MS campus during the academic day (8:15 – 3:15) for classes or events held in Agnes Q. Monk Hall, Joyner Hall, or Founders' Hall.

SENIOR OFF-CAMPUS LUNCH PRIVILEGE

Seniors may leave campus during lunch. If a senior drives or rides off campus grounds, s/he must have completed the "Off Campus Lunch Consent Form" found at the end of this handbook. Students and their parents must sign this form and return it to the Upper School Coordinator before they are allowed to leave campus for lunch. Because leaving campus for lunch will involve driving, students and their parents must also sign and return the "Upper School Student Driving Form," also found at the end of this handbook. Students who leave for lunch must return to campus in time for 5th period. The first incidence of arriving late for class or study hall may result in an immediate loss of the privilege for the duration of one quarter. The student must then present a petition to the Upper School Coordinator to regain the privilege for the following quarter.

UPPER SCHOOL ADVISORY PROGRAM

The mission of The Oakwood School's advisory program is to establish a structure in the Upper School between faculty members and small groups of students that promotes academic and social communication. Our advisory program pairs a faculty member with a small group of students from the same grade level. The group will remain with that advisor from grade 8 through grade 12. Advisory groups meet daily from 8:20 – 8:30. In addition, the groups will meet once a month at lunch for longer advisory sessions.

STUDENTS STUDYING ABROAD/SEMESTER AWAY

The Oakwood School encourages students to seek academic experiences outside of our school. Time spent studying in foreign countries or at alternative campuses in the United States affords a unique learning environment that aligns with our mission of inspiring students' creativity, strength of character, and wisdom and their ultimate ability to make a difference in the world.

No classes taken at another school will appear on an Oakwood transcript, though they can count towards graduation credit with prior approval. Students must receive a passing grade for classes taken at the host school in order for them to count towards graduation requirements.

Because students will not pay tuition at Oakwood during their study time abroad or away, they are not considered full time Oakwood students. In order for the school to remain abreast of the student's academic records and continue to provide support for the student, a fee of \$500/semester will be required to cover the cost of the following services including but not limited to:

- Maintaining and updating transcripts
- Mailing, receiving, and filing of grades to and from host school

- Planning schedules for subsequent year/semester, if applicable
- Monitoring graduation requirements
- Advisor contact, to include queries about yearbooks, off campus ed, etc. if applicable
- Teacher support for courses occurring concurrently at Oakwood
- Ordering and sending applicable materials for graduation
- College Counseling services

A special note of caution for seniors: College counseling services will be more limited for study-abroad students. Our College Counselor will not be able to send mid-semester grades to colleges and universities, and communication between the student, the counselor, and the colleges is not guaranteed. Therefore, our preference is that students NOT study abroad during their senior year. Students who choose to do so should note that it is their responsibility to get all teacher recommendations, applications, and transcripts together to send to colleges BEFORE leaving for a study abroad. The onus is on the student to ensure that the college application process is addressed in an aggressive fashion.

Seniors should also note that colleges may not regard study abroad or away classes in the same way they would regard classes on Oakwood’s campus, and their transcript with study aboard classes during senior year may limit their college choices.

Seniors fulfilling all graduation requirements for Oakwood will receive an Oakwood diploma and an Oakwood transcript depicting their tenure of four years, with one year reflecting study abroad or away.

College Counseling

Oakwood’s College Counselor works to help students identify colleges and universities that are best suited for their talents, interests, aspirations, and needs. The counselor is actively involved in many facets of the application process and provides support for both students and parents.

The college advising process formally begins in the junior year. Student surveys and family conferences identify goals, interests, and strengths. Further, all Upper School parents are invited to “brown bag lunches” to ask questions of the college counselor and to learn about the college search process from other parents. The ultimate goal is to create an optimal match between student and college. Students are encouraged to visit colleges during the spring and summer months. Most students register to take SAT and ACT tests in the junior year.

In the senior year the process continues with frequent meetings between students and the college counselor. The Head of School, College Counselor, and Upper School teachers write letters of recommendation and offer suggestions for application essays. Guidance is extensive and thorough.

Homework Expectations

Teachers endeavor to assign a challenging but reasonable amount of meaningful homework on a regular basis. Average homework time will vary by student and subject but following are estimated targets:

<u>Grade</u>	<u>Per Subject</u>	<u>Per Day</u>
8th grade	30-35 minutes	2.5-3 hours
9-12 th grade	40-45 minutes	3-4 hours

Students are expected to use their time wisely, both during and after school. Depending on students' course loads and daily schedules, they will typically have time to complete some homework during study halls. It is important for Upper School students to learn how to manage their time effectively both during and after the school day.

Homework Policies (grades 8 – 12)

- Homework must be printed before class begins.
- Assignments are due **at the beginning of the period on the day the assignment is due**. If a short-term assignment is handed in late, the student will receive a grade of 0. For example, if a student does not turn in a daily homework assignment when the teacher asks for it at the beginning of class, the student will receive a 0 for that assignment, regardless of whether it is discussed in class.
- Long-term assignments that are late will be penalized 10 points each day the assignment is late. For example, if a student turns a major essay/project the day after it was due, the highest possible grade the student may receive is a 90.

- If a student comes to campus **at any period during the day**, assignments are due that day to each teacher. For example, a student who arrives at school after 1st period must still turn in his/her 1st period homework, or a student who leaves school before 7th period must still turn in her/his 7th period homework.

Test Policies (grades 8 – 12)

- A student who is absent during a class in which a test is given but is present at the other classes the same day will be required to take the test on that same day. Exceptions can be made when a student was ill the previous day. **Students must be prepared to take all previously scheduled tests upon their return to classes after an absence.** Failure to take tests according to this requirement may result in a zero on the test.
- If an athletic contest or other event is cancelled, and a student is present at School rather than participating in the event, the student must take the test at the originally scheduled time.
- Individual classroom teachers will determine make-up tests and make-up homework due to extended absence. Tests or other academic work missed due to an unexcused absence may result in a zero for the assignment.
- The Oakwood Upper School’s test policy ensures that a student is responsible for no more than two tests, essays, or projects on a given day. A physical test calendar is posted in the Upper School hallway; students may use it to contact teachers if they have three or more tests/essays/projects due on a given day.

Exams

- In 8th grade, mid-year and final exams are weighted 15% of the semester grade.
- In grades 9 - 12, mid-year and final exams are weighted 20% of the semester grade.

AP Exam Protocol

24-Hour Rule

- All students (Sophomore-Senior) taking an AP exam are subject to the 24 Hour Rule:
- A student with an AP exam is not required to attend class for the 24 hours preceding the start of that AP exam.
- Papers/projects that would otherwise be due within 24 hours before or after the start of the exam will have an automatic extension to be due 24 hours after the start of the exam. (For example: If a student has an AP exam at 1:00 p.m. on Thursday, s/he is to attend morning classes on Wednesday but need not attend class on Wednesday afternoon or Thursday morning. A paper that would otherwise be due on Wednesday afternoon or Thursday would have an extension to Friday at 1:00 p.m.)
- In the case of a Monday exam, the weekend provides that time, not the previous Friday. (However, a paper/project due Monday would have an extension.)
- Seniors are expected to take course exams as scheduled unless there is a direct conflict with an AP exam, or if the 24 Hour (AP Exam) Rule applies.
- In the case of a morning AP exam, students are expected to attend scheduled afternoon classes.
- A student not attending a class due to the 24 Hour Rule should advise the teacher of the missed class in advance of the absence.
- Since the School permits the 24 Hour absence, the absence does not impact co-curricular participation eligibility.
- Students taking make-up AP Exams: The "24 Hour Rule" applies.

Extra Help Sessions

Extra Help sessions will be held from 3:30 – 4:00 Monday, Tuesday, and Thursday. Students should advise teachers prior to 3:15 if they wish to receive extra help.

Grade Scale

60-62 D-	80-82 B-
63-66 D	83-86 B
67-69 D+	87-89 B+
70-72 C-	90-92 A-
73-76 C	93-96 A
77-79 C+	97-100 A+

Drop / Add Policy

Students have a two-week period at the beginning of the school year (or semester, in the case of semester-long classes) to drop or add a class without penalty. They must complete the form found at the end of this handbook and return it to the Upper School Coordinator. After the two-week period, students are encouraged to continue in the classes they have scheduled, or they may incur a Withdraw Failing (WF) on their transcript. Students may petition the Division Coordinator to be allowed to drop a class after the two-week period in the case of extenuating circumstances.

Other Options for Credit

The Oakwood School encourages and works collaboratively with students who wish to pursue studies in non-traditional ways. Some seek enrichment, while others require remediation or have scheduling conflicts. In rare instances there are students who are ready to accelerate Oakwood's next sequential level of a discipline or continue a course of study beyond the scope of Oakwood's curriculum offerings. In all cases, students opting for non-traditional study options that will be counted for credit and/or included in Oakwood's GPA must petition the Division Coordinator prior to enrollment in the course. The typical time for petitioning is during Oakwood's normal registration process prior to the following year's scheduling.

Taking Courses through VISnet

The Oakwood School is pleased to make a variety of online courses available to students through VISnet's partnership with Aventa Learning, Middlebury Interactive, and Virtual High School. In addition, students may also take classes with North Carolina Virtual Public School. Students may take an online class for two main purposes: schedule conflicts or broadening interests. The Oakwood School endorses online courses as supplements to its own curriculum, not as replacements, except when schedule conflicts not of the student's own making result in Oakwood's graduation-required courses being inaccessible to students. In such cases, Oakwood would absorb the cost of the online class. Except by special petition, in all other cases, parents will pay the fee for online courses. If Oakwood waives the fee for an online course and a student drops the course, the family agrees to reimburse Oakwood the balance of the course's tuition. Please see the Oakwood School's virtual learning contract for more information.

- It is possible to extend or reduce VISnet course completion dates according to a student's circumstances. Under normal circumstances, however, Oakwood students in online classes are expected to complete their semester or year's work according to the same time frame that governs the normal Oakwood calendar unless they have received explicit permission from the Upper School Division Coordinator.
- Oakwood will provide each student with a mentor to oversee progress in online classes. This person checks in periodically with the student to offer encouragement, provide advice, and monitor time management. Students are encouraged to seek out appropriate teachers who can help them with discipline-specific questions as well as guidance with the process. The mentor will provide students with passwords for tests and exams, but will not proctor tests unless there are extenuating circumstances. Students are expected to abide by The Oakwood School's honor code when completing assignments, quizzes, tests and exams for online classes.
- Online learners typically need support with time management and encouragement, and parents should expect to take an active role in seeing that their child completes her/his work. The independence needed for online learning is a benefit to students but can become a liability without appropriate support from home.
- Students must complete their online courses in order to receive credit for them. Students wishing to modify ending points or course requirements should speak with their mentor and/or the Upper School coordinator.
- Online courses through VISnet that the school sanctions will appear on a student's Oakwood transcript as VISnet courses. Students will receive credit and a letter grade, and the grade will be calculated in the student's GPA.
- If a student wishes to take a VISnet course in the place of an Oakwood course without the school's approval, the class will not appear on the student's transcript, will not count towards graduation requirements, and will not be counted in the student's GPA.
- Beginning with the 2015-2016 school year, honors credit and quality points will be awarded only to online classes that are substantially similar to classes taught at Oakwood. Teachers, department chairs, and the division coordinator will decide on curricular alignment. Students are strongly encouraged to submit inquiries about quality points prior to signing up for an online class.
- Classes taught under the aegis of Middlebury that are marked "Fluency" will be designated as honors and receive honors quality points. "Competency" level classes will not be designated as honors and will not receive honors quality points.
- Any class labeled "Foundations" will not be considered for honors credit or quality points.

Credit Recovery Through Online Learning

Students wishing to earn credit hours for a class failed at Oakwood may do so through VISnet Credit Recovery. Students may earn the credit hours by earning a passing grade for the semester(s) failed at Oakwood. The grade earned for credit recovery, however, will not be included in the student's GPA. Credit recovery is an additional cost to the student; students will need to submit a virtual learning contract to the Division Coordinator to enroll in Credit Recovery Classes.

Receiving Credit for Courses Not Taken at the Oakwood School (MS/US)

The Oakwood School allows students to advance through subject areas in a manner faster than the standard course of study. Students should follow the guidelines below if they wish to advance in a subject and receive credit on their transcripts. There are two methods by which credit may be earned.

Students wanting to receive credit **from an accredited institution must follow these steps:**

- Obtain curriculum approval in advance by the Dept. Chair, Division Coordinator, and the Head of School.
- Receive a passing final grade using the scale of the accredited institution.
- Submit a transcript from the accredited institution to the Office of the Registrar.
- Obtain final approval from the Division Coordinator that course study has been completed.

Students wanting to receive credit through **Independent Study with instructor outside of The Oakwood School must follow these steps:**

- Obtain the curriculum and a timeline for completion in advance.
- Obtain curriculum approval in advance by the Dept. Chair, Division Coordinator, and the Head of School.
- Document all hours scheduled and all hours met for instruction.
- Document all student work, such as homework, quizzes, tests, and present to Dept. Chair and Division Coordinator.
- Take the final exam for the course as given by The Oakwood School, if applicable, to be arranged by the Dept. Chair, worth 20% of the final course grade.
- Receive a passing final grade using the scale of The Oakwood School.
- Obtain final approval from the Division Coordinator that course study has been completed.

Partnership with GLC and the Oakwood School

The Oakwood School is proud to partner with The Greenville Learning Center to offer students with learning differences the opportunity to receive the educational experience they need for their core classes coupled with the experience of being in mainstream classes at The Oakwood School.

- Students may enroll in GLC and The Oakwood School jointly, though each student's experience will be individualized for her/his own learning experience.
- The Greenville Learning Center will provide students with a transcript that reflects the curriculum studied there, while The Oakwood School will include only those classes taken on its campus on its transcript. Classes taken at GLC can be applied to The Oakwood School's graduation requirements.
- Students who are able to complete The Oakwood School's graduation requirements will receive an Oakwood diploma upon their graduation from Upper School and participate in The Oakwood School's graduation ceremonies.
- If a student is unable to complete The Oakwood School's graduation requirements in conjunction with The Greenville Learning Center, but completes a satisfactory course of study in both places, the student will earn a certificate of completion of a joint program between The Oakwood School and The Greenville Learning Center at graduation. The student will participate in The Oakwood School's graduation ceremonies.

Academic Probation Policy/Athletic Eligibility Policy

- A student whose academic average for the immediately preceding quarter is below a 70 in any core course will be placed on Academic Probation.
- Any student on Academic Probation will be required to attend scheduled extra help sessions for any courses in which her/his grades were or are below a 70.
- Academic Probation will remain in effect until the student's average is 70 or above in all core courses.
- Oakwood reserves the right to deny continued enrollment for students who enter Academic Probation status at any point during the year and who fail to demonstrate sufficient academic progress.

- Involvement in sports or other extracurricular activities will be determined on an individual basis by the Division Coordinator for any student on Academic Probation.

Academic Integrity and Honor Code

Oakwood is a school based on respect, responsibility, and honesty. A mutual trust must exist between students and faculty with personal integrity creating the foundation of this relationship. An Honor Code has been developed to promote personal and academic integrity:

“I will be truthful and respectful of the Oakwood School community, and I pledge on my honor not to harass, bully, or intimidate others, lie, ~~cheat~~, steal, cheat, or plagiarize.”

Responses to Academic Dishonesty and Honor Code Violations

All academic dishonesty offenses and most honor code violations will be presented to The Oakwood School’s Honor Council; repeated offenses may result in dismissal. In some instances of serious honor code violations, the Head of School and Upper School Coordinator assess the violation and determine the consequence.

The Honor Council

The Upper School Honor Council includes students and faculty who are committed to upholding shared values and expectations. Its intent is to develop among students a sense of responsibility for personal conduct and for the wellbeing of the larger community. The Honor Council determines consequences for violations of the code of student conduct. Elected students and appointed faculty serve on the Honor Council. Complete confidentiality is expected and required from all members.

- The Honor Council hears cases that include, but are not limited to, lying, theft, vandalism, and academic dishonesty. (Cases that include hazing, bullying, harassment, and patent disrespect will be heard by the Upper School Division Coordinator and in some cases by the Head of School as well.)
- A faculty member reports the student’s violation of school rules to the student’s advisor. The faculty member or the advisor then reports the violation officially to the Upper School Division Coordinator for possible presentation to the Honor Council.
- After an investigation of the student’s misbehavior by the Upper School Division Coordinator and/or the Head of School, the Head of School requests that the Honor Council convene at the earliest possible time.
- The faculty member and the student prepare a written narrative about the case. The student is not obligated to implicate anyone else.
- The Honor Council’s responsibility is to determine the appropriate response to the breach of student conduct.
- The Honor Council is to treat students as fairly as possible when rules are broken. The Honor Council is not a trial, and rules of evidence do not apply.

Honor Council Membership

The Upper School Honor Council includes students and faculty who are committed to upholding shared values and expectations.

- The Honor Council is composed of eligible students (see #2 below for eligibility rules) elected by the Upper School student body and of self-appointed faculty members. The Upper School Division Coordinator will serve as the nonvoting chair of the Council, but may vote in the event of a tie.
- Each spring students in the Upper School elect members for the Honor Council from their classes. Rising ninth, tenth, eleventh, and twelfth graders self-nominate three members each from their Advisory Groups. The Upper School then votes on the entire slate. Rising eighth graders are elected by members of their class only. Eighth graders serve as non-voting members of the Honor Council.
- No student who has been subject to disciplinary action during the school year may be nominated for the spring election.
- Advisors supervise the election.
- Faculty membership is by self-appointment. The Head of School appoints additional faculty representatives to the Honor Council, if needed. Faculty members serve for a term of three years.
- Student membership to the Honor Council is for one year unless there is need for dismissal. There are no term limits for council membership. Student members who are brought up for disciplinary action or who violate the confidentiality rules will be dismissed from the Honor Council.
- Membership on the Honor Council is contingent on the completion of training sessions.
- For each hearing, the Upper School Division Coordinator selects three faculty representatives, three voting student members, and one non-voting student member of the Honor Council. Teachers and students may

excuse themselves from a hearing if they may be unable to be impartial or if they cannot be available for the hearing.

Procedure for the Hearing

- A faculty member reports the student's violation of school rules to the student's advisor. The faculty member or the advisor then reports the violation officially to the Upper School Division Coordinator for possible presentation to the Honor Council.
- After an investigation of student misbehavior by the Upper School Division Coordinator and/or the Head of School, the Upper School Division Coordinator or Head of School requests that the Honor Council convene at the earliest possible time.
- The reporting faculty member and the student prepare a written narrative about the case. The student is not obligated to implicate anyone else.
- The Upper School Coordinator provides the student and parents with a written statement of the facts of the case, as they are understood. The student reviews the statement, and changes are made if needed. When there is a disagreement regarding the facts, this is noted in the statement. The student signs the final statement, and it is submitted to the Honor Council.
- The student selects a faculty member that has taught the student within the past year and who knows the student well to assist and support the student in this process. The advocate discusses the incident with the student, attends the hearing with the student, speaks on the student's behalf, and meets with the student following the hearing.
- Once the Honor Council convenes, the Upper School Coordinator provides copies of the signed final statement, the faculty and student narratives, and other documents as needed. The Upper School Coordinator or Head of School answers questions by members of the Honor Council to clarify aspects of the case.
- The student and faculty advocate then join the hearing. The student is allowed to make a statement to the Honor Council and answer questions related to the statement. **Lawyers and parents are not permitted at the hearings.**
- The faculty advocate then makes a statement. The advocate may choose whether to have the student leave or remain to hear her/his statement. Both are then excused from the hearing.
- The Honor Council discusses the facts of the case and proposes disciplinary action to the Head of School. Appropriate consequences include, but are not limited to, suspension, community service, loss of privileges, and dismissal. Factors such as previous record, forthrightness, cooperation, remorse, and intent will guide the Honor Council.
- The Honor Council reaches a majority vote by the end of the hearing. In the event of a tie, the Upper School Coordinator votes.
- The Upper School Coordinator presents the recommendation of the Honor Council to the Head of School. The Head of School accepts the recommendation, returns the case to the Honor Council for further consideration, or determines another course of action. Once the Head of School accepts a recommendation/finalizes a course of action, the family and student are informed of the outcome. The process for the Honor Council stops here.
- The student's record reflects the final decision of the Honor Council or the Head of School.
- Students have the opportunity to write a letter or narrative concerning the incident to be included in his or her academic record.

College Notification of Disciplinary Actions

- The Oakwood School maintains and benefits from a relationship with colleges and universities based on openness and trust. Inherent in this relationship is their expectation that if the institution asks on its School Report form whether a student has been found responsible for a disciplinary violation, the school will answer honestly. The disciplinary violation may be related to either academic or behavioral misconduct that "resulted in the applicant's probation, suspension, removal, dismissal, or expulsion" from Oakwood. It is the expectation of The Oakwood School that the student will answer the question honestly on any college applications that ask about disciplinary actions. The college counselor will also report the infraction and the disciplinary action taken on the School Report Form. The College Counselor will work with the student, in collaboration with the Upper School Coordinator who oversees all Honor Council meetings, to provide an appropriate summary explaining the situation.
- If the infraction occurs after the application has been submitted, The Oakwood School expects the student to send a letter to the colleges and universities to which she or he has applied explaining the situation with

regards to the disciplinary action, and the College Counselor will also report the infraction and disciplinary action taken to the respective colleges and universities.

STUDENT EVALUATIONS / REPORT CARDS PHILOSOPHY – ALL DIVISIONS

The subject of student evaluation requires careful and detailed explanation because considerable parent and student anxiety and misunderstanding can develop around it. Oakwood has developed a student evaluation and reporting system that varies by division. In the Lower School division, checklists and narratives are used as the means of communication for grades PK through 2. In 3rd grade and beyond, letter grades and comments are used. In all divisions, formal conference days are scheduled at least once a year. It is the school's firm belief that it is critical to children's positive development and clear sense of identity that they and their parents be given honest and specific feedback about student growth and progress at school.

At the younger ages, checklists, narratives, and conferences help parents get a sense of their child's growth and development at school. Communication between teachers and family members helps children feel supported, loved and nurtured and allows areas that need strengthening to be supported and areas of strength to be celebrated. In this atmosphere of open and honest communication, children grow happily, developing new competencies and gaining confidence.

At older ages, the students begin to read their own grades and comments, but parents need to pave the way for a positive response to evaluation. When children are given honest and specific feedback to know where they stand and what they need to work on, they feel safe and they can then move ahead and build on areas of strength and develop and improve areas of weakness. Oakwood has a profound commitment to students' healthy development. The School also believes that student worth can never be measured in numbers and letters. The numbers and letters have nothing to do with who they are or how much they are loved. They are simply a measure of children's achievement in a particular subject at a particular point in time. Effort can increase, study skills can improve, achievement can go up or down, but children's sense of worth and being cared for should never be tied to grades.

Oakwood's goal is to help students understand what has happened when they get a lower grade than they expected, and help them figure out what needs to be done differently if they want to do better the next time. Through dialogue and patience, children grow and increase in self-awareness and gain a sense of independence and responsibility for their own lives. The School needs parent support in helping students understand that grades are descriptions of performance, not judgments about character and future prospects.

XVIII. ATHLETICS – MIDDLE AND UPPER SCHOOL

PHILOSOPHY

The Oakwood School is committed to providing competitive opportunities through interscholastic, recreational, and intramural sports programs. Through these opportunities students are encouraged to consider athletic participation at all levels as a vital part of their personal growth and educational experience at The Oakwood School.

Competitive, interscholastic sports are offered from the seventh through the twelfth grades. Soccer, cross-country, basketball, cheerleading, golf, tennis, swimming, and baseball are available for boys. Volleyball, cross-country, basketball, cheerleading, swimming, tennis, soccer, golf, and softball are available for girls. Oakwood participates in the Carolinas Independent Conference (CIC) and is a member of the North Carolina Independent Schools Athletic Association.

GOALS FOR OAKWOOD ATHLETICS

- To follow the educational philosophy and mission of the school.
- To model a commitment and approach consistent with NAIS (National Association of Independent Schools) guidelines.
- To encourage responsible leadership, which places the highest priority on values, education, ethical conduct, fair play, and sportsmanship.
- To guide each participant to reach her/his highest potential in physical conditioning and skill development.
- To provide a program which is safe, and holds the health and welfare of all participants to the highest standard.
- To interact fairly and equitably with all students.

- To provide an enjoyable and rewarding experience that develops an appreciation of physical fitness, as well as educational, athletic, and emotional growth.
- To provide a forum in which students can strive for excellence through competition.
- To maximize student, parent, and faculty involvement in The Oakwood School athletics.

SPORTSMANSHIP AND CITIZENSHIP

Good sportsmanship is a trademark of The Oakwood School. Constituents should make a special effort to welcome visiting teams and their fans. Actions such as booing, catcalling, or vulgarities undermine this effort and will not be tolerated. Oakwood expects students and parents to root enthusiastically for its players but not against the opposition or the officials. As representatives of The Oakwood School, all constituents are expected to behave in an exemplary fashion at all times.

NO CUT POLICY

If a student wishes to participate on a team, there is a place for that individual; no cuts are made for any teams in keeping with the school's stated philosophy of advocacy for interscholastic athletic participation. With a no-cut policy, playing time in games can become an issue. Coaches will use their discretion to balance the following, sometimes conflicting priorities: meaningful playing time for as many team members as possible; competitive outcomes; student safety. There is no guarantee of equal or minimum playing time for younger and/or less experienced players, however, coaches will do their best to serve the range of skill levels on a team.

MEDICAL APPROVAL

Students planning to take part in interscholastic athletic competition are required to have a recently completed physical exam indicating that they are in good health and able to participate in competitive physical activity.

ATHLETICS AND SCHOOL REQUIREMENTS

- Regular school attendance is required, even after late games.
- An athlete must attend a minimum of four classes on the day of a scheduled athletic contest in order to compete in the contest.
- Absences or tardies after away games will not be excused. Only the Head of School or the Division Coordinators may make an exception to this rule.
- Each athlete must turn in all academic assignments due the day of a game before leaving school.
- Each athlete must check with his or her teachers to get all assignments prior to dismissal and is responsible for completing the assignments made during his or her absence.
- Tests missed because of an early athletic dismissal must be made up the day the student returns or at each teacher's convenience.
- A test for which a student is unexpectedly present due to cancellation of a game must be taken at the scheduled period.

XIX. STUDENT SERVICES

COUNSELING

Oakwood has a professional counselor on the faculty to work with students, teachers, and parents in a variety of settings and capacities. The counselor may meet with individuals, small groups, or entire classes. Students, teachers, and parents may all suggest and initiate meetings with the counselor. In addition to individual services, the counselor will facilitate communication among students, teachers, and parents.

Counseling and Guidance in Grades PreK-12

The school counselor works closely with the students, teachers, and parents to form a team that supports all students, as they grow through the stages of development appropriate for their ages. The counselor is available to meet with individual students and to provide assistance to parents and teachers as they interact with the students.

In addition the counselor may provide programs for small interest groups on topics such as loss and friendships or the counselor might develop grade appropriate lessons for an entire class that explore issues of concern and enhance the character virtues emphasized by the school (respect, integrity, etiquette, compassion, commitment, honesty, equality, responsibility, and gratitude). Students, parents, or teachers are encouraged to schedule conferences with the counselor about issues of concern.

It is the goal of the counseling department to support the mission of the school by enabling the students to reach their highest potential academically, socially, and emotionally. The goal can be accomplished best when the parents, faculty, and counselor work in a cooperative manner as the support team for the students.

College Counseling and Guidance in Grades 9 – 12

Oakwood's College Counselor works to help students identify colleges and universities that are best suited for their talents, interests, aspirations, and needs. The counselor is actively involved in many facets of the application process and provides support for both students and parents.

The college advising process formally begins in the junior year. Student surveys and family conferences identify goals, interests, and strengths. Further, all Upper School parents are invited to "brown bag lunches" to ask questions of the college counselor and to learn about the college search process from other parents. The ultimate goal is to create an optimal match between student and college. Students are encouraged to visit colleges during the spring and summer months. Most students register to take SAT and ACT tests in the junior year.

In the senior year the process continues with frequent meetings between students and the college counselor. The Head of School, College Counselor, and Upper School teachers write letters of recommendation and offer suggestions for application essays. Guidance is extensive and thorough.

Student Support Services

Although the school is typically able to meet the needs of all of its students, there are times when some students struggle in the program of study at Oakwood and would benefit from additional support. When this is evident the child's teacher and the appropriate division coordinator may recommend one or more of the following interventions.

- One-to-one tutoring may be advised to help allow a student master particular aspects of the academic program. The School supplies a list of tutors who are available to meet with students at school during the school day or after school hours. Parents are responsible for all fees associated with tutoring and make financial arrangements directly with the tutor.
- Referral to a credentialed professional for an educational evaluation to determine the student's learning strengths and educational needs may be advised. Any school-aged student in Pitt County is eligible for an educational assessment through Exceptional Children's Services in the Pitt County Public Schools. This testing is free of charge but may not result in a timely process. The school can also supply a list of qualified practitioners who provide this service. These practitioners are not affiliated with Oakwood and charge a fee for their services, yet the School from prior experience has found them extremely helpful. The division coordinator and/or teacher and the parent meet after the assessment is concluded to discuss the findings and recommendations, and a list of accommodations that fit within the parameters of The Oakwood School mission, philosophy, curricula, and classroom structures is drawn up in order to help the student meet with success in Oakwood's program of study.
- The Oakwood School partners with the Greenville Learning Center (GLC) to offer students with learning differences the opportunity to receive the educational experience they need for making progress in reading, writing, and math skills. GLC may be recommended for students who consistently struggle in the Oakwood program.

XX. GENERAL STUDENT POLICIES & PROCEDURES – ALL DIVISIONS

BOOKS AND MATERIALS

Almost all student supplies for the Lower and Middle School students (grades PK - 7) are provided by the school. These supplies are included as part of the annual school fee that is charged to all enrolling students at the beginning of the school year. Student supplies will include "consumable resources" (workbooks, novels, binders, pencils, paper, magazine subscriptions, etc.) and texts (online or hard copy) used for particular grade level curricula or courses. Ordering supplies in this way ensures that all students have all of the materials they need for the start of school, and much better pricing is achieved by ordering in bulk.

Lower and Middle School students (grades preK - 7) should supply their own bookbags / backpacks. For safety reasons and in consideration of space in the classrooms and locker areas, bookbags/backpacks without wheels are recommended.

In Upper School many student supplies are provided to the students and are included as part of the annual school fee that is charged to all enrolling students at the beginning of the school year. These supplies include consumable resources such as workbooks and novels as well as online and hard copy texts. Students are responsible to buy their

own binders, notebooks, pencils, pens, paper, calculators etc. since Upper School students' organizational styles are so different.

All Middle and Upper School students are responsible for purchasing their own iPads/laptops as outlined under Technology Program in this Handbook.

CURRICULUM OVERSIGHT

Annually, members of school leadership in all divisions review and analyze the curriculum and the published guide to ensure that our course offerings align with our mission and are current in regard to solid educational trends that will best benefit our students' growth and success. The Oakwood School values the diversity among its families and therefore realizes that viewpoints may vary on appropriate materials, methodologies, trips, or other components of the school's curriculum and activities. If a student or parent objects to a component of a class or student life, the parent should contact the teacher for clarification. If satisfaction is not acquired, then the parent should contact the appropriate Division Coordinator for further inquiries. The school will handle each concern on an individual basis to allow for sensitivity in each situation. In the case of an objection, an alternative project that meets the educational goal will be assigned. The school does not promote any certain political or religious view or approach. Our philosophy regarding curriculum is to expose our students to experiences that will nurture them to become respectful, responsible, and empathetic global citizens who will make a difference in the world.

STANDARDIZED TESTING

In January every year, The Oakwood Schools administers standardized tests to students in grades 3-9. These tests provide valuable insights into a student's learning styles, abilities, and achievement and allow our faculty to develop strategies to support student success. The tests also provide the school's administration insights into how the school compares to other schools (public and independent) nationwide and helps guide curriculum discussions.

Oakwood's third through seventh graders take a battery of tests called the CTP (Comprehensive Testing Program) published by ERB (Educational Records Bureau), which measure achievement in key areas of learning. Depending upon a child's grade level, areas of testing may include verbal reasoning, word analysis, reading comprehension, auditory comprehension, writing mechanics, writing concepts and skills, quantitative reasoning, and mathematics. The test results are sent to parents.

Our third, fifth, seventh, and ninth graders take the Otis Lennon Test, which measures cognitive abilities that relate to a student's academic success in school by showing a picture of a child's verbal and nonverbal abilities. This battery evaluates a student's performance on a variety of tasks, including detecting likenesses and differences, recalling words and numbers, defining words, following directions, classifying, establishing sequence, solving arithmetic problems, and completing analogies. These scores are also shared with parents.

In 8th and 9th grades students take the PSAT test and above grade 9 students take the SAT or ACT test as they prepare for college entrance.

If a student begins to face a significant struggle with the academic demands that result from Oakwood's challenging curriculum, psycho-educational testing may be required to help the school administrators, teachers, and the child's parents determine how best to meet the child's needs. This kind of evaluation results in a thorough list of recommendations. Oakwood administrators judge which recommendations can be accommodated within the parameters of The Oakwood School mission, philosophy, curricula, and classroom structures and meet with the student's family to discuss the accommodations the faculty and staff are able to implement as well as to assess the student's continued success at Oakwood.

CELL PHONES

Upper Middle School (grades 6 - 7) and Upper School (grades 8-12): Students in grades 6 and 7 and in the Upper School may carry cell phones with them, but these should not be visible or heard during academic times. Students using cell phones inappropriately during the school day will be asked to give their phone to a teacher.

Lower Middle School (grades 4 - 5): Students must keep their cell phones in their backpacks or lockers. Phones should not be visible during the school day, including recess and lunch. All classrooms have phones, and students may ask teachers to use these phones if they need to make a phone call.

DRESS CODE

Students should dress in a manner that is respectful and appropriate for school. Parents are encouraged to make sure their children are appropriately dressed for the school day and for current weather conditions. The advisor / homeroom teacher will call parents if a student is dressed inappropriately.

Clothing must be neat, clean, in good repair, and appropriate for classroom activities.

Guidelines

- All clothing with a waistline is to be worn at the waist or on the hips.
- The length of dresses, skirts, and shorts must be an appropriate length so as not to cause a distraction to others.
- No shorts, pants, or skirts may be worn with underwear showing.
- Bare midriffs are not allowed. Undergarment straps should not show.
- Hats, caps, etc. may not be worn inside school buildings unless part of a religious observance.
- T-shirts are permitted but may not display images of an indecent or offensive nature, nor advertising for any substance not permitted on campus (e.g. beer, cigarettes, etc.).
- Younger children who play on playground equipment should wear shoes, sneakers or substantial sandals, not flip-flops.
- The dress code should be adhered to for all Oakwood School functions and events.

Dress for Fitness and Athletics

Students must be fully prepared and appropriately dressed for fitness classes and athletics. Students are required to wear an Oakwood t-shirt, shorts, and appropriate athletic shoes.

Students in grades PK-5 may wear their fitness clothing throughout the class day. Sixth and seventh graders and Upper School students must change into and out of fitness clothing in the changing rooms in Agnes Q. Monk Hall.

END-OF-DAY CLEAN-UP

As a matter of community responsibility, students are asked to clean up the classroom and adjacent areas (hallways, picnic areas) at the end of lunch, recess, or each school day. Clean-up jobs include: picking up floors; tidying desks and shelves; cleaning white boards and erasers; straightening desks; stacking chairs; and cleaning the playground.

FIELD TRIPS

Class field trips are an important part of Oakwood's educational program. Trips are designed to be educational, fun, and class bonding experiences. All Middle and Upper School classes take extended overnight educational trips. Faculty members supervise students on all field trips and, at the Lower School level; parents may be asked to supervise as well. A blanket permission for a student to participate on school-sponsored trips is granted by a parent or guardian at the beginning of the year.

Guidelines for Lower School parent chaperones on field trips:

- Teachers will assign specific duties for each chaperone.
- While chaperoning, parents should consider themselves "on duty." They should not have side conversations or talk on cell phones.
- Siblings are not permitted on field trips. Parent chaperone attention must be on the students participating.
- All students must travel to/from field trips on school-arranged transportation (bus). Parent chaperones must travel on school-arranged transportation (bus) whenever possible. If there are not enough seats on a bus for students, teachers, and chaperones, parent chaperones will follow in another vehicle.
- Parents wanting to depart directly from a field trip and take their own child must make prior written arrangements on the permission slip. They may not take other students without specific prior written consent from the other students' parent.

Oakwood standards of behavior are to be upheld by all trip participants, regardless of the rules or guidelines of any sponsoring agency. For safety purposes, Lower School and Lower Middle School students (grades 4 and 5) will wear readily identifiable school shirts while on field trips. All students should dress and behave in a manner that reflects well upon Oakwood while out in the community.

TECHNOLOGY PROGRAM

4th, 5th, 6th and 7th grade students are required to purchase an iPad (minimum iPad2 16GB). Upper School students may choose to use an iPad or a MacBook laptop for school. Please see the Eagle Tech Blog on the school website or contact the Technology Department for further information.

LEAVING CAMPUS

Students leaving campus for any reason should have a note from their parent or guardian to give to their advisor or homeroom teacher or a parent may email this information to the advisor or homeroom teacher. Students must sign out when they leave, and back in when they return. Students, even those who drive independently to campus, will not be allowed to leave campus without express parental or guardian permission. The off campus lunch privilege for seniors does not give a senior permission to leave campus at other times of the day.

LOST AND FOUND

The Lost & Found is in the school's main office. At the end of each month, items not claimed will be given to a charitable organization. To facilitate the return of items, please ensure that the student's name is clearly marked on all coats, hats, gloves, backpacks, lunch boxes and other personal items.

LOCKERS – MIDDLE SCHOOL

Nothing should hang on or be taped to the outside of lockers. Decorations on the inside must be held in place by magnets and not tape. Oakwood reserves the right to check lockers. Oakwood is not responsible for items in lockers.

LUNCHES AND SNACKS

Students may either bring their own lunches or pre-order lunches provided at school through Eagle Landing. Students bringing their own lunch should make sure the container is clearly marked with his or her name and stored in an appropriate location during the morning. Children should bring their own nutritious snack for the mid-morning recess break. **Parents who bring lunch to students during school hours should leave the lunches for Lower and Middle School students in the office and lunches for Upper School students at the Upper School front desk.** These lunches will be delivered at the appropriate time. Some classrooms are designated nut-free if a child in the class has an allergy that warrants such designation.

LIBRARY

Lower School and Grade 4 have a formal library class once per week with the school librarian. At other times, an adult must accompany Lower School students when visiting the library. Students should not be in the library without an adult present and are required to treat the library and its collection with respect.

All books and other resources must be checked out. Failure to do so will be treated as a matter of academic dishonesty. Students will be charged replacement fees for materials not returned to the library.

STUDENT MESSAGES AND TELEPHONE USAGE

The office will attempt to deliver urgent messages to students during the school day. Students may use a school phone if an urgent situation arises. Parents are discouraged, however, from calling their children during the school day since parent phone calls to students are disruptive to the classroom routine and flow of the day.

SCHOOL PICTURES

In the fall, individual and class pictures are taken to document students at Oakwood, to be included in the yearbook, and as a service to parents.

SIBLING ATTENDANCE AT CLASSROOM EVENTS (LOWER SCHOOL)

Each grade level celebrates student work and accomplishments in various ways, i.e. Authors' Tea, Cooking Around the Continents, *The Great Kapok Tree* play, Biographies Around the World, etc. These events are intended to focus on the students and their work, and parents are an important part of these celebrations. Siblings who attend these events may take away the focus from the students and the event as well as cause unnecessary disruption to the class and other classrooms. Teachers will notify parents of the appropriateness of sibling attendance at scheduled events. This policy is event-specific and may change from event to event or grade level to grade level.

XXI. TECHNOLOGY

Technology Resources at The Oakwood School Terms and Conditions for Responsible Use

Introduction

Please read the following carefully before signing this Responsible Use Policy (RUP). Each student, along with her/his parent or guardian, must sign this form before the student will be allowed to have access to technology hardware, network, and software at The Oakwood School. Access to The Oakwood School's network and its connections to the Internet are available campus-wide to promote educational excellence at The Oakwood School by facilitating learning, resource sharing, communication, and innovation.

The Internet

Access to the Internet at The Oakwood School is for educational purposes to assist students in identifying resources, gathering information, and developing the technical and critical thinking skills they will need in the future. With this access comes the responsibility to conduct oneself in a positive and socially acceptable manner. In offering Internet access, we firmly believe that the valuable information on and interactions created by this worldwide network far outweigh the possibility that users may locate material that is not consistent with the educational goals of The Oakwood School.

The smooth operation of a computer network relies upon the proper conduct of the users who must adhere to practical guidelines. These guidelines are provided so students are aware of the responsibilities they exercise. In general, this requires efficient, ethical, and legal use of the network resources as well as consideration of others who use the services.

e-mail

The main purpose of having e-mail at school is to make communications within our school community more efficient. Teachers will communicate electronically with students using their Oakwood e-mail accounts.

Individual teacher policy may vary, but e-mail should not be the main method of turning in digitally-produced assignments, since using a teacher's drop box is more efficient and reliable than e-mail. Oakwood e-mail accounts may be used for both school-related and personal communications.

Terms and Conditions for Use of Computers and the Internet In The Oakwood School Middle School

1. Responsible Use

The primary purpose of the Internet and computers is to support the educational program at The Oakwood School; therefore, they may be used for academic and school-related activities only unless a teacher gives permission to use the computer for other reasons.

Unless necessary for an academic or school-related activity and sanctioned by the supervising teacher or adult, the following are prohibited during school: online gaming, virtual worlds, downloading data or programs (including apps, software, movies, TV shows and music), streaming radio stations, or streaming videos.

The basic test for academic or school-related activities is the question, "Is this use of the network directly related to an academic assignment or the production of a school publication?"

If students are permitted by a teacher, or other supervising adult to use computers and the network for personal use, they must not purposefully view, play, listen to, or share any material that is deemed inappropriate for their age group.

2. Privileges and Monitoring

The use of computers at Oakwood, either school or student owned, and the Internet is a privilege, not a right, and inappropriate use of these resources will result in the suspension of the student's privilege.

Other school disciplinary actions may be taken, if deemed appropriate.

It is expected that students will be responsible for their own actions and will follow the guidelines in this document.

Faculty members have the responsibility and authority to enforce these guidelines as they have with any school policies and rules. Use of the Internet and computers that violates any school policy will result in referral to the Division Coordinator or Head of School.

Oakwood does not constantly monitor student computer usage; however, the technology staff may need to determine what individual users are doing and document this activity at various times and for various reasons including security, maintenance, and network/bandwidth management. As with any computer network, it is often possible to track the use of and communications made by individual computers. Students must be aware that they are responsible for the appropriate use of their computers at all times. On occasion, if there is a significant reduction of network connectivity and response, monitoring software will be utilized to try to identify the cause. If the problem is related to a student's non-academic activity, then a notice or verbal warning will be issued as a reminder of proper responsible use, unless, of course, the action is a serious infraction of an Oakwood rule such as bullying or viewing a clearly inappropriate site. If the same student continues the same, or reasonably similar, behavior, then disciplinary action will be taken.

The Oakwood School makes space available to students on its servers for both private and public storage of data. All files stored there are the property of The Oakwood School and may be accessed by support staff at any time. Applications, programs, music, videos, and personal photographs are not to be stored on the server. Occasionally those types of files are removed from the server without student consent. It is important, however, that the staff maintain professional respect for content created by students.

Students are responsible for backing up their own data. Folders on the school server can be used for this purpose; however, Oakwood cannot take responsibility for student files on their personal hard drives. Personal data should be backed up on a personal external device (flash drive, external hard drive, home computer hard drive, online backup service, etc.). It is also wise to have an additional source of back up for school files. Teachers try to be understanding about computer issues, but schoolwork handed in late because of computer problems may be assessed as late.

3. Etiquette and Behavior

Students are expected to abide by the generally accepted rules of computing and network etiquette as well as guidelines created by the faculty and technology department members. These include (but are not limited to) the following:

- Students must treat equipment carefully as digital equipment is fragile.
- Students must have the permission of a teacher – either implied or specific – in order to use the Internet. In a classroom setting, students must refrain from internet use, e-mail, instant messaging, or other network uses unless instructed by a teacher. Inappropriate computer use will be treated as a matter of disrespect toward the teacher and fellow students.
- Students must be polite and show respect when communicating by means of their computers. Swearing, using vulgarities or any other inappropriate language, or engaging in cyber-bullying are unacceptable. It is expected that students conduct themselves on the Internet in the same manner that they would in a face-to-face meeting according to our Student Code of Conduct.
- Students may not use e-mail for sending chain letters, flame mail, or bulk unsolicited emails known as spam.
- Students may not write, text, blog, instant message, send, use, download, print, display or peruse any obscene, threatening, harassing, or otherwise offensive messages or pictures by computer, cell phone, or other digital device.
- Students may not engage in any activities that could disrupt the computer network for others such as downloading large files, or knowingly downloading files that contain malware.
- All material not created by a student her/himself is considered someone else's personal or intellectual property and must be acknowledged by citing the author and source from which it came. Plagiarism or unacknowledged use of information found on the internet may be a violation of the Oakwood School Honor Code and/or copyright law.
- Students must not copy files created by other students or teachers without permission.
- Students may not share music, applications, movies, photos, or games. Running software such as a Torrent, Vuze, 4shared, or Frostwire to facilitate sharing is strictly prohibited.
- Students may not use anyone else's password, e-mail, or internet identity. Trespassing, deleting, or altering in any way anyone else's folders, documents, or files is prohibited. Violations will be treated as a matter of dishonesty.
- Students should not share their passwords with others. STUDENTS WILL BE HELD RESPONSIBLE FOR

THE CONTENTS OF THEIR SERVER FOLDERS and any activity conducted in other people's folders under their login.

- Students may not disclose anyone's personal information (e.g., address, phone number, or confidential information), including her/his own or that belonging to a fellow student, family member, or staff member.
- Students may not engage in any illegal activity.

4. Cautions

There is no organization or body controlling the reliability or truth of information available on the Internet. Information on the Internet is not always accurate, unbiased, or truthful. In using the Internet, students must determine the accuracy or quality of information and be certain it comes from reliable sources.

Electronic communication (e-mail, chat, videochat) is not guaranteed to be private. Students should remember this in all digital communications. When posting to a site those materials become the property of the site's owners and can be redistributed at any time without the poster's permission. A site's privacy and security policies should always be checked.

5. Publishing on the Web

- Students may not include their names or pictures on any material they publish openly on the web unless explicit permission is given by The Oakwood School's Technology Coordinator or Communications Director, along with prior written approval by a parent or guardian.
- In a social networking situation students should use caution in identifying or tagging other students. Privacy settings should be set to private. Students should not friend someone they don't know. We want students to be careful when using social network sites and to know that profile pictures and names may be purposely inaccurate. Dates or times of events that take place in a public place should not be posted. It is not wise to post pictures of students wearing school-identifying clothing.
- Students' online conduct should reflect the conduct they would use in any other public place. Students have the right to free speech, but they must accept that anything published on the Internet will be held to the expectations of student conduct as outlined in the Student Handbook.

Terms and Conditions for Use of Computers and the Internet In The Oakwood School Upper School

1. Responsible Use

The primary purpose of having access to the Internet and using computers at Oakwood is to support the educational programs at The Oakwood School. So that your teachers can conduct their classes without distractions, please use common sense when using your laptop. Therefore they may be used:

Primarily for academic and school related activities during school hours: 8:15 a.m. - 3:30 p.m.; students using the computers for personal use must yield to students needing the computers for academic or school-related activities;

During class time, students must use their computers only for academic purposes unless otherwise stated by the teacher. Facebook, ichat, surfing the internet, etc. during class time is prohibited.

Participating in non-academic activities such as online gaming, virtual worlds and downloading data or programs, listening to internet radio stations, or streaming videos during a student's free time is allowed, though students are expected to use good judgment in managing their time.

2. Privileges and Monitoring.

The use of computers at The Oakwood School, either school or student owned, and the Internet is a privilege, not a right, and inappropriate use of these resources will result in the suspension of the student's privilege. Other school disciplinary actions could be taken, if deemed appropriate.

It is expected that the students will be responsible for their own actions and following the guidelines in this document. Faculty members have the responsibility and authority to enforce these guidelines as they do with any school policies and rules. Any improper use of the Internet and computers that also violates school policy

will result in referral to the Head of School.

Oakwood does not constantly monitor student computer usage. However, on occasion the technology staff will begin brief monitoring for various reasons including security, maintenance, and if there is a significant reduction of network connectivity and response. If it is found to be related to a student's non-academic activity then a notice or verbal warning will be issued as a reminder of proper responsible use. If the same student continues the warned behavior then disciplinary action may be taken.

The Oakwood School makes space available to students on its servers for both private and public storage of data. All files stored there are the property of The Oakwood School and may be accessed by support staff at any time. Applications, programs, music, videos are not to be stored on the server. Occasionally those types of files are removed from the server without your consent. Professional respect for content created by students is mandatory procedure by the staff.

3. Etiquette and Behavior

You are expected to abide by the following rules, which are the generally accepted rules of computing and network etiquette. These include (but are not limited to) the following:

- Treat equipment carefully, as digital equipment is fragile
- Be polite and show respect. Don't swear, use vulgarities or any other inappropriate language. Do not engage in cyber-bullying. It is expected that you conduct yourself just the same as if you were in a face-to-face meeting according to our Student Code of Conduct.
- Email may not be used for chain letters, spamming, or flame mail.
- Do not write, text, blog, instant message, send, download, print, display or peruse any obscene, threatening, harassing, or otherwise offensive messages or pictures by computer, cell phone, or other digital device.
- Do not engage in any activities that could disrupt the computer network for others, for example downloading large files, knowingly downloading files that contain viruses, or online gaming.
- All material not created by you is considered personal property and must be acknowledged by citations and/or Works Cited references in any reports. Plagiarism or unacknowledged use of Internet based information may be a violation of Copyright law.
- Do not copy files created by other students or teachers without permission
- Do not share copyrighted music, applications, movies, or games. Running software such as a Torrent, Limewire, and Frostwire to facilitate sharing is strictly prohibited.
- Do not use anyone else's password or share your password with others. You will be held responsible for the contents of your folders.
- Do not trespass, delete, or alter in any way anyone else's folders, documents, or files.
- Do not disclose anyone's personal information (e.g., address, phone number, or confidential information), including their own or that belonging to a fellow student, family member, or staff member.
- Do not engage in any illegal activity.
- Do not use the voice feature on your cell/smart phone inside during school hours and use common courtesy when around others at other times. Do not record audio or video of others without their permission.
- Do not purposely view, play, share or listen to any material that is deemed inappropriate for your age group.

4. Email Guidelines

- The main purpose of having email at school is to increase the efficiency of our communications with our school community.
- Oakwood email accounts may be used for both school related and personal communications
- Your Oakwood email will be the primary email account that your teachers will use to communicate with you.

5. Cautions

- There is no organization or body controlling the reliability or truth of information available on the Internet. In using the Internet, you must be discriminating in recognizing the accuracy or quality of

information on the Internet. Just because something is on the Internet is no guarantee that it is factually accurate, unbiased, or the truth.

- Note that electronic communication (e-mail, chat, videochat) is not guaranteed to be private. Remember this in all digital communications. When you post things to a site, those materials become the property of the site's owners and can be redistributed at any time without your permission. Check the site's privacy and security policies.

6. Publishing on the Web

- Students may not include their names or pictures on any material they publish on the web unless explicit permission is given by The Oakwood School's Technology Director or Communications Director, along with prior written approval by a parent or guardian.
- In a social networking situation students should use caution identifying or tagging other students. Make sure privacy settings are set to private. Don't friend someone you don't know. Don't be fooled by profile pictures and names. Don't post dates or times of events that take place in a public place. It is not wise to post pictures of students wearing school identifying clothing.
- Model your online conduct the same way you would in any other public place. Students also have the right to free speech but also the responsibility that anything published on the Internet will be held to the expectations of student conduct as outlined in the Student Handbook.

**Agreement to the Terms and Conditions for Responsible Use of Computers and
the Internet at The Oakwood School
2016-2017**

Student

I understand and will abide by the terms and conditions for the responsible use of computers and the Internet at The Oakwood School. I further understand that any violation of the regulations and etiquette discussed above is unethical. Should I commit any violation, my access privileges may be terminated or suspended and additional school disciplinary action may be taken.

Name (print): _____ Graduation Year _____

Signature: _____ Date: _____

Parent Or Guardian

As the parent or guardian of this student, I have read the terms and conditions for responsible use of the computers and the Internet at The Oakwood School. I understand that this access is designed for educational purposes. I also recognize, however, that it is impossible to restrict access to all controversial materials, and I will not hold The Oakwood School responsible for materials acquired on the network. I hereby give permission for my child to use the networked computers and to access the Internet, and I certify the information on this form is correct.

Parent or Guardian (please print) _____

Signature: _____ Date: _____

XXII. FORMS

Senior Off-Campus Lunch Parent/Guardian Agreement and Consent Form

I hereby grant permission for my son/daughter to drive/ride off campus for lunch during the 2016-2017 school year. I also understand that The Oakwood School is not responsible or liable while my child is off campus during lunch. However, when Oakwood students are off campus during this time the student represents The Oakwood School and the School expects the student to conduct herself/himself in the same manner as when she/he is on campus. Any violation of this trust or abuse of this privilege shall be cause for the school to revoke this permission. I also understand that if my child is late to her/his class or study hall after lunch, s/he will lose her/his off campus lunch privilege for one quarter.

I have read this release and understand all its terms. I execute it voluntarily and with full knowledge of its significance.

Y E S	My son/daughter has my permission to drive/ride off campus for lunch. _____ Date _____ Parent Signature _____ Student Signature _____ Print Student Name
N O	My son/daughter does NOT have my permission to drive/ride off campus for lunch. _____ Date _____ Parent Signature _____ Student Signature _____ Print Student Name

THE OAKWOOD SCHOOL
STUDENT DRIVING FORM – UPPER SCHOOL
2016-2017

Please check all situations that are applicable to your Upper School child for the 2016-2017 academic year. In the event that your child's driving status changes during this time, please complete a new Driving Form. No student may receive rides or drive to and from campus without parental permission. A student's driving privileges will be revoked if s/he does not adhere to these guidelines. Please discuss this form with your son/ daughter and sign below. Return this form by August 20th to the attention of Jennifer Smith, Upper School Coordinator

I, _____, give my son/daughter, _____, **permission to drive** to/from School and School Activities.

Make of car: _____ License plate #: _____

I, _____, give my son/daughter, _____, **permission to ride** to/from School and School Activities with the following students:

All Upper School students

_____	_____
_____	_____
_____	_____

I, _____, give my son/daughter, _____, **permission to give rides** to/from School and School Activities to the following students:

All Upper School students

_____	_____
_____	_____
_____	_____

I, _____, **do not give** my son/daughter, _____, **permission to drive, give rides, nor receive rides** to/from School and School Activities with any student.

Parent(s) and student, please sign and date below:

Parent _____ Student _____

Date: _____

**The Oakwood School
Drop/Add Form
2016-2017**

Students requesting to drop or add a class must do so within the first two weeks of classes to avoid possible conflicts on the transcript.

Student Name: _____ Grade: _____

Part I: to be completed by the student and faculty members.

Drop Class:	Drop approved? ___yes ___no Teacher signature:	Date
Add Class:	Add approved? ___yes ___no Teacher signature:	Date
Reason for Drop/Add		

Part II: to be completed by the student and parents/guardians.

Is this change consistent with Oakwood course graduation requirements?
 ___yes ___no

Student Signature: _____ date: _____

Parent Signature: _____ date: _____

Return this sheet to the office ONLY when all of the form has been completed. Incomplete forms may result in a delay in the drop/add process.

<i>For Office Use Only</i>	
Drop/Add meets students graduation requirement	_____ initial
Student has been dropped or added to PowerSchool	_____ initial

The Oakwood School Virtual Learning Contract for Online Courses 2016-2017

Student Name _____

Adviser Name _____

By signing this contract, the above named student agrees to abide by Aventa's/Middlebury Interactive's Student Code of Conduct and The Oakwood School's Honor Code. In addition, the student agrees to the following:

- Check in weekly with the division coordinator for progress report status
- Check email daily
- Check for new announcements in the course at least three times per week
- Work independently on your course materials
- Manage time so that study hall period is devoted to the online class
- Prepare well in advance for taking tests and quizzes so that they are completed.
- Email course instructor about questions and problems
- Check your grades weekly
- Agree to purchase any additional materials for the class, including but not limited to texts, lab packets, and a microphone, only required in a limited number of courses
- Supply full and accurate information requested on the attached sheet
- If parent or guardian pays for course: if the student drops the class within 14 days of enrollment, 50% of the course fee will be reimbursed. After 14 days, no refunds are available.
- If The Oakwood School pays for the course: if student drops the class within 14 days of enrollment, 50% of the course fee will be charged to the parent or guardian. If student drops the class following the 14-day period, 100% of the course fee will be charged to the parent or guardian.

Upper School
Director Signature _____

Student Signature _____

Adviser Signature _____

Parent Signature _____

Date _____

Part 2: The Oakwood School Virtual Learning Contract

Please print clearly, neatly, and in ink.

Student full name _____

Student year of graduation _____

Student cell phone _____

Street address _____

City and zip code _____

Date of Birth (MM/DD/YYYY) _____

Student Oakwood email _____

Student alternate email _____

Please indicate which email address you will use for the online course:

First online course? (Yes or No) _____

Aventa or Middlebury course? (please circle one)

Exact title of course _____

List of free periods

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Reason for taking an online course (e.g., not available at The Oakwood School, enrichment, schedule conflict, etc.)

If parent would like a log-on ID and password to www.aventalearning.com, please provide the following:

Name: _____

Telephone Number: _____

Email Address: _____

