

THE OAKWOOD SCHOOL

4000 MacGregor Downs Road
GREENVILLE, NORTH CAROLINA 27834



EMPLOYEE HANDBOOK

Academic Year
2016 - 2017

Mission Statement

*We seek to instill in our students the strength of character, the creativity,
and the wisdom to make a difference in the world.*

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HEAD OF SCHOOL'S OPENING STATEMENT

This handbook, together with the handbook for students and parents, is intended to acquaint you with The Oakwood School's operations as they pertain to your employment and the general expectations of your involvement in the total life of the School.

Since the School's founding, Oakwood has maintained the principle that quality education depends on the professionalism, integrity, dependability, and excellence of its faculty and staff. The values of the School require that all faculty and staff members consider the rights, interests, and responsibilities of the School, the students and their colleagues in any of their actions. In addition, faculty and staff members must act in accordance with applicable laws. All actions must not only appear to be, but **must be** ethical and legal. These values and codes are the foundation upon which the policies described herein were developed.

The policies described in this handbook — which may change from time to time — are incorporated by reference into the employment contract.

Robert R. Peterson
Head of School

MISSION, PHILOSOPHY, 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

The Oakwood School exists to help our students to learn and to love learning, to value themselves and others, and to become contributing members of the ever-larger communities.

The Oakwood School Belief Statements

- We believe in respect, responsibility, and honesty to self and others.
- 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 the need to develop relationships with others and the need to be of service to others are 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 within and beyond the school walls, students learn that service to others is one of the deepest satisfactions the human spirit can know.

The Oakwood School Vision Statement

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

ACCREDITATION AND CERTIFICATION

Qualifications

The Oakwood School has dual accreditation through AdvancED and SAIS (Southern Association of Independent Schools).

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 add 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 play space 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.

ORGANIZATIONAL STRUCTURE

The Oakwood School is governed by a self-perpetuating Board of Trustees. The Board is composed of seventeen to twenty-four voting members. Each Board member serves two three-year terms.

The Board has three primary responsibilities as identified in the Trustees Handbook published by NAIS (the National Association of Independent Schools):

1. Plans, develops and establishes policies of the School.
2. Is responsible for the School's financial condition and its physical plant.
3. Selects and annually evaluates the Head of the School and works cooperatively with the Head.

The Head of School, in turn, is charged by the Board with the following responsibilities:

1. Serves as the educational leader of the institution.
2. Administers the School according to the policies set by the Board.

The Head of School is the chief executive officer of the School and as such is accountable to the Board of Trustees for the management of the affairs of the School. The Head of School exercises overall institutional leadership and is responsible for overseeing the school's educational program and student life, recruiting and evaluating the faculty and staff, supervising the admission process, managing campus development and renewal, budgeting financial resources, and promoting the development efforts of the school. The Head of School represents the School in relationships with the general public, donors, and with other institutions and professional organizations. To assist with the implementation of school policies the head hires or appoints an administrative team to operate the various administrative departments, the educational divisions, and the academic departments of the school.

THE OAKWOOD SCHOOL'S EMPLOYMENT POLICY

EQUAL EMPLOYMENT OPPORTUNITY POLICY

The Oakwood School is committed to employment and personnel policies and practices that provide equal opportunity to all qualified persons and insure that there is no unlawful discrimination against any individual on the basis of race, color, creed, age, religion, sex, national origin, ancestry, handicap, disability, genetic information, sexual orientation, or veteran status. This policy applies to procedures followed during recruiting, selecting, training and continuing education of staff and faculty and all other personnel actions and conditions of employment, such as compensation benefits, school-sponsored training, social and recreational programs, and disciplinary measures.

ACCOMMODATION OF DISABILITIES

It is The Oakwood School policy to make reasonable accommodations to assist otherwise qualified disabled applicants and employees in meeting employment criteria once we are made aware of the disability and provided that the accommodations do not cause an undue hardship for the School. For purposes of this policy, "qualified disabled applicants and employees" include applicants and employees who have a mental or physical impairment that substantially limits one or more major life activities and who meet the skill, experience, education, and other job-related requirements of a position desired or held, and can perform the essential functions of the job with or without reasonable accommodation. Oakwood reserves the right to require medical documentation of a disability.

Individuals with a disability that will require an accommodation(s) to perform an essential function of the job desired or held, are responsible for notifying the Head of School or the Business Manager of the disability and of the need for an accommodation. Oakwood will work with individuals to try to provide a reasonable accommodation, taking into consideration the specific condition, the operational requirements and the financial cost to the school, among other factors. Although we would like to keep employment opportunities open for qualified individuals, we will not be able to accommodate an applicant or employee whose condition poses a significant health or safety risk to the individual or others in the workplace.

EMPLOYMENT AT-WILL STATEMENT

In accordance with North Carolina law, nothing contained in this or other policies, employee handbooks, employment applications, School memorandums, or other materials provided to an employee in connection with his/her employment shall require the School to have “just cause” to terminate that employee or otherwise restrict the School’s right to terminate an employee at any time or for any reason. Statements of specific grounds for termination set forth in this manual or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at will.

No provision or portion of any policy constitutes an implied or expressed contract, guarantee, or assurance of employment or any right to an employment-related benefit or procedure. The School reserves the right to interpret, modify, revoke, suspend, terminate, or change any policy or procedure, in whole or in part and with or without notice, at any time and to hire, transfer, promote, discipline, terminate, and otherwise manage its employees at it deems appropriate.

EMPLOYEE ANTI-HARASSMENT POLICY

Oakwood faculty and staff are expected to accomplish their work in a professional manner and to show the proper respect and concern for the well-being of co-workers. Harassment of employees creates a harmful working environment and will not be tolerated. The Oakwood School is committed to providing a community environment free from all forms of discrimination. Conduct that can be considered harassing, coercive, or discriminatory will not be tolerated.

Unlawful Harassment means offensive and/or unwelcomed physical or verbal behavior. It can include unsolicited comments or conduct related to a person’s race, color, national origin, ancestry, creed, religion, sex, sexual orientation, age, genetic information, disability, or veteran’s status.

Sexual Harassment

Sexual harassment, whether verbal, written, or physical, is unlawful and will not be tolerated. Sexual harassment is prohibited. Sexual Harassment is defined as unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when (a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly as a term or condition of employment decisions; (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual’s work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.

- A. Sexual harassment does not refer to occasional compliments of a socially acceptable nature or welcomed social relationships.
- B. The policy prohibits any demand for sexual favors that is accompanied by a promise of favorable job treatment or a threat concerning the employee's employment.
- C. The policy prohibits subtle pressure for sexual favors, including implying or threatening that an employee's cooperation of a sexual nature (or refusal thereof) will have any effect on the person's employment, job assignment, wages, promotion, or on any other conditions of employment, job assignment, wages, promotion, or on any other conditions of employment or future job opportunities.

- D. The policy prohibits behavior of a sexual nature that is not welcomed by the employee 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 remarks and joking, graphic or degrading comments about an employee's appearance, the display of sexually suggestive objects.
 - 3. Comments or innuendos of a sexual nature, making sexual gestures or expressions, whistling or cat calls.
 - 4. Showing or taking sexually suggestive pictures, or displaying sexually suggestive or degrading behaviors.
 - 5. Any uninvited physical contact or touching, such as patting, pinching, or constant brushing against another's body, blocking a person's path.
 - 6. Displays of any kind of sexually explicit image or document on any school system.
 - 7. Dissemination of sexually explicit voice mail, email, graphics, downloaded material, or websites in the workplace.
 - 8. Sexually explicit material archived, stored, distributed, edited, or recorded using our network, laptop, or computing resources.

Fraternization

Oakwood School employees must maintain appropriate, professional relationships with students, parents, and colleagues at all times. Employees may not encourage or engage in romantic or intimate relationships with students. All employees must exercise care not to put themselves in situations that could be construed as compromising. Discretion must be used, for example, when meeting with students behind closed doors, giving students rides in cars, and in any meeting with students outside of the school grounds. Whenever possible, a third party should be within sight or hearing distance. Caution should also be used on phone calls and in electronic communication (email, instant messaging, Facebook posts) with students and parents. Such communication can easily be misunderstood and/or misconstrued.

Consequences for Violations

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

Protection Against Retaliation

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

Complaints and Investigation

- A. Any employee who believes that he or she is a victim of sexual harassment should immediately report the matter to 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 sexual 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 sexual harassment complaint and, as a result of the investigation, it is determined that harassment has occurred, the offender shall be subject to appropriate discipline which may include immediate suspension and/or termination of employment.
- D. If an employee duly reports a violation of this policy and does not believe the situation has been satisfactorily resolved, the employee should then bring her/his complaint to the President of the Board of Trustees.

Harassment Based Upon Race, Ethnicity, Religion, or Sexual Orientation

The Oakwood School also forbids harassment based on race, ethnicity, national origin, creed, religion, or sexual orientation. Such harassment includes unsolicited remarks, gestures, display or circulation of written materials or pictures derogatory to racial, ethnic, or religious groups or basing personnel decisions on an employee's race, ethnicity, sexual orientation, or religion.

Verbal or physical conduct by a supervisor or co-worker relating to an employee's race, ethnicity, sexual orientation, or religion which has the effect of creating an intimidating, hostile, or offensive work environment; unreasonably interfering with the employee's work performance; or adversely affecting the employee's employment opportunities are also prohibited.

Any employee who experiences conduct of this nature should immediately bring it to the attention of 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). Retaliation against an employee for complaining or for cooperating in any investigation regarding a complaint is prohibited.

Actions and behavior in violation of this policy will provide grounds for disciplinary action. Such action may include instant suspension and/or eventual termination, depending on the severity and extent of the problem.

HIRING PROCEDURES

Teaching Staff

1. Openings are identified by the Head of School.
2. An active file of applicants is kept by the Head of School.
3. If this pool of applicants does not provide suitable applicants for a position, several sources may be used:
 - a. Advertising through local, regional, and national resources including newspapers, websites and teacher-recruiting organizations.
 - b. Communication with colleagues at other schools.
 - c. Attendance at regional and national hiring conferences.

4. Résumés and employment applications are requested and reviewed by the Head of School, division coordinators, and department chairs.
5. Top candidates are contacted by phone and interviewed by the Head of School, division coordinator, or chair of the department, and selected faculty.
6. References are checked to validate claims on résumé and employment application.
7. Candidate is invited to visit school for part or all of a day.
8. Candidate will meet with appropriate administrative staff and faculty.
9. Whenever possible, teaching candidates are expected to teach a lesson and be observed by a search committee. Where factors prohibit teaching a lesson at The Oakwood School, other appropriate options may be substituted by the Head of School to assist in making hiring decisions.
10. All persons involved in the process share observations with the Head of School.
11. The Head of School will continue in-depth reference checks often including college transcripts sent from all colleges and universities listed. In particular, the most recent supervisors will be contacted personally.
12. Background checks will be administered.
13. Responsibilities and salaries are determined by the Head of School. Salaries are intended to be competitive.
14. A contract is issued to the candidate for August 1 – July 31.

Non-Teaching Employees

1. Openings are identified by the Head of School.
2. An active file of applicants is kept by the Head of School.
3. If this pool of applicants does not provide suitable applicants for a position, several sources may be used:
 - a. Advertising through local, regional, and national resources including newspapers, websites and education-recruiting organizations.
 - b. Communication with colleagues at other schools.
 - c. Attendance at regional and national hiring conferences.
4. Résumés and employment applications are requested and reviewed by the Head of School and other administrators.
5. Interviews and reference and background checks are conducted.
6. A salary schedule is established.
7. Non-teaching employees of The Oakwood School are hired on an introductory basis for the first 90 days of employment. An overall evaluation will be made during this period with regard to whether the individual has the ability to perform his or her job satisfactorily.
8. All factors involved in an individual's ability to make a positive contribution to the School will be considered, including: productivity, quality of work, punctuality, attendance, ability to learn, initiative, attitude, and conduct. Separation from employment can occur at any time during the introductory period if the individual's overall performance is unsatisfactory.

Nepotism Policy

The School shall not give preference in hiring or promotion to a person related by birth or marriage to someone already employed by Oakwood or already serving as a Trustee of the School. However, should the Head of School determine that an individual who is related to a School employee or Trustee is qualified for a position, he/she may extend an offer of employment or promotion to the individual, provided that the Head of School gives advance notice of his/her decision to the Executive Committee of the Board.

DEFINITION OF EMPLOYMENT STATUS

The following terms define the employment status of each employee at Oakwood. Henceforth in this handbook, these terms will be implied rather than stated.

Full-time Administration or Staff - individual who is hired to and regularly works at least 30 hours per week over a 12-month year.

Part-time Administration or Staff - individual who is hired to and regularly works at least 20 hours per week but fewer than 30 hours per week over a 12 month year.

Full-time Faculty – individual who teaches from 8:00 am to 4:00 pm, five (5) days per week during the school year.

Part-time Faculty – individual who teaches less than 30 hours per week during the school year.

Assistant/Intern Teachers – individuals who work full or part-time yet, due to their status, are not accorded the benefits that full or part-time teachers are granted.

Full and part time faculty are also expected to fully participate in the life of the School, such as attending meetings and other special events, organizing and/or chaperoning field trips, running clubs and supporting community service, chaperoning student activities such as dances, and completing other duties as assigned.

REAPPOINTMENT FOR FACULTY

Assuming all conditions, including excellence in the classroom, of a faculty member's contractual relationship with The Oakwood School have been met, the teacher will be issued her/his teaching contract for the next school year in March. A formal evaluation process is followed, which is outlined in this Handbook.

Oakwood's philosophy is "no surprises." If there is a likelihood of non-renewal of the contract, the teacher will be made aware of it as soon as reasonably possible. Likewise, if teachers plan to consider other options for the following school year, they should discuss this with the Head of School as early as possible in the year.

TERMINATION OF EMPLOYMENT / DISCIPLINARY ACTIONS / RETURN OF SCHOOL PROPERTY

The Oakwood School values the contributions its employees make to the successful operation of the School and expects a productive and mutually satisfactory employment relationship with each of them. Nevertheless, everyone needs to understand that neither the employee nor the School is obligated to continue the employment relationship beyond any contractual requirements, and also that, under certain circumstances, the employment relationship may be terminated immediately. Terminations are an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Three of the most common reasons for termination are listed below.

- 1. Resignation** - Resignation is a voluntary act initiated by the employee to terminate her/his employment with The Oakwood School. Unless different provisions for notice are contained in an individual's employment contract, Oakwood requires at least four weeks' written notice from all employees. This notice shall consist of a letter of resignation addressed to the Head of School which states, among other things, the individual's final date of employment. Faculty members are paid from August 1st through July 31st. If a faculty member breaks her/his contract, the employee is expected to pay back any overpayment of salary to the school.
- 2. Layoff** - Layoff or reduction in work force is an involuntary termination initiated by The Oakwood School for non-disciplinary reasons. Should elimination of a position become necessary for any reason, every effort will be made to transfer the individual to a similar position elsewhere in the School. When this is not possible, the School will provide at least two weeks' notice or pay in lieu thereof.
- 3. Retirement** - If possible, an employee anticipating retirement should discuss her/his plans with the Head of School a year in advance to begin the arrangements for any applicable retirement plan, COBRA and other benefits, and also to allow for preliminary planning for replacement of the employee.
- 4. Discipline and Discharge** - If an employee violates a basic Oakwood rule or demonstrates conduct unacceptable to the School, Oakwood reserves the right to discharge the employee immediately and without warning. In lesser circumstances, Oakwood reserves the right to impose other disciplinary measures as determined appropriate, including but not limited to (a) an informal warning, (b) a formal warning to be included in the employee's personnel file, (c) attendance at counseling or professional development sessions, and/or (d) suspension with or without pay.

While it is not possible to list all forms of behavior which are considered unacceptable, the following are examples of infractions which may result in disciplinary action, up to and including termination of employment:

- ☐ Unsatisfactory performance or conduct.
- ☐ Fighting or threatening violence at school.
- ☐ Working for another employer or on another job during school hours (the exception may be tutoring an Oakwood student for a fee, with the Head's written approval).

- ☐ Immoral, inappropriate, or disorderly conduct while on the job or elsewhere.
- ☐ Insubordination (refusal to comply with a specific order or request given by a supervisor) or abusive treatment of a supervisor.
- ☐ Theft or inappropriate removal or possession of property belonging to the School or to others.
- ☐ Working under the influence of alcohol or illegal drugs.
- ☐ Inappropriate use of technology (i.e., the Internet) during school hours. Employees are expected to use technology and the Internet for school purposes only during the working day.
- ☐ Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty or while operating school-owned vehicles or equipment.
- ☐ Use of, or the threat to use, any form of physical punishment or physical coercion of a student at Oakwood.
- ☐ Sexual or other unlawful or unwelcome harassment toward faculty or students.
- ☐ Possession of dangerous or unauthorized materials (such as explosives or firearms) at school.
- ☐ Gambling during working hours.
- ☐ Excessive absenteeism or absence from school or meetings without notice or doctor's clearance.
- ☐ Claiming sickness under false pretenses.
- ☐ Falsification of records.
- ☐ Violation of personnel policies.

Return of Property - Employees are responsible for all property, materials, or written information issued to them or in their possession or control. Employees must return all Oakwood property on or before their final day of work.

Open Door Policy

The Oakwood School has an open-door policy with respect to employee questions and complaints and wants to assure employees that their concerns will be considered fairly, in a timely manner, and without reprisal. Employees are expected to make every effort to resolve any problems as they arise. Employees are encouraged to discuss matters of concern pertaining to their employment with the Head of School so that he/she may have a chance to help address them. It is the School's goal for all complaints to be given prompt attention and objective consideration in an atmosphere of mutual assistance.

Grievance Procedure

Faculty/staff grievance procedures are designed to address complaints and settle disagreements relating to work resulting from perceived unfair or inequitable treatment. A grievance may include a concern related to a colleague; however, this grievance procedure does not apply to harassment complaints. All grievances will be given prompt and objective consideration in an atmosphere of mutual assistance.

Where appropriate, a concerned individual should first seek resolution of a grievance through informal means such as discussion with the other parties involved in the matter. If the matter cannot be resolved informally or involves a serious violation of rules or a serious issue of policy or practice, it should be reported by the individuals involved to the Head of School within three working days from the date the grievance was first discussed with the other involved parties. The Head of School shall meet with the parties involved and within one week propose a resolution to the grievance. The Head of School will document in writing the grievance filed and resolution proposed. Copies will be produced and distributed to all parties involved. The person initiating the grievance shall request an appropriate level of confidentiality and all others involved will work, within reason, to maintain such confidentiality. If the grievance is against the Head of School the party(ies) should consult the President of the Board of Trustees and follow the guidelines stated above.

Problem Resolution

An employee who feels that the decisions of the Head of School related to his or her employment were unfair can report the concern to the President of the Board of Trustees. The matter will be reviewed by the Executive Committee of the Board of Trustees and communicated back to the employee.

THE OAKWOOD TEACHER

The teaching faculty is the heart of every school, and all good schools strive to employ individuals who exemplify the highest ideals of a noble profession. All of a school's resources are intended to bring students together with caring, professional teachers who express an infectious enthusiasm for life and learning. The Oakwood School seeks to hire teachers who are deeply committed to their profession rather than just working a job. Every teacher should participate fully and enthusiastically in the daily life of school and contribute to the nurturing and professional atmosphere for which the school is known.

The staff of The Oakwood School is an important part of the efficient and effective operation of the school. No matter the task, staff members are expected to perform their jobs with care and in a pleasant manner. All members of the Oakwood community should treat staff members with the utmost respect.

POLICIES AND PROCEDURES FOR FACULTY AND STAFF

1. To encourage the kind of open dialogue that enables faculty and staff to be helpful to students and to the School, all matters discussed in meetings and conferences must be treated as confidential information (unless otherwise designated). The topics and content of these discussions must never be shared with anyone other than employees.
2. In conversation or in a counseling situation, students may share information concerning a personal or school problem. Such information should be treated with the strictest confidence.

However, should a faculty or staff member be given information concerning something for which s/he cannot remain solely responsible -- i.e., something which poses a threat to the life, health, or safety of an individual student or to the well-being of the School as a whole -- and will, therefore, need to be shared with a member of the administration, or with the student's parents, it is wise **before** accepting a confidence to explain the necessity of the above limitations or conditions. If, therefore, a faculty or staff member finds that s/he cannot accept sole responsibility indefinitely, s/he would inform the student first and then attempt to work together to decide how and with whom the information must be shared.

3. All employees at Oakwood have the professional responsibility to bring problems and concerns to the attention of the administration so that they may be addressed internally.

4. All employees of the School are expected to support and promote the School in the community at large. Failure to do so is grounds for dismissal.

5. Safety needs to be an employee's number one concern. All employees must be aware of any condition or object which could be a potential source of injury or which could be hazardous to the safety of anyone in any way. Any such hazards found to exist on the playing fields, on the grounds, or in a building should be reported immediately to the director of maintenance, division coordinator or athletic director and, if appropriate, to the Head of School.

6. All written communications to parents must be well written, grammatically correct, and accurately spelled. It is embarrassing to The Oakwood School and to professional educators to send home any communication with even one error. To avoid such errors, *all communications to parents must be edited and proofread by at least one other person before they are sent home.* Teachers need to be sure that proofreading occurs with any document that is shared.

7. Faculty are obliged to keep parents well informed of their children's progress at all times by PowerSchool, email, phone, and/or by meeting. Honest and timely communication is essential.

8. By law, teachers and other School personnel are required to report any suspicion of child abuse or neglect to the Head of School who will then contact the proper local government agency.

9. Sexual relationships or activities between a member of the faculty or staff and a student are prohibited and will result in the employee's immediate dismissal from the School. Such relationships or activities may also constitute a crime, child abuse, or maltreatment under state law and will be reported to the authorities.

10. Use of, or the threat to use, any form of physical punishment or physical coercion of a student at The Oakwood School is not tolerated and is grounds for dismissal.

PROFESSIONAL SKILLS — Faculty members will uphold the following teaching responsibilities:

1. Demonstrate mastery of the subject matter and skills taught in her/his grade level or courses.
2. Maintain a classroom atmosphere conducive to learning.
3. Plan and organize with both short and long term goals in mind. This involves individual work in the classroom and teamwork with the other teachers and administrators, particularly in the area of curriculum evaluation and revision.
4. Prepare adequately on a daily basis to meet established instructional objectives.
5. Use classroom time efficiently so that effective learning takes place.
6. Demonstrate sensitivity and responsiveness to varying student needs.

7. Evaluate student progress appropriately and impartially, using evaluation as a teaching tool rather than as a punitive measure.
8. Inspire student interest through enthusiasm and creativity.
9. Attend all teacher workdays, unless previous arrangements have been approved by the Head of School.
10. Provide honest and effective communication with respect to academic and social progress with students' parents.

INSTITUTIONAL RESPONSIBILITIES — Faculty members will uphold the following institutional responsibilities:

1. Support the school in all public contacts.
2. Work through appropriate channels when a problem arises.
3. Show a willingness to “pitch in” when needed.
4. Demonstrate reliability and punctuality in the preparation of required records and reports.
5. Perform duties cheerfully and assume an appropriate share of the load. This includes participation in meetings and all-school assemblies, supervision of student activities and trips, supervision of recess and dismissal, and may include service on one or more committees. Every professional has different areas of strength, and each teacher should share her/his unique gifts by investing time and talent in the life of the school.
6. Enforce all school rules for all students at all times.
7. Recognize the importance of discipline and work cooperatively with colleagues to ensure the wellbeing of all students.
8. Support the mission of the school by working cooperatively with parents, communicating willingly and effectively with them, and maintaining a high level of professionalism, even in the most difficult conversations.
9. Exhibit interest in and concern for the whole school program.
10. Demonstrate a commitment to an ongoing process of professional development and growth.

PERSONAL ATTRIBUTES — Faculty members will possess and maintain the following attributes:

1. Enjoy working with young people.
2. Presume good intentions and common goals in all collegial relations.
3. Communicate directly and honestly.
4. Assume the best, not the worst, in all situations.
5. Demonstrate a willingness to grow personally and professionally.
6. Accept constructive criticism.
7. Work cooperatively with others.
8. Keep in mind that a school serves children and as a result, flexibility, adaptability, and patience are necessary. A cheerful disposition is always appreciated.

GUIDELINES FOR OAKWOOD TEACHERS

Religion and Politics in the Oakwood Classroom

Oakwood is one of few non-religiously affiliated independent schools in the area. One of the founding principles of Oakwood is that it welcomes people of all backgrounds and religious faiths. We want students from all faiths to feel comfortable and included; consequently, we do not promote any one sect's religious holidays. We seek to educate students about the meaning and symbols of many holidays. We seek to teach students about different cultures and beliefs without suggesting or implying that any particular faith is "right." School employees should never lead a prayer or religious ritual of any kind while representing the school.

Politics will inevitably be discussed in many classes especially in history, literature, and foreign language classes, and teachers most certainly have their own views on current and historical politics. Despite the fact that teachers have their own views, it is critical that Oakwood teachers make certain that all sides of any issue are covered and that all students feel safe and can share their viewpoints in an atmosphere of respect. Since students sharing a minority viewpoint in a class can feel marginalized, the teacher must make all students comfortable in political discussions by monitoring students' statements, reactions, and responses. It is also imperative that our teachers share their own political preferences only in a carefully considered and thoughtful manner with an open mind toward other sides of an issue.

Personal Comments About the School and Its Community

Parents and community members accord particular significance to comments made by school employees. Under no circumstances (including social situations and on the Internet) should teachers or other employees say anything that is derogatory or unfavorable towards the School and its community. Calculated unfavorable criticism about the school, students, parents, administration, teachers, or school policies is professionally intolerable and can serve as a basis for termination of employment.

Gossip

Spreading gossip, whether true or not, is unprofessional. Except when called upon officially for an appraisal, Oakwood employees should allow others to develop their own impressions. In particular, no teacher should pre-judge students, parents, or colleagues on the basis of hearsay. Public spaces such as the reception area should not be used for discussions of individuals as they can easily be overheard, misunderstood, and misrepresented. Individuals must temper the content, nature, and privacy of all personal discussions in consideration of others who may be present and/or overhear such conversations. Care must be taken to respect the preferences and opinions of students, parents, and colleagues at all times.

Respect for Students

Oakwood employees must show students respect at all times. Respect manifests itself in courtesy, friendliness, and fairness as well as avoidance of undignified displays of anger, sarcasm, profanity, or name-calling.

Honesty

All employees are expected to display honesty of word and deed at all times and in all situations.

Discussion of Sensitive Issues

While Oakwood values honesty, employees must exercise kindness, care, and discretion in addressing sensitive issues. Such matters might include personal issues, child rearing styles, religion, race, socio-economic status, politics, and morality. All individuals, including Oakwood employees, students and parents, are entitled both to privacy and to their personal opinions. There will be times when we must discuss personal issues and express differences of opinions; however, such conversations must be conducted with utmost care for each others' feelings.

Classroom Care

A clean, attractive classroom is essential to a positive and appealing learning environment. Teachers are encouraged to use posters, pictures, and other items appropriate to their academic subjects and should keep their rooms tidy. Teachers sharing classrooms should get together and allocate wall space and bulletin boards for their respective subjects.

At the beginning and end of each class period, teachers should ask students to check in desks and on the floor around their desks for litter to be picked up and thrown away. The teacher and students occupying the classroom during the last class period in that room each day are responsible for straightening desks, cleaning microwave/sink area, closing windows, turning off the lights, and ensuring the overall order and cleanliness of the classroom.

Drug and Alcohol Abuse

Policy

The Oakwood School is committed to maintaining a safe workplace and an educational environment free from the influence of drugs and alcohol.

Violations

A violation of this policy occurs when an employee exercises one of these behaviors:

1. Possesses, distributes, dispenses, or uses prohibited drugs while on campus, while engaging in official School activities, or on official School business.
2. Is under the influence of prohibited drugs while on campus, while engaging in official School activities, or while on official School business.

3. Is charged and convicted of possessing, manufacturing, distributing, or being under the influence of prohibited drugs.
4. Engages in the unauthorized possession, manufacture, distribution, sale, use or purchase of alcohol, or is under the influence of alcohol, while on campus, while engaging in official School activities, or on official School business.

Occasionally alcohol will be served at official School functions. Employees are expected to drink responsibly at these events.

Legal Definitions of Drugs and Controlled Substances

“Prohibited drugs” means any “controlled substances” as defined at 21 U.S.C. §802 and listed in Schedules I through V of 21 U.S.C. § 812, as revised from time to time, and other federal laws and regulations. Generally, these are drugs that have high potential for abuse, including but not limited to any forms of marijuana, cocaine, heroin, amphetamines, and PCP. Also included are any other drugs that are illegal under federal, state, or local law; legal drugs that have been obtained illegally or are not being taken as prescribed by a licensed physician; and substances that are not intended for human consumption (such as glue).

The term “alcohol” means the intoxicating agent in beverage alcohol, ethyl alcohol, or other low molecular weight alcohols, including methyl and isopropyl alcohol.

Dress/Appearance

Appropriate attire is required of all employees. Adults serve as role models for students in everything we do. We represent the school not only by how we talk, how we behave, how we write, but also by how we dress. Dress should be suitable professional attire. Any questions about appropriateness should be directed to the Head of School.

In general, male faculty members should wear dress shirts and nice slacks. Women may wear dresses, nice pants, or skirts. In hot weather this standard will be relaxed to allow faculty of either gender to wear dress shorts. Blue jeans should not be worn for general classroom activities. Exceptions can be made for certain classroom activities, special events (e.g. hiking trips) and special circumstances (e.g. physical education teachers) or an approved and announced ahead of time “jeans day.” The School honors a former staff member with Faculty/Staff Jeans Fridays.

General Responsibilities

Faculty need to be at school by 8:00 am and may leave campus at 4:00 pm. Members of the administration and staff may have different hours depending on responsibilities. Faculty may be expected to stay after 4:00 pm as necessary to complete their work and to lead activities such as sports, clubs, or extra-help sessions. Faculty meetings (full, divisional, and departmental) are scheduled to take place on Wednesday afternoons from 3:30-4:30 pm. Although different groupings of faculty meet from week to week, everyone should plan on being available on Wednesdays for these meetings. Other meetings may be called as necessary. Faculty members are also expected to participate in committee work including student discipline, student support, curriculum review and development, professional development, admissions, re-accreditation, etc.

Attendance at special evening gatherings and ceremonies is also required. While chaperone duties will be assigned and shared, teachers are encouraged to make appearances at school-sponsored student and family social events. Teachers also are expected to demonstrate support by attending athletic events, concerts, art shows, drama productions, etc. throughout the year. Attending the Upper School graduation ceremony is required for all members of the faculty.

Lower School teachers are responsible for their students throughout the day. Responsibilities for supervision outside of the classroom include recess, lunch, and pick-up duty at dismissal times.

Upper School and Middle School teachers are responsible for their classes and supervisory roles including study halls, recess, lunch, and after-school dismissal duties. Many teachers will serve as homeroom teachers and advisors. An important part of teaching at Oakwood is availability for individual or small group extra help, typically after classes end in the afternoon or before 8:15 am. At all grade levels, there are annual events requiring evening and/or overnight responsibilities from appropriate teachers. These can vary from after-school social events, academic clubs and competitions, community service activities, to multiple-day field trips.

Homeroom Teacher/Advisor Role

The homeroom/advisor's role is vitally important to the success of our program. In the Lower School, classroom teachers serve as advisors for each of their students. In the Middle School, each homeroom teacher is an advisor to her/his homeroom students. In the Upper School, teachers serve as advisors to a small group of students advising them throughout their Upper School experience. Advising is a comprehensive, school-oriented, one-to-one relationship between the advisor and the advisee for the purpose of communication and guidance. The advisor system ensures that each student has at least one staff member who has thorough knowledge of the student's strengths, weaknesses, needs, and personal growth. S/he is the student's advocate in school. The advisor is the most critical contact for the family/school partnership. Phone calls and emails to parents, especially at the beginning of the school year, should also take place on a regular basis.

Punctuality and Absences

Working Hours

Full-time faculty members whose responsibilities are primarily with students must be on campus **no later than 8:00 am** and remain at school until **4:00pm (or later** when involved with extra help, student activities, or faculty meetings). Other faculty and staff, including those whose responsibilities are not necessarily with students, are expected to manage their time professionally. Anyone leaving campus during the school day should report out and back in with the division coordinator and/or the office manager, so the front office can properly answer questions and direct messages.

Absence, Lateness, and Departures During the School Day

Students and parents expect and deserve the professional service of Oakwood's full-time faculty. While we are fortunate to usually have substitute teachers available, their effectiveness and rapport with students is seldom equal to the regular teacher's. With that in mind, faculty members need to be aware of the following guidelines:

1. If faculty members cannot attend their classes or other school responsibilities, they are asked to contact the office manager, preferably the evening before, but no later than 7:00 am. (If the absence is a planned absence, faculty are asked to submit a Request for Authorized Absence Form to the office manager as early as possible, ideally two weeks in advance.)
2. When absent, teachers must plan meaningful and specific assignments for each class—not, busy work—and email or have a family member drop off the plans at the front desk.
3. If a teacher cannot finish the school day for any reason, s/he must arrange for colleagues to cover classes and/or give enough notice in order to arrange for substitutes. In either case, one must consult with the appropriate division coordinator and inform the Office Manager. As with any other absence, meaningful work should be planned.
4. If a teacher must leave campus temporarily during the school day for any reason, s/he should notify the division coordinator and report out and back in with the Office Manager.
5. Teacher contracts provide for 6 sick days and 2 personal days each school year. A planned absence for any reason must be cleared in advance. In the case of personal days, a request may be refused or postponed because of pressing school demands. ***Personal days may not be combined with scheduled long weekends or vacations. Teachers should plan personal trips to coincide with scheduled school vacations.*** Unused sick days may be rolled into successive years up to a total of 24 days. Unused sick days may not be used for personal days or vacation time; these days are allotted in good faith and are to be used for medical reasons only. At the end of one's tenure, unused sick days are not financially reimbursed. Personal days do not accumulate.
6. In cases where the sick/personal day allowance is exceeded, Oakwood reserves the right to charge the teacher a day's pay for each day absent.

Communications Regarding Students

Telephone calls and emails concerning a student or the school should be returned promptly (no more than 24 hours later) and courteously. Even if an issue or concern is cleared up with a student after receiving a parent email or call, a follow-up call or email to the parent letting her/him know the outcome of the situation is required. During any communication faculty and staff represent the school and must maintain a professional demeanor. Faculty must always be clear, honest, and as positive as possible in their communications. The goal should be no area of misunderstanding. Faculty should, at all times, point to some avenue which could lead to a desired outcome.

When discussing educational progress or problems with parents, faculty must be courteous and firm. Each meeting should begin with statements about a student's positive qualities before discussing areas of concern, and each meeting should end with recommendations regarding strategies that will hopefully allow the student to improve and make progress. In the case of an angry parent, the parent should be given time to discuss her/his grievances after which calmness and reasonableness may prevail. If a parent does not seem appeased by the discussion, the faculty member may recommend that the parent meet with the division coordinator or Head of School. In most cases problems arise between parents and teachers or administrators because of inadequate or incomplete communication. The parents often have heard only the student's story so their understanding may be incorrect, and the faculty member will need to clearly and calmly re-explain her/his position. In turn, faculty and staff understandings of situations may be incorrect. If so, faculty and staff members should admit their mistake and try to re-establish a productive working relationship with the parent. Faculty members should inform their division coordinator and the student's advisor that day or the next about any difficult conversations.

Making notes during and/or after conversations with students and parents can be very helpful. Faculty are asked to make a written record, either electronic or on paper, about any significant aspect of a conversation. At the completion of a formal conference with a parent, a concise, informative, written note should be placed in the student's electronic or physical folder. This memorandum should include the following information:

1. The date of conference.
2. The people who attended the conference.
3. The person who initiated the conference.
4. The nature of the discussion.
5. The specific action(s) agreed upon to be taken.
6. Any agreed-upon plans for follow-up action or meetings, with dates.

Supervision of Activities

All school sponsored and school organized activities must be directly supervised by an adult member of the faculty/staff. Facilities such as laboratories and play areas may not be occupied or used by students unless responsible adult members of the faculty/staff are physically present. On school trips faculty/staff must never leave students unsupervised. When school sponsored activities are held off campus, i.e. field trips, athletic contests, community service activities, academic competitions, dances, etc., a member of the faculty/staff must be present. **Students who leave the off campus site, may not reenter the activity.**

Faculty Meetings

Teachers should plan to devote Wednesday afternoons to some form of faculty meeting. In general, there will be at least one full faculty meeting each month and other Wednesdays will be devoted to grade-level, divisional, department, or special committee meetings. The confidentiality of these meetings must be maintained without exception. Faculty meetings may be announced on short notice if a situation arises.

ACADEMIC PHILOSOPHY, POLICIES, AND PROCEDURES

CURRICULUM STATEMENT

Oakwood's curriculum is designed to facilitate the academic, social, personal, and physical growth of every student. The curriculum is also designed to help prepare students for citizenship in a rapidly changing global society in which technology plays an ever-increasing role. Oakwood's curriculum aims to foster in each student a lifelong commitment to and passion for learning, an appreciation of and respect for oneself and others, and a desire to make a difference in the world.

Oakwood teachers must be committed to differentiated instruction. Individually, and as members of teams and departments, they must make creative and thoughtful decisions in regard to development and implementation of their programs of study. Curriculum design and changes are made in a collaborative process, and all appropriate faculty members are involved. The Head of School, the division coordinators, and the department chairs oversee the design of curriculum, and the faculty is responsible for its effective implementation.

DIFFERENTIATED INSTRUCTION

Teachers at The Oakwood School are expected to honor the School's commitment to differentiated instruction. Oakwood is not a school where "one size fits all." In essence, this means challenging students at their level and employing teaching strategies to ensure progress to the next level. While differentiation does not mean that all students receive individualized instruction, teachers are expected to adjust their approach so that each student receives appropriate attention and support.

ORIENTATION AND MENTORING PROGRAM

As teachers begin their teaching careers at The Oakwood School, they join a complex organization in which they will be expected to function as leaders upon arrival. The School recognizes that it is critical to assist all teachers, whether new to the profession or experienced, and to ease their transition to Oakwood. The Head of School, division coordinator, or department chair, therefore, will assign a mentor to each new teacher.

The Division Coordinators oversee the new teacher/mentor partnership. It provides opportunities for teachers to work in a partnership rather than in isolation. The process should be responsive to the needs of the individual.

Goals and Procedures of Oakwood School's Faculty and Staff Mentoring Program

Description

This program is designed to assist faculty who are new to The Oakwood School. New faculty members are paired with experienced Oakwood faculty who are knowledgeable about the campus, students and their families, academic life, other school programs and events, and The Oakwood School community.

Purpose

The purpose of the program is to enable new faculty members to transition smoothly to their new environment and to quickly become active members of The Oakwood School community. It is our goal for the pair to meet regularly throughout the teacher's first year at the school and for the mentor to provide guidance, assistance, and friendship to pave the way for the new teacher to gain professional satisfaction and to have an enjoyable first year experience. This program is a personal support system and a supplement to the guidance that new teachers will receive from the Division Coordinator and Department Chair.

Procedures

- The new teacher is encouraged to call upon the mentor at any time to ask questions or to seek help and support and is asked to embrace the mentor/mentee relationship.
- The mentor will address questions, concerns, and needs in a confidential manner.
- The pair will meet weekly the first two months of the school year and bi-monthly or monthly after that, or anytime desired by either party.
- Important topics to cover the first week:
 - Events for the first month— purpose of these and role of the teacher
 - How to use copy machine—copy, scan, fax, color etc.
 - Go over the school's website and its resources and the Dropbox Folder and its resources
 - Make sure the new teacher is fully comfortable with Power School to track grades and attendance as well as the homework blog after the training sessions during the August faculty meeting week
 - Review the administrators and their roles— who to go to for what
 - Tour the entire campus

- Topics to cover each week/month
 - How may I help you? How are things going in your classes? Other concerns, issues, questions?
 - Special events for the month-- purpose of these and role of the teacher

- Other topics that new teachers often want to discuss
 - Academic policies and guidelines
 - Student issues such as advising, motivating, handling behavior concerns
 - Relationships with parents
 - Professional development opportunities
 - Managing time, handling stress, and balancing workload effectively
 - Effective instructional techniques

- The Mentor will keep the new teacher on her/his radar throughout the year and will inform the Division Coordinator if s/he realizes the new teacher is facing an issue that requires her/his assistance. The mentor will devote time to the relationship and be available upon request.

Formal Faculty Observation and Evaluation Process

New faculty members will also participate in a formal week of observation and receive feedback from and support during this experience. This experience is outlined in the Faculty Handbook and is arranged by the Division Coordinator, Head of School, or Department Chair.

PROFESSIONAL DEVELOPMENT

The Oakwood School supports the professional growth of its faculty. Conferences, workshops, classroom observations, professional readings, and meeting with other teachers for discussion and reflection are examples of staff development activities supported by the school. Professional growth and development is a top priority for every employee. Throughout each school year and summer, it is assumed that each professional at Oakwood will use various means to grow, enhance, broaden, and deepen skills and strengthen talents. Administrative support is crucial to accomplishing this goal and the department chairs and division coordinators work closely with the staff in order to maintain the highest standards of professionalism and growth at Oakwood.

The School is committed to supporting faculty and administration professional development initiatives and efforts. Each faculty member and administrator at the School is strongly encouraged to pursue professional development, with restrictions placed only in regard to the funds available and the perceived value of its future benefits to the school and the teacher's professional growth. The School allocates the resources available for individual participation in workshops, conferences, courses, etc. Registration forms must be submitted to the Department Chair or Division Coordinator so s/he can assess the value of the request and approach the Business Office to request funds to cover the registration fee and other expenses.

The primary goals of professional development at The Oakwood School are to encourage faculty and administrators to pursue opportunities and to assure equitable allocation of professional development funds. The Head of School reserves the right to deny a request if it is determined

that the faculty or administrator has used a disproportionate amount of the available professional development funds. For example, if a faculty or administrator attends an expensive summer workshop, s/he is encouraged to monitor workshop attendance during the school year so that other members of the faculty or administration can avail themselves of opportunities to attend workshops. Oakwood administrators and faculty members also need to understand that the professional development budget is limited and that if funds run out during any school year, requests for funding will need to be denied.

The School encourages faculty to conduct internet searches and engage in conversations with other teachers and administrators to learn about valuable opportunities for development.

Suggestions for growth and development include:

- a. Conferences
- b. Professional meetings
- c. Workshops
- d. Visits to other schools or observations of other classes within Oakwood
- e. Professional reading
- f. Publication/original work
- g. Active membership in professional organizations
- h. In-house committee work pertaining to curriculum or specifically to professional growth and development
- i. Committee work outside The Oakwood School
- j. Teaching exchanges

Oakwood's formal faculty evaluation system is considered a part of faculty professional growth.

FACULTY EVALUATIONS

The School's faculty evaluation system requires a staggered time schedule for successful implementation. Faculty members receive information regarding the timetable specific to their own evaluation. New faculty members and current faculty members follow different procedures.

PHILOSOPHY

As part of the plan for professional growth and development, a formal faculty evaluation system exists at the Oakwood School. The evaluation process at Oakwood is consistent with the school's mission and philosophy of respect for and support of individual differences in teaching and learning. With this in mind, the overall goal of this evaluation procedure is to affirm and strengthen teaching and administrative effectiveness at Oakwood. The Oakwood School believes that a faculty evaluation system is an essential instrument in ensuring the best teaching staff for its students. The evaluation system is divided into three components, which are listed below:

1. *The Self-Evaluation* is completed by each teacher in the fall of each year. A key piece of the self-evaluation is the development of goals for the year.
2. *The Classroom Observation* is administered to all teachers new to The Oakwood School the first two years of their work at the school and then every three years from that point forward. All current Oakwood teachers will be formally observed and evaluated every three years with staggered starts over the course of three years in order to evenly

distribute the number of faculty evaluations required in any given year. A three-year schedule of all classroom observations is published annually.

3. *The Professional Development Record* is completed by all teachers at the end of each school year.

The evaluation system is designed to help each Oakwood teacher improve her/his job effectiveness through administrative support including observations, conversations, commendations, and recommendations.

Professional growth and development is a top priority for every faculty member and administrator. Faculty observations and evaluations should be viewed as supportive rather than intimidating. Oakwood prides itself on the growth and development of its faculty as well as its students. Throughout each school year and summer, it is assumed that teachers at The Oakwood School will use various means to broaden their knowledge, strengthen their skills, and increase their talents. Administrative support is crucial to accomplishing this goal, and the appropriate division coordinators, department chairs, and the Head work closely with the faculty to maintain the highest standards of professionalism and growth at Oakwood.

THE SELF- EVALUATION

Each fall all teachers will receive the self-evaluation document. The self-evaluation asks teachers to reflect on their growth as educators and on their goals and performance in the various and varied aspects of their work at Oakwood.

- Teaching
- Classroom management
- Feedback to parents and students regarding student progress: correcting work, posting grades, writing informal and formal comments, emails and phone calls to parents
- Homeroom and advisor responsibilities
- Upkeep and appearance of classroom
- Parent relationships
- Professional relationships
- Professional development
- Adherence to and support of school policies and procedures
- Outside the classroom duties at Oakwood School
- Administrative responsibilities
- Coaching (if applicable)
- Personal goals

Each teacher shares her/his self-evaluation with the appropriate division coordinator, department chair, and the head of school. Throughout the course of the year, the administrators and teachers will discuss methods and resources the teacher might use to meet her/his goals and ways the school might be able to help support this growth. The process is designed to support the teachers and to enhance the quality of their lives at the school as well as their teaching.

THE CLASSROOM OBSERVATION

The first year of a teacher's employment the administrative team (Division Coordinator, Department Chair, and Head of School) devotes a week to observing the teacher in all facets of her/his work at Oakwood. The individual teacher arranges with the observation team leader a date during the year for the observation week. The observation team members meet with the teacher prior to the observation week. This meeting allows the observation team to learn ahead of time about the teacher's goals and strategies for the lessons and for general classroom management, about her/his goals and strategies for individual students with specific learning needs and challenges, and about areas in which the teacher would like detailed feedback. After the completion of the observation, the teacher and the observation team meet to reflect, analyze, celebrate, and problem-solve. This process is called an informal evaluation and does not require a written summary.

The second year of a teacher's employment at The Oakwood School requires the same observation process as that used during the first year. It expands, however, to incorporate a formal written summary of the observation including a list of the teacher's strengths and recommendations for the teacher's growth. This document is written using the information gained and insights gleaned from all members of the observation team. This second-year process is a formal evaluation.

After a teacher's second year at Oakwood, s/he is then observed/evaluated every third year throughout her/his employment at the School. After two years of teaching at the School, all faculty members are part of this three-year observation rotation, which uses the second year formal observation/evaluation format that includes a written document created from information observed and gleaned during the observation week.

The major purpose of the classroom observation is to encourage and ensure our faculty's professional growth and development. It is the hope of the administration that this process will allow our teachers to enjoy and be challenged and stimulated by her/his work as well as offer an outstanding program of study to the students at The Oakwood School.

PROFESSIONAL DEVELOPMENT RECORD

Each spring, prior to the end of the year, faculty members are asked to submit a detailed record of all of their professional development experiences during the school year. Suggestions for growth and development include the following opportunities:

- Conferences
- Professional meetings
- Workshops
- Visits to other schools
- Visits to other grade levels and classrooms at The Oakwood School
- Professional readings
- Publication/ original work
- Active membership in a professional organization
- In-house committee work pertaining to curriculum or specifically to professional growth and development

- Development of new course units or courses of study
- Teaching exchanges
- Committee work outside Oakwood
- Course work
- Enrollment in a degree program
- Member of a school evaluation team
- Leading a workshop

This record is submitted in writing and lists growth experiences as well as dates where appropriate.

PROFESSIONAL WORKLOAD

Teaching is a profession that demands a great deal of one's time and energy in order to be done well. It is important that all teachers are prepared for the time commitments that accompany teaching at Oakwood. The Head of School and other administrators do everything possible to make sure responsibilities are shared equitably and effectively. Although individuals' responsibilities vary, all are involved with supervising students and activities outside of classroom time. The Head, division coordinators, and department chairs are available to discuss workload balance and to help prioritize responsibilities outside of teachers' classrooms.

TEACHER ABSENCE / CLASS COVERAGE POLICY

Full time teachers are responsible for the learning environment in their classrooms. If a teacher cannot be present, Oakwood will arrange for a substitute. However, the full time teacher is expected to make sure everything is in place for a substitute to work effectively with students.

1. Plan ahead. If you know that you will be taking personal or professional leave, submit a Request for Authorized Absence form to the Office Manager, as early as possible (1-2 weeks is advised). Make complete plans for a substitute including a detailed schedule and where to find things in the classroom.
2. When an unplanned absence due to illness or family emergencies occurs, phone the Office Manager the night before if possible to arrange for a substitute. If the situation presents itself in the morning, teachers should call the Office Manager's cell number (252-714-6514) or home number (252-321-8032) no later than 7:00 am.

COMMUNICATION ABOUT STUDENT PERFORMANCE AND GRADES

LOWER SCHOOL

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 focus on the long-term growth and development of their children. Oakwood's Lower School 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.

MIDDLE AND UPPER SCHOOLS

Communication and Grading Procedures and Policies

Communication about student performance and grades begins with the teacher. Our policy is “no surprises.” Students and parents must be kept up-to-date by regular and timely posting of grades onto the Power School program. Parents should never receive a quarterly grade or narrative comment that reflects a significant drop without having knowledge of this via PowerSchool. In summary, the school's expectation regarding grading is as follows:

1. Grade and return tests, quizzes, essays, labs, projects, and other assignments promptly.
2. Keep information of student performance up-to-date on PowerSchool.
3. If an explanation for a low grade on an important test or project or a string of low grades on regular exercises would help a parent understand her/his child's performance in your class, faculty members should contact the parent via email or attach a comment on PowerSchool using the feature that is part of this program. Faculty members should always suggest ways for the student to improve performance when discussing a poor performance.
4. Faculty members should inform the student directly of his/her degree of success in her/his class. Rather than talking in generalities, specifics should be discussed. Ways to improve performance if the student is having difficulty must be outlined.
5. If a student experiences continued difficulty in a class, faculty members should discuss this issue with the student's advisor and division coordinator if necessary to make a plan to support the student. This plan will also involve a parent meeting and suggestions to help the student. Suggestions may include among other things, extra help with the teacher if a few help sessions are likely to solve the issue, tutoring if the issue requires sustained one-to-one guidance and support, and/or testing with an outside expert to determine the root causes of the issue. If testing is part of the improvement plan, the division coordinator should make this recommendation to the student's parents.
6. If extra help is the determined strategy for improvement, teachers should arrange to be available for extra help after their students have been dismissed. Some teachers may prefer to have extra help sessions in the morning before the start of advisory. Whatever the teacher's choice is, extra help time should be established. Students who receive a C- or lower may be required to attend extra help session.

Grades and PowerSchool Information System

In Middle and Upper School, Oakwood uses percentage grades that can be translated into letter grades. Parents have online access to teacher grade books through PowerSchool, our online information system. PowerSchool gives immediate feedback to parents and students regarding student grades; the School promotes this tool as an excellent vehicle for school/home communication, and as a result, teachers are expected to keep their PowerSchool grade books up-to-date.

Guidelines for Grading

1. Teachers should conduct an appropriate amount of varied assessments to best illustrate the student's progress in a class. Assessments may include homework, quizzes, tests, papers, projects, presentations, labs, in-class assignments, and class participation.
2. Teachers should grade and post assignments in PowerSchool promptly, including late and missing assignments.
3. In keeping with the Upper School homework policy, *late assignments must be immediately assigned a grade of zero in PowerSchool*. Even if students can still earn partial credit, they must be aware that the grade will otherwise be a zero and they will see the resulting impact on their quarterly average. (It is helpful to enter the zero and then make a comment, including the date, saying whether or not partial credit can still be earned.) 6th and 7th grade teachers may use this strategy as well to develop in students the habit of monitoring their own progress and forming stronger time management skills and corrective responses. At Curriculum Open House or in a parent email early in the fall, 6th and 7th grade teachers who plan to use this system must inform parents of this and explain their reasons for using it.
4. It is helpful to parents to add a brief written comment noting the circumstances regarding the grade and suggestions for improvement in PowerSchool when a student receives a grade of 70 or below. An email to the parent might be read sooner; and, therefore, might be an even more effective means of communication.
5. Parents value communication regarding their children's progress. They enjoy hearing about successes and appreciate knowing before term's end when their child is floundering in a particular class. Students and parents learn much more when qualitative feedback is coupled with grades.

Procedure for Changing a Grade Already Posted

Once a grading term has ended and grades are posted, there is the possibility of a request to change a grade.

In the event of an "Incomplete" for a particular course, the teacher/advisor may request the Registrar to update the "Incomplete" grade to the appropriate permanent grade.

In the event of a miscalculation that results in a grade change, the Registrar (if s/he catches the mistake) will notify the teacher of the error. For this and any other reason that produces a need to change a grade, the teacher involved must adhere to the following protocol:

- A. The teacher of that course must initiate a request to the Division Coordinator for review.
- B. If a grade change is merited, the Division Coordinator will then notify the Registrar.
- C. Once the grade has been changed and registered on PowerSchool, the registrar will notify the teacher and the teacher will communicate the final change information to the parents.

If the teacher for the course with the grade in question is no longer available due to a staffing change, the request for a change falls to the Division Coordinator.

STUDENT ABSENCES

Research states that the two most important factors in a student's academic achievement are the quality of the teacher and 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. It is important for faculty to keep track of students' absences and to report to the division coordinator any suspicion of an unreported unexcused absence. Please read the Parent/Student Handbook for a complete discussion of what qualifies as excused and unexcused absences.

Students with excused absences may make up their work using the following guidelines:

- ☐ Long-term projects are due the day a student returns.
- ☐ Regular class work /homework is due within the number of days absent (i.e. if a student misses two days he/she must hand in work two days after returning to school).
- ☐ In the case of a planned absence, the work is due the day the student returns to school.

Students with unexcused absences follow different plans and consequences regarding make-up work, depending upon the division of the school in which they are enrolled; please consult the Parent/Student Handbook and follow the guidelines noted in this document.

STUDENT DISCIPLINE

The Oakwood School's disciplinary system is based on the ideal of respect for all members of its community. Students are expected to demonstrate a high degree of honesty, cooperation, respect for authority, consideration of others, and concern for the overall standards of The Oakwood School.

Rules are necessary to ensure student safety and the orderly operation of the school and to promote a healthy social environment and nurturing community. Students are encouraged to act in a manner consistent with a strong sense of responsibility to themselves, their peers, their teachers, their parents, and their school. Behavioral expectations are explained to students and are listed in the **Student/Parent Handbook**. As is the case in any enduring society, when rules are broken, consequences result. The basic aim of all disciplinary measures is to guide students and help them learn from their mistakes, and Oakwood strives to deliver logical consequences

when rules are broken. ***Corporal punishment is not administered at Oakwood and is not tolerated.*** A teacher or staff member who uses, or threatens to use, physical punishment may be subject to immediate dismissal.

Each faculty member is *responsible to ensure the appropriate behavior of all students anywhere on campus, regardless of which classes or grades the teacher may directly work. Faculty must not ignore misbehavior.* Address misbehaviors on the spot — at games, at divisional meetings, at assemblies, in the hallways, at recess, and on campus in general. Be especially aware of cruelty to others, behaviors that affect people’s safety, and foul language. Major problems or infractions should be referred to the division coordinator and homeroom teacher/advisor once the teacher on the scene has taken initial action to intervene. Faculty members are required to sit with a homeroom class, advisory group, or with a class they teach if they are not a homeroom teacher at assemblies and meetings to monitor student behavior.

STUDENT PERSONAL AND ACADEMIC INTEGRITY

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. All teachers are expected to explain the School’s and their own expectations regarding student behavior. When a student’s behavior does not meet expectations, the teacher will discuss the situation with the student and attempt to re-direct her/him. If a student’s behavior continues to undermine the order and discipline of the school, the division coordinator will be notified and further action will be taken to attempt to help the student make better choices regarding her/his behavior. Serious infractions may also be brought to the Head of School and may result in disciplinary action. In the Upper School serious infractions are brought to the Honor Council for review.

Academic Integrity and Honor Code in the Middle and Upper Schools

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 in the Middle School

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.

Responses to Academic Dishonesty in the Upper School

All academic dishonesty offenses will be presented to The Oakwood School’s Honor Council; repeated offenses may result in dismissal.

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 well-being 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.

HOMEWORK EXPECTATIONS

Homework is assigned for students to practice skills and to reinforce concepts introduced in class, to provide meaningful related independent study, and to develop responsibility for one's own work. Homework assignments follow these guidelines:

- ☐ Are developmentally appropriate
- ☐ Are designed to meet the individual capabilities of students, but in accordance with the class requirements
- ☐ Are returned promptly with a grade and constructive comment(s)

In Middle and Upper School, teachers normally assign homework five nights per week. Over vacations, while students may have to use some time to catch up on overdue work, they should only have to prepare the equivalent of one's night's new homework upon return from a break.

The School expects that students engage in homework activities each night, with approximate times as 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

<u>Grade</u>	<u>Per Subject</u>	<u>Per Day</u>
4 th grade		1-1.5 hours
5 th grade		1.5 hours
6 th grade	20-25 minutes	1.5-2 hours
7 th grade	25-30 minutes	2-2.5 hours
8 th grade	30-35 minutes	2.5-3 hours
9-12 th grade	40-45 minutes	3-4 hours

TEXTBOOKS

Teachers are responsible for distributing, collecting, and accounting for all books that are not owned by the students and for participating in the selling/buyback of hardcopy textbooks, when available, when an electronic textbook is used for their course(s).

UPPER SCHOOL DROP/ADD PERIOD

Upper School students may withdraw from a course, without penalty, during the first two weeks of classes. After the two-week time frame, students can withdraw and it will be recorded on the transcript as a W/F (withdraw/failing). Students may add a course during the first two-week of classes. Forms to drop (or add) a course are in the division coordinator's office.

NEWSLETTERS AND OTHER INFORMATION SENT TO FAMILIES

Most Lower School teachers write a newsletter about upcoming lessons and class and divisional activities at the beginning of each month; some teachers choose to communicate with parents more frequently. The newsletter is posted on the teacher's blog on The Oakwood School website. Each teacher informs parents about the newsletter at the beginning of the school year. For the first few months, new teachers might want the division coordinator to review the newsletter and make suggestions prior to finalizing it. Also, new teachers may find it helpful for her/his mentor to share examples of previous newsletters.

Middle and Upper School teachers communicate important information (homework assignments, new units of study, long-range projects, etc.) to parents using their teacher blogs on The Oakwood School website. This communication keeps parents abreast of the material the students are covering in class and alerts parents about the possible need of parental support such as help with time management, pre-reading new material, buying art supplies for a project, etc. The Middle School also maintains the Middle School Community Page, a blog for information that affects groups of or all Middle School students. Middle School teachers contribute information to this blog to communicate division-wide information to parents such as field trip information, concert information, community service projects, student government activities, etc.

SERVICE TO THE SCHOOL

Oakwood depends upon its faculty to assist with extracurricular activities that enhance the division and student life. Such participation may include, but is not limited to, the following:

- ☐☐ Serving on committees
- ☐☐ Attending school-wide events
- ☐☐ Serving as an advisor to a student organization such as a club
- ☐☐ Planning and/or participating in curricular-related enrichment activities outside normal classroom offerings such as field trips, competitions, and Olympiads
- ☐☐ Planning or participating in co-curricular student activities such as community service activities, dances, talent shows etc.
- ☐☐ Acting as a representative of the School in the larger community

CO-CURRICULAR OPPORTUNITIES

Oakwood sponsors a number of co-curricular activities and needs its teachers to offer extracurricular opportunities to our students. The division coordinators ask for faculty support in

this part of student life. Some opportunities offered by teachers in the past have included the following activities:

Good Deeds Club	Spelling Bee
Debate Team	Athletic Teams
Key Club	Math Olympiad
School Newspaper	Math Competitions
Literary Magazine	International Club
Student Government	Spanish Club
Chess Club	Science Olympiad
Shakespeare Competition	Geography Bee
Envirothon	National Honor and National Art Honor Societies
School Beautification Club	Middle School Seminars

GENERAL SCHOOL POLICIES

SCHOOL VISITORS

Oakwood is constantly on display. When visitors enter a teacher's classroom, faculty members usually continue with the lesson. While visitors do pose an interruption, they often hope to observe "business as usual." If there is an appropriate opportunity within the context of the lesson, teachers may choose to introduce themselves and explain the activity in which the students are engaged.

ILLNESS / INJURY PROTOCOLS

Illness--If students are complaining or exhibiting symptoms of illness, the classroom teacher or assistant should call and/or take or send the student to the front office. Office personnel will assess the situation (take temperature, etc.) consult "Consent to Care" forms, and act accordingly. Measures to be taken may include administering ibuprofen or acetaminophen (per written parental instructions) and/or contacting parents. Unless professionally qualified, no school employee should offer any diagnoses. If there is any question, parents are asked to come to school and pick up the student in order to receive professional care.

Injury--In cases of injury, teachers or assistants make an initial evaluation to determine whether the student should be moved/taken to the office. If there is any suggestion of head or neck injury, or if the student is unconscious, the student should not be moved; the office should be contacted immediately. Otherwise, the student should be taken to the office where additional evaluations are conducted and appropriate measures are taken as listed above.

Cardiac Arrest and/or Breathing Difficulty--In case of apparent cardiac arrest, an employee trained in CPR should be summoned immediately while emergency services are called. In case of a choking situation, a knowledgeable employee should take appropriate action including the Heimlich maneuver. Each divisional building as well as Monk Hall should have a “first responder” identified. **Each teacher should determine who this “first responder” is for the division or building in which s/he works.**

Student Medication--Oakwood prefers that a parent administer any and all medications; however, if a child requires medication during the school day, the medication must be accompanied by a permission form signed by the parent, guardian, or physician that gives specific directions concerning dosage and time of administration. The medication should be delivered and kept in pharmacy-labeled containers. Except in extreme cases (e.g. serious allergic reactions), medications will be kept in the office and administered there by a school official.

FIRE DRILLS

Anyone who sees a fire should immediately sound the fire alarm. In a fire, the primary responsibility of the teacher is the immediate, safe, rapid, and orderly evacuation of students from the building. All teachers should know the exit plan for any classroom in which they are responsible for students. (Emergency exit maps are posted in classrooms.) Students proceed out the exit door and quietly in a straight line to the designated “holding” location. The teacher is last to exit the room after making sure that it is empty, the lights are off and all doors are closed. The Property Manager or Head of School will ask if all students are present when the classrooms have been vacated.

Fire Drills are held once per month. The first two are announced to the teachers; thereafter, the drills are not announced in advance.

TORNADO DRILLS

In the event of a tornado, the following procedures are followed:

- Students should exit classrooms using internal doors and faculty should direct them to safer areas of the building. Administrators should assist any guests in finding a safe place in the building.
- *Founders' Hall* – As many students as possible should enter the classroom bathrooms. Additional students should be escorted to the copier room and maintenance room in the rotunda area of the building. Anyone in the administrative office should enter the bathroom in the administrative office.
- *Joyner Hall* – 4th and 5th graders and their teachers should quickly and quietly enter the Girls' Bathroom in the rotunda area of the building. 6th and 7th graders and their teachers should quickly and quietly enter the Boys' Bathroom in the rotunda area of the building. Additional students should be escorted to the copier room, the faculty bathrooms, and the tutoring offices.

- *Monk Hall* – Any students in the gym should proceed to the locker rooms, accompanied by a teacher in each room. Students in all other areas of the building should proceed to the nearest bathroom, closet, or office with no windows.
- *Upper School* – Students should proceed to the nearest bathroom, faculty office, or closet with no windows or exterior walls.
- Safe rooms should be defined for the students at the beginning of the year and faculty members should be aware of the locations they intend to use for safe rooms for each class of students they teach.
- At least one adult should be present in each room containing students to help keep them calm and quiet and to help them follow instructions given over the public address system.
- Everyone should assume a safe position, on their knees with heads down and covered, and remain quiet until an “all-clear” is announced.
- If students are not in their usual building (i.e. taking a special class in another building), they do not return to their homeroom/division building. They follow the protocol above for the building where they are currently located. Faculty and staff in the building should stay in the hallways until all students and visitors are safely in designated areas.

LOCKDOWN PROCEDURE FOR UNWANTED/DANGEROUS CAMPUS VISITORS

In the event that an unwanted and dangerous visitor is on campus, the Office will announce a **Lockdown** with the code phrase “**I Am Announcing Some Pitt County School News**”. If this announcement is made, faculty are requested to remain calm, and follow these steps (which can be found on the white card in the envelope on the back of your classroom door):

1. Clear all students/staff/visitors from hallways.
2. Turn off lights.
3. Close and lock all classroom doors. (See instructions below.)
4. Slide appropriate card under door.
5. Affix appropriate card to window area (see instructions below).
6. Close blinds.
7. Direct students to a part of the room that is not easily visible from the door windows or regular windows. Request that students remain absolutely quiet.
8. Turn off ringers on all cell phones. Faculty cell phones should be left on vibrate to allow for a silent method of communication during emergency situations.
9. Do not open the door or leave the room unless evacuated by law enforcement.
10. Remain in place until directed to leave by law enforcement or administrative staff, or listen for the “all clear” signal.

All classroom doors that exit to a hallway are equipped with a latch that keeps it from engaging its locking mechanism, so the mechanism should always be in position for lockdown. In the event of a lockdown, faculty should move the mechanism to its upright position, which will lock the door. Classroom doors to the outside should be kept locked at all times of every day.

Faculty and staff **MUST NOT** attempt to call the school office during a lockdown. School and/or emergency personnel may communicate with faculty by text message during a crisis to determine the teacher and students’ status.

The cards found in an envelope on the back of each classroom door allow faculty to indicate the situation in their own classroom to law enforcement: a green card slipped under the door into the hall and/or a green card posted on a classroom window indicates no problem. A red card—or no card—slipped under the door and/or posted on the window indicates that there is an emergency inside the classroom. In any emergency situation, it is essential that teachers remain quiet and calm and do whatever they can to help students remain similarly quiet and calm.

WEATHER-RELATED SCHOOL CLOSINGS AND DELAYS

School closings and delayed openings due to weather 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 and main phone answering machine also announce school closings and delays.

There may be days in winter when the early morning weather 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 delayed 10:00 am school opening. This will allow teachers, parents, and students to travel in daylight and, hopefully, in improving conditions.

Decisions to open, close, or delay opening are based on weather conditions in the immediate Greenville area, not outlying areas. Each individual must evaluate the situation in her/his home location and act according to the conditions in her/his neighborhood. Faculty, staff, and administrators who will not be able to arrive at school on time for the school's opening must let the office know. On days that there is a delayed 10:00 am opening, it is extremely helpful to have teachers, administrators, support staff, and maintenance personnel make an effort to arrive as early as safely possible. The phones are usually busy and some parents drop children off early, and extra help before 10:00 is appreciated.

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. All faculty and staff will be expected to work on such additional days.

SPORTS/ATHLETICS

Student and Parent Spectator Behavior / Faculty Expectations

The Oakwood School has a sportsmanship code for athletic competition. It is expected that faculty members and administrators who attend games help monitor student spectator behavior. The following is a summary of the ideals of Oakwood spectator behavior:

1. Give positive cheers at all times.
2. Appreciate and commend good effort and skill no matter which individual or team exhibits it.
3. Treat officials and all opposing and Oakwood cheerleaders, players, coaches and fans with respect and courtesy.
4. It is unacceptable to call officials or opposing or home players, coaches, or spectators by name in a derogatory or mocking way or to single out anyone for personal criticism.

In the athletic programs, coaches must strive to develop individual potential by encouraging and promoting active participation by all athletes. The success of the athletic program and its positive impact on school life results from students having positive experiences.

Coaches must use discretion to balance the following and 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 must do their best to serve the range of skill levels on a team.

Student Athletes' Eligibility Policy

Students' academics are important to Oakwood, as is their participation in school sporting events. To that end, students are not required to have a certain GPA in order to be eligible to play sports. Instead, faculty and administrators work with students who are struggling academically to ensure that they receive the support they need while engaging in any after school activity that complements their growth at Oakwood.

CLUBS / ORGANIZATIONS

All clubs and organizations are school-sponsored activities and must be approved by the division coordinator. Scheduled times must be established in cooperation with the division coordinator.

FIELD TRIPS

Field trips are school-sponsored events that take place off campus and are an integral part of the academic program. Teachers are encouraged to plan trips that will add value to the lives and education of our students. Field trips must first be approved by the division coordinator, a field trip request form (located in the main office) must be completed, Lauren Keranakis, Director of Communications and Christine Barker, our Calendar of Events website manager, must be notified, a meeting with the Business Manager must be set to establish billing and busing procedures, and teacher chaperones must be arranged. Parents should be notified about the details of and rationale for the trip. Students have blanket field trip permission, so permission forms do not need to be obtained. Other teachers in the grade level should be informed of the trip so they will have prior notice regarding students missing classes. Emergency Treatment Forms and any required emergency medications for the students involved must be taken on all trips, as well as a standard first aid kit. Students may be assessed a fee for field trips. The business office will help you determine this charge as it will involve the transportation fee being added to any admission fee and food purchases that you determine as you plan the trip. Field trips must be educational in nature and clear educational objectives must be stated on the Field Trip Request form. The teacher must leave a phone number with the Office where the group can be reached in the event of an emergency. A teacher or chaperone must call the Office or designated person if the office is closed for the day if their return time varies from the time expected. A school official will then notify parents of the changed arrival time.

Guidelines for field trips:

1. Teachers should determine all field trips at least a month ahead of time, if at all possible. Advance notice is necessary for the smooth operation of the school.
2. Field trips must use the school's buses whenever available and trips may be required to be rescheduled if a bus is not available.
3. The finances and collection of payments for field trips must be approved and coordinated through the Business Office. Some trips may need to be billed to student accounts.
4. Teachers should determine the minimum and maximum number of chaperones necessary for each trip and line up chaperones in advance. (In Lower School parents are sometimes used as chaperones; the teachers should strive to make choosing chaperones equitable. In other words, try not to create a feeling of favorites among the parents in the class. In Middle and Upper School it is rare that parents are asked to chaperone trips.)
5. The teacher in charge should assign specific duties for each chaperone.
6. The teacher in charge of the field trip must approve all details and any changes in the plan. Normally, the predetermined itinerary should be followed. (e.g. food on the bus, unscheduled stops for food, etc.)
7. Parents should be notified about the details of and rationale for the trip.
8. If parents are asked to chaperone a field trip, the teacher in charge should explain chaperone obligations so that parents consider themselves "on duty." They should not, for example, have social side conversations or talk on cell phones.
9. Parent chaperones should not bring other siblings on field trips. Their attention must be on the students participating.
10. Parent chaperones must travel on school-arranged transportation whenever possible.
11. All students must travel to/from field trips on school-arranged transportation. Parents who drive their own car and want to take their own child and depart directly from a field trip must make prior written arrangements with the teacher in charge of the trip. They may not take other students home in their car without specific prior written consent from the other students' parents.

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, students in PK- Grade 5 will usually be expected to 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. As with all aspects of the school program, teachers are expected to uphold The Oakwood School's standards of professionalism while supervising field trips.

COMMUNICATION AND PUBLICITY

The Communications Director must approve all public relations materials, press releases, and school announcements that will be disseminated off-campus.

Media Relations Procedures

If a press or media representative asks you questions regarding the school, politely and firmly refer them to the Head of School or the Marketing and Communications Director if the Head is not available. The Head of School is the spokesperson for the school.

MAINTENANCE REQUESTS

If room repairs are needed, please email your request to George Martin (maintenance@theoakwoodschool.org) and copy this to the division coordinator.

KEYS

Employees will be given keys to the front doors and to their classroom. Please do not give students or their parents your keys. Please notify the business manager immediately if you lose your key.

PARKING

Please leave the four spaces opposite the North Campus office for visitor parking.

NON-SMOKING / TOBACCO-FREE CAMPUS

Oakwood is a non-smoking campus. Please do not use tobacco products in any school buildings or on the grounds.

PHOTOCOPYING

Photocopy machines are located in all buildings and are available for faculty, staff, and administrators' use. Teachers are encouraged to **conserve paper by double-siding** whenever possible. Please make color copies only for special events or lessons. ***Please adhere to copyright law.***

AFTERNOON PICK-UP

Lower and Middle School teachers are responsible for supervising their students on the breezeway for fifteen minutes after dismissal time. If students have not been picked up after fifteen minutes, the teacher must escort (younger children) or send them to Extended Day or to Homework Club (Middle School only on Mondays, Tuesdays, and Thursdays).

Student Dismissal Times

Pre-Kindergarten-First	2:30
Second-Third	2:45
Fourth-Twelfth	3:15

PLAYGROUND RULES

One of the benefits of attending a smaller school is the opportunity for a variety of classes to interact on the playground. Awareness of the physical and emotional safety of all children is the responsibility of each faculty member supervising the play areas. The safety of children is a teacher's primary responsibility at all times. Guidelines for the play areas are as follows:

1. The area within the fence is primarily for the youngest children.
2. There are designated areas for older children to play soccer, kickball, volleyball, four-square, and basketball.
3. Playground supervisors must be able to see students during outside time.
4. Students must be able to see playground supervisors during outside time.

Playing is an opportunity to support, encourage, and promote good citizenship. Students are expected to negotiate appropriate sharing of the playground. Negotiations among classes and among students should be facilitated by a teacher whenever necessary.

LICENSURE/CERTIFICATION

North Carolina licensure is not a requirement to teach at The Oakwood School. However, the school supports all teaching and administrative personnel wanting to acquire and/or maintain North Carolina licensure. The school appoints a liaison to the Department of Public Instruction in Raleigh. This individual can help teachers with licensure questions. The coordinator prepares materials to be sent to Raleigh, particularly those requiring the signature of the Head of School as "superintendent." While Oakwood supports teachers pursuing licensure, the responsibility for teachers seeking licensure is their own.

BUSINESS OFFICE PROCEDURES

BENEFITS, POLICIES AND PRACTICES

Oakwood School manages the following benefit plans and resolves questions concerning their operation, according to the plan documents. To obtain further information about your benefits program, please contact the Business Office. This section of your employee guide is designed to give a summary description of benefit plans, including eligibility and benefit provisions. If there is any discrepancy between this description and the official plan documents, the terms of the documents will prevail.

Tuition Remission and Financial Aid for Employee Children

1. Full-time faculty, staff, and administrators hired for the 2010-2011 school year or later are eligible to a 25% remission in tuition for their children. Full time faculty and staff employed at The Oakwood School as of 2009-2010 school year are entitled to a 50% tuition remission for each child enrolled at the school.
2. Part-time faculty, staff and administrators hired for the 2010-2011 school year or later are eligible to remission in tuition of 12.5% for their children, provided the employee has a contract denoting a 25% or higher work commitment. Part-time faculty and staff employed as of the 2009-2010 school year are entitled to 25% remission.
3. The tuition remission benefit is available for natural and adopted children.

4. In no case shall Oakwood's tuition remission plan operate to reduce any child's tuition below 50 percent. For example, if a child has more than one parent working at Oakwood, there is no additional remission below the 50% level.
5. Any employee who wishes to apply for regular financial aid over and above tuition remission is encouraged to do so for a child in any grade at The Oakwood School. It is Oakwood's policy to give preference to the children of its employees in the granting of financial aid dollars, as long as the family is eligible under the normal criteria used in the awarding of such aid to any Oakwood students. Financial aid is awarded based on demonstrated need. All financial aid recipients are required to pay at least 10% of the tuition fee including employee families.

Retirement Plan

Note: The following are summary descriptions. See the actual plans for further details. Should there be any conflict between the language of this summary and the terms of the Plan, the terms of the Plan shall govern.

TIAA-CREF Retirement Plan

Eligibility and Participation: All full-time employees at The Oakwood School and who are 21 years of age or older may begin participation at the end of their first month of employment. A form must be signed if an employee chooses not to participate in TIAA-CREF.

Plan Contributions: Current contributions under this retirement plan will be made during Years of Participation in accordance with the following schedule: The Oakwood School will match an employee's contribution dollar for dollar up to 3% of the base salary of the employee.

TIAA-CREF Supplemental Retirement Plan

Eligibility and Participation: All employees are eligible to begin participation on the first of the month following their Date of Employment. To participate in this plan, an employee must complete and return to the Business Office the appropriate TIAA-CREF enrollment form, and must also sign a Salary Reduction Agreement and other appropriate forms, all of which are available through the Business Office.

Plan Contributions: Contributions to this plan are in addition to any contributions (if any) that may be made to Oakwood's TIAA-CREF Retirement Plan. To participate, an employee must enter into a written agreement with Oakwood under which the employee's salary is reduced and the amount of the reduction is applied as premiums to the Funding Vehicles available under the plan. Contributions to the plan are made at least monthly and are forwarded by Oakwood to TIAA-CREF, the Fund Sponsors.

TIAA-CREF Group Supplemental Retirement Plan

While similar to the Supplemental Retirement Plan, the Group Supplemental Retirement Plan allows loans to be taken from \$1,000 to \$50,000 against the funds held in the account. Funds are not removed from the account; thus the retirement account continues to earn interest and dividends. This program is available only for supplemental funds; the initial 3% or the School's matching 3% amounts to this account cannot be used. Oakwood cannot allow more than the IRS allowable limit of pre-tax income for contributions to a GSRA account; post-tax dollar

contributions are unlimited.

HEALTH AND DENTAL INSURANCE

Eligibility: All full-time employees are eligible to begin participation on the first day of employment. Further information is available in the Business Office.

The Oakwood health and dental insurance is currently offered through Blue Cross Blue Shield of North Carolina, but is subject to change at anytime. Oakwood offers full-time employees the option to join its health and dental plan, and the cost to the employee is kept as low as possible but the realities of health care expense dictate that all must make a contribution. Additional costs for the family plan are covered by the employee through payroll deduction. For more information, please see the Business Manager.

COBRA Continuation Coverage: A federal law (COBRA) gives you, your spouse and your eligible dependents the opportunity to continue medical coverage at group rates for a specific period of time after certain qualifying events occur. If you have any questions about COBRA continuation coverage, see the Business Office.

FLEXIBLE BENEFIT PLAN: HEALTH CARE AND DEPENDENT CARE SPENDING

Introduction

The Flexible Benefit Plan (FBP) allows an employee to elect certain optional non-taxable benefits as alternatives to cash compensation that is taxable. As a result, total compensation is delivered more tax effectively.

The Flexible Benefit Plan has two parts – the Health Care Reimbursement Plan that allows participation in an account that provides reimbursement for health and dental care expenses not reimbursed by insurance, and the Dependent Care Reimbursement Account that provides for reimbursement of dependent care expenses (i.e., child care).

Eligibility

All full-time and part-time regularly scheduled employees of The Oakwood School who receive compensation from Oakwood are eligible to participate in the FBP. Such employees may begin participation on the first day of employment with Oakwood.

Contributions

With the FBP Plan, portions of an employee's pay can be set aside before any taxes have been deducted into a reimbursement account. The advantage is that federal and state income taxes are reduced. Social Security taxes (FICA) are also not withheld from this contribution amount.

Health Care Reimbursement Plan

If an employee elects to participate in the Health Care Reimbursement Plan, contributions will be made and reimbursements made for eligible health care expenses not covered by insurance or

other sources for the employee and dependents. The maximum amount of salary reduction allowable in any plan year (August 1st to July 31st) is \$5,000. Further information is available in the Business Office.

Dependent Care Reimbursement Plan

If an employee elects to participate in the Dependent Care Reimbursement Plan, contributions will be made and expenses for dependent care that are considered employment-related expenses are eligible for reimbursement.

Eligible dependents are dependent children under age 13, or a spouse or other dependent whose principal residence is in the employee's home or who is dependent on the employee for more than half of his or her support and who is mentally or physically unable to care for himself or herself. Further information is available in the Business Office.

The types of expenses that are not reimbursable include care that is primarily educational or medical in nature, education at the kindergarten grade level or higher, and the costs of transportation to and from the care facility and overnight camp costs. Household service expenses for food, clothing or entertainment (unless they are incidental to care) are not eligible. Also, services provided by a child under age 19 (or someone claimed as a dependent) are not reimbursable. In general, the reimbursement from the Dependent Care Reimbursement Plan is a maximum of \$6,000 per year, or \$3,000 if married and file a separate income tax return from a spouse. In addition, the reimbursement may not be more than whichever of the following limitations apply:

- If single, earned income (after salary reduction) for the year the expenses were incurred.
- If married and spouse is working, earned income (after salary reduction), or the earned income of spouse, whichever is less, for the year the expenses were incurred.

Accounts

Each time an employee is paid, contributions allocated for reimbursement for health care expenses are held in a general ledger health care account. Contributions allocated for reimbursement of dependent care expenses go into a dependent care general ledger account. The accounts are decreased as reimbursement payments are made. These accounts are for bookkeeping purposes only.

Submissions of claims incurred can be made during a plan year until September 15th following the end of the plan year. **Any balance remaining in the account(s) after this date will be forfeited and cannot be paid or carried forward into the next plan year. Therefore, employees must carefully anticipate the needs for the year before determining the amount of salary reduction.**

Reimbursement

In order to be reimbursed, eligible expenses must have been incurred during the plan year. Expenses are considered incurred on the date the services were provided. There are no advanced reimbursements made.

Dependent care claims can be reimbursed up to the balance in the account at the time reimbursement is requested. Health care claims can be reimbursed up to the full amount of your election, reduced by previously paid claims.

For reimbursement of medical and dental expenses, first submit the expenses to the insurance company to obtain whatever reimbursement is available from that source. For dependent care expenses, the provider is paid first and then eligible expenses submitted for reimbursement.

HOLIDAYS AND VACATIONS

Summer Vacation for Full-time and Part-time Administrators:

After starting employment a full time or part time administrator is entitled to 2 weeks during the summer of the first year hired; 3 weeks during the summer following the first year of employment. Summer is defined as the time period starting one week after graduation and continuing up to two weeks before students return to school.

Part-time administrators receive part-time vacation benefits, depending on the percentage of hours they work, i.e. an administrator who works 50% of a full-time administrator would receive one and a half weeks during the summer after her/his first year of employment.

The Head of School must approve all requested summer vacation dates in advance to ensure administrative coverage of the School.

Vacation for Administrative Staff:

Eligibility: Full-time regular contracted members of the staff are eligible for vacation following 6 months of continuous employment. Part-time employees are eligible for pro-rated vacation periods.

Vacation Allowance for Full-time Staff Employees:

Completed 6 months of service prior to July 1st: 2 weeks per year

Vacations will be scheduled by the Business Manager in a manner best suited for the operation of the School, with the understanding that in most instances **vacations should be planned for the summer**. Summer is defined as the time period starting one week after graduation and continuing up to two weeks before the children return to School. Employees' preferences will be

observed as far as possible and, where conflicts exist, preference will be accorded by seniority in date of hiring.

Vacations must be taken in the year in which they are earned; no unused days may be accumulated or carried over from year to year. If employees need to take a longer vacation, they should discuss this matter with the Head of School; if permission is granted, additional vacation days will be without pay.

Holidays: The following holidays are typically scheduled as days off for all staff:

Labor Day	Thanksgiving Day	Christmas
New Year's Day	Martin Luther King, Jr. Day	Memorial Day
Fourth of July		

Additionally the school administrative staff works one week of the two week December vacation and has the spring vacation week off.

FAMILY AND MEDICAL LEAVES OF ABSENCE

Oakwood provides family leaves of absence without pay to any *Eligible Employee* who has worked for Oakwood for at least 12 months before the date on which a leave is to commence and is a employee who worked at least 1,250 hours in the twelve months prior to the leave. Leaves of absence are permitted once all vacation and personal time has been used.

A leave may be granted (1) for the birth of an *Eligible Employee's* child; (2) when a child is placed with the *Eligible Employee* for adoption or foster care; (3) when the *Eligible Employee* needs to care for a child, spouse, or parent who has a *Serious Medical Condition*; or (4) when the *Eligible Employee* him/herself has a *Serious Health Condition*. An *Eligible Employee* is entitled to an unpaid leave of up to 12 weeks within a 12-month period.

Leaves of Absence under this policy are unpaid. Any health insurance benefits the employee is enrolled in at the time of the leave will continue (the School will pay its share of the premium, and the employee must pay his or her share). During the leave of absence, accruals will not continue under the Retirement Plan for eligibility, vesting and/or benefits, and no other benefits will be provided except for continuation of long-term disability insurance coverage under Oakwood's Long-Term Disability Insurance Plan.

Eligible Employees should make requests for leave to the Head of School at least 30 days in advance of foreseeable FMLA events and as soon as possible for unforeseeable events. Under certain circumstances an employee may be required to provide Oakwood with a medical certificate from a health care provider confirming the existence and duration of a Serious Health Condition.

LEAVES AND PERSONAL DAYS

Personal Days

There will be times when a faculty or staff member may need a personal day not defined as an illness. In recognition of this fact, each faculty and staff member is granted two paid personal days per school year. The employee must inform the Head of School of each personal day.

Personal days may not be used to extend a scheduled school holiday nor during the school week preceding or following a major school vacation. Also, faculty members are asked not to take personal days after May 5th unless a day is needed for a family milestone (wedding, funeral, graduation etc.).

Personal Leave

There will be times when an employee may ask for additional personal days not defined within the guidelines stated in the Personal Days policy. Such unpaid leave will be granted at the discretion of the Head of School.

Bereavement Leave

Employees who have completed their 90-day probationary period are eligible for absence with pay for a period of three (3) days in the event of a death in the immediate family, and will be reviewed on a case-by-case basis. The immediate family includes a grandparent, parent, spouse, child, sister, brother, grandchild, mother-in-law, father-in-law, sister-in-law or brother-in-law. In the event the bereavement period includes paid vacation days or holiday, duplicate compensation will not be made.

SHORT-TERM DISABILITY PLAN

The Oakwood School does not provide a short-term disability plan to its employees; yet, Oakwood employees can buy short-term disability insurance through AFLAC to protect against the loss of salary for a short-term duration.

JURY DUTY

Employees called for jury duty will be given time off to serve. Employees will collect their regular Oakwood salary for the first three days of jury duty. Oakwood will then pay the difference between the jury duty pay and the employee's regular pay for up to two weeks. If possible, the School encourages employees to delay serving until a vacation period or during the summer, in the case of faculty members.

LIABILITY INSURANCE

When acting within the scope of their employment, all faculty, administrators, and staff members are automatically covered for personal liability under Oakwood's insurance (i.e., insurance applies to occurrences which may arise out of programs and activities approved and sponsored by the School). However, the insurance does not cover individual employees in terms of occurrences that are unrelated to the School. The insurance company will indemnify the insured for all sums that the insured shall become legally obligated to pay as damages on account of an

occurrence. Members of the School faculty, administration, or staff, who from time to time drive students to school-related functions in privately-owned vehicles, are also covered under this policy for sums **beyond** what is covered by their own insurance.

SALARY DISBURSEMENT

All salaries are disbursed on the last working day of the month. The faculty salaries for a contract year begin on August 1st. The Business Office will arrange for an employee's paycheck to be direct deposited into her/his checking account. Please see the Business Manager for details.

SICK DAYS

A full-time faculty member shall be entitled to 6 sick days during the academic year. Sick days are to be used for faculty members' personal health as well as for personal health of any immediate family member. **Faculty, administrator and staff may accumulate up to but no more than 24 sick days over the course of her/his tenure at the school, which may be used for future sick days should these occur but not to extend a vacation nor for a vacation. When an employee leaves the School, the School will not pay the employee for these accumulated sick days.**

PURCHASING AND REIMBURSEMENTS

Procedures for Ordering Supplies

All ordering forms are located in the Business Office and in the Faculty Information share folder on Google Drive. The **Faculty Office Supply Order Form** is for the materials regularly kept in the Office Supply cabinet, which is housed in Ann Rinaldi's classroom in Joyner Hall. These should be mostly for teacher use (exceptions would be things like staples, rubber bands, glue, tape, etc., which would also be used by students) and will not be charged to your grade level or departmental budgets. Please do not add additional items to this list.

Purchase Requisitions are for all other materials and supplies needed to operate your classroom and will be charged to the appropriate budget (Grade level budgets for preK-3rd grades, Department budgets for 4th – 12th grades, and Divisional budgets for Division Coordinators). Please follow these guidelines when preparing your Purchase Requisitions:

- You may print/copy the **Purchase Requisition Forms** and fill them in by hand, or you may fill them in on your computer (you may submit these by e-mail). When the Purchasing Agent receives orders from a Grade Level Lead Teacher (preK-3) or Departmental Chair (4th-12th) by e-mail, s/he assumes the attached orders have been approved.
- Please circle (or highlight) the appropriate billing option for the items on the Purchase Requisition. You may only choose one option per form. If you choose Department, please list the name of the appropriate department (Math, English, Science, History, Fine Arts, Foreign Language). If you order items from the same vendor for multiple departments, please submit separate forms for each department.

- Use a separate form for each vendor.
- Fill in vendor information, listing either a mailing address or a website (websites are preferable, you do not need to list both). Phone and fax numbers are also helpful, but not necessary, if a website address is listed.
- Please total your Quantity column and subtotal your Total Price column. You only need to add shipping/handling, tax, discounts/coupons, if you have some additional information the Purchasing Agent needs to know about your order (ie. a free shipping deal or a coupon or discount code). Otherwise, she will gladly fill in this information for you later.
- A shopping list from a vendor website can be substituted for this form. Please note, on your shopping list or in your e-mail, the appropriate billing option for the materials and be sure to get approval, if necessary.
- The Purchasing Agent will contact you if your items are back-ordered or not available to see if there is an acceptable substitute.
- If there is an item available at a lower price from another vendor, the Purchasing Agent may make this change for you. If there will be any difference in the item (brand vs. generic, etc.), s/he will contact you for your permission before making this change. If s/he cannot reach you, s/he will use her/his best judgment.
- If you are ordering from a departmental budget (4th-12th grades), please submit your Purchase Requisitions (or shopping cart print-outs/e-mails) to your Department Chair for approval. After approving your orders, Department Chairs will forward your forms to the Purchasing Agent.

Requests for reimbursement should be used sparingly. We understand that there are times when you see a deal that is “too good to pass up!” If there is an in-store purchase you would like to make locally, see if the store will hold it for the Purchasing Agent to pick up. If not, or if you are out-of-town, and you know you have sufficient funds left in your budget, please make the purchase. If unsure, please contact the Purchasing Agent. **If you are purchasing something with departmental funds, please contact your Department Chair for approval before making the purchase.** You will need to keep your receipt and submit this to the Purchasing Agent with an **Expense Reimbursement Request Form**. The Purchasing Agent will submit your receipt for reimbursement to the Business Office, if funds are available from the appropriate budget and the expense was approved. **You can borrow the School’s credit card to avoid this.** This is better for you and for the school, since the school cannot be reimbursed for sales tax on purchases made by others. Sales tax on reimbursed purchases will be charged to the appropriate budget line. **Sales tax on purchases made through the school will not be charged to accounts, with the exception of food tax, which is not reimbursed by the State.**

Student Supply Lists need to include quantity per student and course name or grade level, and must be approved by your Division Coordinator. Please indicate any specific brand names or sizes you prefer (ie. Crayola, 24-count crayons, 2 boxes per student). **You do NOT need to fill out Purchase Requisitions or find vendors for these items, unless you require a very specific item, which can only be obtained from a particular vendor.**

Textbook, Workbook, Bound Resource, and Novel Inventory Forms are for bound and electronic materials. Please use these forms to indicate your current inventory of textbooks,

workbooks, novels, DVDs, subscriptions, etc. used in teaching your curriculum (including teacher's editions and other teaching resources). Columns on this form indicate the need for ordering materials for the upcoming school year. **You do NOT need to duplicate this information on Purchase Requisitions or Student Supply Lists.** Please submit your inventory forms to your Department Chair for approval. The Department Chair will pass these on to the appropriate Division Coordinator for approval, and then the Division Coordinator will pass them on to the Purchasing Agent for ordering.

Student Supply Distribution Procedures

Students Enrolled as of the First Day of School

You will receive sufficient student supplies, novels, workbooks, sketchpads, etc. for each student enrolled as of the first day of school. You should distribute the supplies to these students over the course of the year as detailed on your student supply list or textbook inventory. You do not need to document the distribution of these supplies, since it is already expected from your initial paperwork. Students enrolled on the first day of school will automatically be billed for the supplies you listed. **Supplies should be distributed to students, as they need them, not all at once at the beginning of the year.**

Greenville Learning Center students should be given supplies for the courses at Oakwood in which they are enrolled.

New Enrollees

When new students are enrolled, the Admissions Office informs the Purchasing Agent of their enrollment. Teachers will issue materials and supplies and books that the newly enrolled student needs for the duration of the year.

The Purchasing Agent tries to give you sufficient supplies to cover the possibility of new enrollees. If you know you are getting a new student, and you do not have sufficient supplies for that student, please let the Purchasing Agent know. S/he will order additional materials for that student and get them to you as quickly as possible. It is a good idea to let the Purchasing Agent know if you are getting low on something important!

Replacements

If a student loses or destroys an item of significant value (ie. binder, composition book, novel, workbook, etc.) and needs a replacement, please report the distribution of these extra supplies to the Purchasing Agent, so s/he can bill the student for the additional item(s). **The extras you receive at the beginning of the year are for new students, not for free replacements for existing students.** If you feel the need for a replacement was not the student's fault, let the Purchasing Agent know; we may be able to waive the replacement charge under these circumstances. It is also acceptable to ask the students to purchase readily available replacements on their own, and some students/parents will prefer this. Students will often choose to do this mid-year with items such as binders.

