

Parent/Student Handbook 2018-2019



Oakhill Academy

29275 Santiago Road

Temecula, CA 92592

(951) 506-0944

www.oakhillca.org

Revised 7/15/2018

Table of Contents

Section 1: Mission Statement, Vision, Learning Outcomes

Section 2: Our Core Ideology

Section 3: The Community Contract

Section 4: Accreditation, Legal Status, Non-Discrimination Statement

4.1 Accreditation

4.2 Legal Status

4.3 Non-Discrimination Statement

Section 5: Independent Schools

5.1 National Association of Independent Schools (NAIS)

Section 6: Governance

Section 7: Character Education

Section 8: Communication

8.1 Administration and Office Hours

8.2 Messages to the Teacher

8.3 Office Phone

8.4 Contact Information

8.5 Student Cell Phones

8.6 Appointments

8.7 School Wide Communication: Renweb

8.8 Class Home Page

8.9 Weekly Mail

8.10 Back-to-School Nights

8.11 Parent/Teacher Conferences

8.12 Grade Reporting

Section 9: Volunteering

9.1 Parent/Teacher/Student Association (PTSA)

9.2 Guidelines for Volunteers

9.3 Room Parents

9.4 Additional Guidelines for Room Parents

9.5 Room Parent Handbook

Section 10: Fundraising Commitment

Section 11: Field Studies

11.1 Special Grade Level Field Studies

11.2 Middle School Leadership Program

Section 12: Admissions, Tuition and Fees, Financial Aid, Enrollment

12.1 Admission Requirements

12.2 Tuition and Fees

12.3 Financial Aid

12.4 Revoking Enrollment

Section 13: School Procedures

- 13.1 School Hours
- 13.2 Arrival on Campus and Parking
- 13.3 Student Drop-Off and Pick-Up
- 13.4 Morning Drop-Off
- 13.5 Afternoon Pick-Up
- 13.6 Early Dismissal

Section 14: Attendance Policy

- 14.1 Attendance
- 14.2 Absences
- 14.3 Missed Class Work

Section 15: Tardiness

Section 16: Illness

- 16.1 Immunizations
- 16.2 Medication

Section 17: Day Care

- 17.1 Morning Day Care
- 17.2 Afternoon Day Care
- 17.3 After School Activities

Section 18: Lunch, Milk, and Snacks

Section 19: Books and Supplies

Section 20: Academics

- 20.1 Academic Honesty
- 20.2 Homework
- 20.3 Grading Policy
- 20.4 Trimester Grades
- 20.5 Citizenship and Study Habits
- 20.6 Behavioral Probation
- 20.7 Academic Probation

Section 21: Achievement Testing

- 21.2 Children's Progress (Preschool)
- 21.2 MPG (Kindergarten-2)
- 21.3 MAP Testing (3-8)

Section 22: Conduct and Citizenship

- 22.1 Our Approach
- 22.2 Suspension
- 22.3 Expulsion
- 22.4 Sexual Harassment and Bullying Policies

Section 23: Technology and Acceptable Use Policy

- 23.1 Use of Technology at Oakhill Academy
- 23.2 Technology Use Limitations
- 23.3 Unauthorized Materials

- 23.4 Illegal Copying
- 23.5 Malware
- 23.6 Frivolous Use
- 23.7 Responsible Use of Technology
- 23.8 No Expectation of Privacy
- 23.9 Electronic Code of Conduct
- 23.10 Personal Technology

Section 24: Safety

- 24.1 First Aid
- 24.2 Disaster/Emergency Procedures
- 24.3 Student Accident Insurance

Section 25: General Rules

- 25.1 Bike Rules and Walking
- 25.2 Lost and Found
- 25.3 Birthday Celebrations
- 25.4 Campus Wide Procedures

Section 26: School Dress Standards

- 26.1 Outerwear
- 26.2 PE Uniform
- 26.3 General Dress Standards
- 26.4 Free Dress

Section 1: Mission Statement and Goals

Mission Statement

Our mission at Oakhill Academy is to provide an exemplary 21st century education with a global perspective. We provide a personalized rigorous curriculum taught by passionate, highly qualified educators. Principles of Ownership, Wisdom, Leadership, and Service (O.W.L.S.) drive all aspects of our program. Through these principles students are encouraged to think critically and creatively, and to live meaningful lives as responsible world citizens.

Goals

The objective of Oakhill Academy is to achieve the highest academic standards within all grades, as well as to

- provide an appreciation for education and love of learning while emphasizing the fundamentals of how to study, gather and organize material, listen, think, and reason both independently and cooperatively.
- teach children to read with understanding in order to attain a strong foundation in English, mathematics, and science while allowing sufficient flexibility to encourage creativity within structured programs.
- introduce children to the world through history and geography with the purpose of fostering better understanding and tolerance of other cultures while expanding global awareness.
- help children develop an appreciation of the performing and fine arts, especially art, music, drama, and dance.
- expose children to foreign languages and cultures, especially French, Mandarin, and Spanish.
- introduce basic sports and skills, stressing the importance of good sportsmanship and teamwork.
- advance interpersonal communication skills, which aid in the development of poise and self-confidence in social interactions.
- instruct children in the democratic governing process and foster an awareness of the child's role in family, school, community, nation, and world in order to become responsible contributing citizens of the twenty-first century.

Section 2: Core Ideology of Oakhill Academy

Empowering Individuals, Building Integrity, Fostering Leadership in an Academically Nurturing Environment of Mutual Respect.

Academics:

- provides a comprehensive, hands-on inquiry based integrated curriculum based on STEAM approach
- emphasizes a blended, phonetic, literature based reading program
- program that focuses on second language learning and global mindedness

Revised 7/15/2018

- teaches organizational and learning skills critical to academic success
- acknowledges individual learning styles
- enriches the classroom experience with local, national, and international field studies
- provides each student with opportunities to serve in leadership roles

Oakhill Academy teaches children to exhibit civility; the best predictor of success.

Integrity:

- promotes ownership, honesty, respect, responsibility and compassion
- respects children as individuals and models empathetic behavior
- instills cooperation and team building
- incorporates values and virtues into daily activities
- develops emotional and moral intelligence

Oakhill Academy celebrates the individuality of each child within an atmosphere of mutual respect.

Environment:

- preserves reasonable class size
- utilizes a responsive classroom approach to classroom management
- provides a safe and secure campus
- promotes parent/teacher/student interaction
- cultivates a sense of belonging and community
- values and celebrates diversity
- advocates creativity and individuality
- sustains a child-centered learning environment

Section 3: The Community Contract: What Oakhill Academy and Parents Can Expect From Each Other

The Teacher’s Hierarchy of Priorities

Oakhill teachers have chosen a profession that requires them to meet the needs of the individual child, the classroom as a whole, the needs of the administration, parents and occasionally outside educators. The priorities of the teachers of Oakhill are attended to in the following order: 1) the classroom or school community, 2) the individual child, and 3) the parents.

The Community First

The *school community*, or *classroom*, is the teacher’s first priority. The goal is to provide an environment and opportunities that prepare each child for continued academic and social success. The classroom acts as a society that works, plays, and learns together. It is the

teacher's responsibility to deal with any obstacles that interfere with the functioning of the classroom community.

The Individual Child Second

The teacher's second priority is the *individual child* within the community.

Here the teacher attends to and observes the level of enthusiasm, self-confidence, initiative, frustration, social comfort, as well as the academic progress of each child.

Parents Third

The teacher's third priority is the *parents*. The teacher shares his or her teaching objectives and the child's progress with parents. In the normal course of events, parents bring their questions and concerns to the fall and spring parent conferences for discussion. In some instances, it is appropriate to bring up issues before the formal conferences. These are considered normal and expected levels of communication.

Principles of Good Practice for Parents Working w/ Schools/ Schools Working w/ Parents

Parents and independent schools work together to create and sustain effective partnerships. The following principles of good practice describe the respective roles and responsibilities of both partners.

Parents Working with School

- Parents recognize that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached.
- In selecting Oakhill Academy, parents seek an optimal match to meet the needs of the student, their own expectations, and the philosophy and programs of the school.
- Parents conduct themselves in the spirit of Oakhill's mission at all school functions and in communications with staff and students.
- Parents become familiar with and support Oakhill's policies and procedures.
- Parents provide a home environment that supports the development of positive learning attitudes and habits.
- Parents involve themselves in the life of Oakhill Academy.
- Parents seek and value Oakhill's perspective on the student.
- When concerns arise, parents seek information directly from the school, consulting with those best able to address the concerns, beginning with the classroom teacher
- Parents share with Oakhill any religious, cultural, medical, or personal information that better serves the needs of the student.

School Working with Parents

- Recognize that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached.

- Clearly and fully presents its philosophy, program, and practices to parents during the admission process and encourages dialogue that clarifies parental expectations and aspirations for the student.
- Seeks and values the parents' perspective of the student.
- Teachers and administrators are accessible to parents and model candid and open dialogue.
- Keeps parents well informed through systematic reports, conferences, publications, and informal conversations.
- Clearly defines how it involves parents when considering major decisions that affect the school community.
- Suggests effective ways for parents to support the educational process.
- Actively seeks the knowledge it needs to work effectively with a diverse student body.

What Parents Can Expect from Oakhill Academy

- A school environment for your child that seeks to provide excellence in education for all students.
- A challenging curriculum that includes the humanities, mathematics, science, foreign languages, fine and performing arts, and athletic program.
- Field studies that expand the educational experiences of each child.
- A commitment to the principles of character education, and adults that model what they expect from students.
- Technology embedded curriculum that builds proficiency with electronic media and enhances students' experiences.
- Enthusiastic, prepared teachers, who inspire, motivate and have high expectations for all students.
- Accredited education that meets more than 100 academic standards and maintains WASC and CAIS accreditation.
- Fall and spring conferences that provide feedback about your child's academic and social progress. Conferences are designed for both parents and teachers to share information, gain insight and agree jointly to steps that will support your child's progress.
- Trimester progress and report cards for students in grades Kindergarten through eighth. Courteous and professional administrative staff able to effectively answer questions, solve problems and provide information on independent school education.
- Accessible administration, faculty, and staff that model candid and open dialogue.

What Oakhill Expects from Parents

- **Parents work in partnership with our teachers for the benefit of their child's learning.**

It is very important that parents feel comfortable with all aspects of their child's education. Therefore we ask that if you have any concerns, you make an appointment immediately to see your child's class or special subject teacher. Almost always, the problem can be solved in a mutually satisfying manner. If concerns remain, or if the

problem persists, please make an appointment to see the Head of School. Our aim is to work together as a team to ensure your child's success at school.

- **Parents to gain an understanding of the unique benefits and features of an independent school education.**

Opportunities for parents to learn about independent school education are presented at Back-to-School Night, Open House, special meetings and events. Parents are expected to attend these events and to read the materials sent home in the weekly communication folder or on Renweb.

- **Parents to be responsible for getting children to school on time.**

Children are expected to be in the classroom on time. Preschool students: 8:15 am - 2:30 pm, Kindergarten and Grade One: 8:15 am-3:00 pm and Grades Two through Eight: 8:00 am-3:15 pm;. Oakhill recommends that students arrive to school at least five minutes prior to the start of class.

- **Parents to volunteer and support school and classroom events.**

Among the most rewarding experiences parents will have at Oakhill are those moments spent volunteering and attending activities and events. Children love to have their parents help with a project or attend an event at their school. We could not possibly provide the richness of the Oakhill experience without parents' help. We rely on parents to be active participants and will call on you for support during the year.

- **Parents to take an active part in the larger Oakhill community.**

Parents are to participate in all schoolwide functions. The children, staff, and PTSA work hard to put on Back-to-School Night, Open House, holiday shows, drama productions, and sport events, as well as the fundraising activities. These are important opportunities to learn about independent school education and to discuss issues that affect the whole school community.

- **Parents to participate in fundraising programs.**

Fundraising is an essential element of the finances of all independent schools. Each fundraiser requires a minimum participation level from each family to ensure success.

We are committed to making a strong community and look forward to a wonderful year. We recognize that clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect and a common vision characterize an effective partnership.

Section 4: Accreditation, Legal Status, Non-Discrimination Statement

4.1 Accreditation

Oakhill Academy is fully accredited by the Western Association of Schools and Colleges (WASC) until 2021. Once we have been accredited for three years, we can apply for a second accreditation through the California Association of Independent Schools (CAIS).

Accreditation is a peer evaluation process certifying that schools meet certain standards defined by an independent accrediting body. Through the process of peer review, schools hold

themselves publicly accountable to certain generally accepted standards of educational quality, governance, fiscal management, operation, and staff competence.

The accreditation process also validates the integrity of Oakhill's programs and student transcripts. Accreditation fosters excellence and ongoing improvement in public and private schools. The accreditation process assures Oakhill's community that the school's purposes are appropriate and are accomplished through a viable educational program. Accreditation is a way to manage change through regular assessment, planning, implementation and reassessment. Through the self-study process, the school's site visit and the ongoing follow-up, the Oakhill board of trustees, administration, faculty and staff determine areas of strength and areas for improvement based upon its vision of expected schoolwide results.

4.2 Legal Status

Oakhill Academy is a non-profit corporation with 501c(3) status. Oakhill is a tax-exempt corporation as described by California statute and the Code of the Internal Revenue Service. Contributions to the school's programs are tax deductible as described by current tax law.

4.3 Nondiscrimination Statement

In both hiring and admissions policies, Oakhill is an inclusive school. We welcome staff and children without regard to race, color, religion, sex, or national origin. Oakhill has a commitment to the principles of diversity and does not discriminate in violation of the law on the basis of race, color, religion, gender, national origin, age, marital status, sexual orientation, creed or disability.

Section 5: Independent Schools

Oakhill is one of 2,500 independent schools across the United States. As part of the private school community, independent schools provide more than 1,000,000 students from pre-kindergarten through high school with a unique and high quality education.

Independent schools are "independent" because they have distinct missions and are primarily supported by tuition payments, charitable contributions, and endowment revenue. Independent schools uphold high standards of educational quality. They are publicly accountable to parents, communities, and the agencies that accredited them.

Independent schools believe in educating the whole child. They are deeply committed to preparing all students with the essential knowledge and skills they need to thrive in future educational endeavors and to succeed in the workplace. That is why independent schools emphasize a rigorous curriculum built around core courses in language arts, math, natural science, social science, and foreign language.

Independent schools include coeducational and single-sex institutions, as well as boarding and day schools. Each school meets high accreditation standards and is held accountable by its board of trustees.

5.1 National Association of Independent Schools (NAIS)

The National Association of Independent Schools (NAIS) is a voluntary membership organization of more than 1,200 independent schools and associations in the United States and abroad. NAIS acts as the national voice of independent pre-collegiate education and as the center for collective action on behalf of its membership. It serves to strengthen its member schools and associations by articulating and promoting high standards of education quality and ethical behavior, by working to preserve their independence to serve the democratic society from which that independence derives, and by advocating broad access for students in affirming the principles of equity and justice.

To be eligible for membership in NAIS, schools must be 501(c) 3 nonprofit organizations that are fully accredited and nondiscriminatory in hiring and admissions. Oakhill Academy will be a member of the National Association of Independent Schools.

Section 6: Governance

As outlined in the bylaws of our nonprofit corporation, the Oakhill Academy “corporation” is not governed by members, but by a Board of Directors. The board is the guardian of Oakhill’s mission. It is the board’s responsibility to ensure that the mission is appropriate, relevant, and vital to the community it serves. The board monitors the success of the school in fulfilling its mission.

The following principles of good practice provide a common perspective on the responsibilities of independent school boards. The board and administration work in partnership in fulfilling the following principles:

- The board prepares a clear statement of the school’s mission and objectives.
- The board reviews and maintains bylaws, and establishes policies and plans consistent with the mission.
- The board is accountable for the financial well-being of the school, including capital assets, operating budgets, fund-raising, and endowments.
- The board selects, supports and nurtures administration.
- The board conducts a written evaluation of the performance of administration and works with administration to establish goals for the following year.
- The board evaluates itself annually and establishes goals for the following year.
- The board keeps full and accurate records of its meetings, committees, and policies.
- The board works to ensure all its members are actively involved in the work of the board and its committees.
- The composition of the board reflects a balance of expertise and perspectives needed to achieve the mission of the school.
- The board develops itself through new trustee orientation, ongoing education, and leadership succession planning.
- The board assures compliance with applicable laws and regulations.

Section 7: Character Education

At Oakhill, as we prepare our students for a lifetime of personal growth, social responsibility, and intellectual exploration, we regard the development of good character to be as important as the development of one's academic, athletic, or artistic ability. The moral and ethical tone of the school is maintained by a commitment to the *Project Wisdom* program, the modeled behavior of faculty and staff, and the middle school leadership program.

Project Wisdom is a collection of thought-provoking messages that are broadcast over the public address system every day during morning announcements. These messages help build "character muscles," reminding all to be responsible, trustworthy, courteous, and caring human beings. The messages encourage everyone to think about the choices we make and the consequences of those choices. This program motivates everyone to be the best that they can be while learning to tolerate (and maybe even celebrate) what's different about others. The messages contain wisdom from cultures, races, and religions from around the globe - and individuals from all walks of life – showing that everyone has something positive and constructive to contribute to the betterment of our world.

Oakhill chooses to participate in Project Wisdom because

- It is an opportunity to learn how to make wiser choices.
- It is an opportunity to build our "character muscles," to be the very best we can be.
- It is an opportunity to learn how to make wise use of our knowledge and education.
- Project Wisdom educates the human heart.

Oakhill's middle school leadership program is a continuation of our character education program and a multi-faceted approach to sustainable citizenship and stewardship. Study of the leader/follower relationship is accomplished through the "C"s of citizenship: communication, cooperation, compassion, contribution and collaboration. 6th-8th grades participate in a three-year program beginning with a focus on individual responsibility and moving outward toward global responsibility. The program begins with an annual leadership camp, including a ROPES personal challenge course, and continues as a separate curriculum with monthly role-play activities, grade level community outreach projects, assemblies and conflict resolution. As third year students, 8th graders act as peer leaders aiding the school community and leading student activities.

Section 8: Communications

8.1 Administration and Office Hours

Office hours are from 7:30 A.M. to 4:30 P.M.

8.2 Messages to the Teacher

Because teachers are preparing the classroom before school and concentrating on the day ahead, they are unable to conference with parents before school except by appointment. If you

need to communicate with your child's teacher in the morning, please send an email message, or if it is an emergency, please call the front office so that the message reaches the teacher in a timely manner. All messages should have a response within 24 hours.

8.3 Office Phone

The telephone in the office is for official and emergency use only.

8.4 Contact Information

Immediately inform the office of any change in your address or phone numbers. When emergencies occur, locating a parent quickly is imperative. For the welfare of your child, please keep the school informed with up-to-date information, including cell phone and email addresses. The school will not be responsible for any information missed or delayed due to a family's failure to update records with the office. **Parents have the ability to view and update their contacts directly through Renweb. This information should be current at all times.**

8.5 Student Cell Phones

In order to avoid a communication problem between home and school administration, students ARE NOT to use their cell phones to call home or a parent's workplace. This avoids unnecessary and unfortunate misunderstandings. **Cell phones are to remain turned off in the student's backpack during school hours. In addition, students are not to use cell phones a half hour before and after school, including all school functions unless otherwise directed by a teacher. Misuse of cell phones, INCLUDING SENDING OBSCENITY, PROFANITY, or NUDITY, will result in their confiscation and possible suspension or expulsion. Parents are to pick up confiscated cell phones in the office during school hours.**

8.6 Appointments

If you would like a conference with your child's teacher or administration, please make arrangements in advance by calling the office, leaving a voicemail message or contacting your child's teacher through his/her email.

8.7 Schoolwide Communication

Renweb is the primary means of communication between school and home. It is a secure site, and every family is given a password to access the following: School Information Online Anytime, Verify Parent Contacts, Check Attendance, Review Grades, Check Assignments, View Student Schedules, Check Lunch Menu, Communicate with Teacher/Staff, View School Calendar, Access Classroom Documents, View Student Directory, Read Classroom and School News, and View Classroom Photos if posted.

8.8 Class Home Page

Teachers maintain a web page containing pertinent classroom information.

8.9 Weekly Mail

School information is sent via email on Thursday afternoons. Printed copies of forms that should be returned to school will be sent home on Thursdays with the youngest or only child. A weekly update from the Head of School is included in this email..

8.10 Back-to-School Night

This informational get together is held early in the school year to give parents the opportunity to learn about the school and to meet faculty. Classroom teachers will provide an overview of your child's daily routine and academic year.

8.11 Parent/Teacher Conferences

Mandatory parent/teacher conferences will be as follows:

Late October - Transitional Kindergarten through 8th grade: **teacher led conference**

Late April- Transitional Kindergarten through 8th grade: **student led conference**

Transitional kindergarten through eighth grade teachers will schedule a conference time to discuss your child's progress and suggest ways your student can academically grow and improve. Every effort to accommodate working couples and families with more than one child is made in scheduling these conferences. Additional appointments with teachers can be scheduled through the school office or teacher's voicemail.

8.12 Grade Reporting

The faculty believes communication between home and school is a key element to a student's success. The teachers provide progress reports and report cards each trimester for all families in kindergarten through eighth grade.

Section 9: Volunteering

9.1 Parent/Teacher/Student Association (PTSA)

All parents are welcome and encouraged to join the PTSA each year for a minimal membership fee. Being a member of Oakhill's PTSA is a wonderful way to build community and support the mission of the school.

The PTSA's mission is to promote the general welfare of all students, to assist the faculty and staff in providing for the educational needs of all students, and to foster cooperation and understanding between school and community. Schools with strong parent involvement programs experience profound benefits for students, parents, teachers, and administrators. Research shows that when parents are involved in students' education, those students generally have higher grades and test scores, better attendance, and more consistently completed homework.

PTSA encourages Oakhill families to participate by volunteering and lending a hand in the school community. More information will be provided by the PTSA President.

Oakhill PTSA sponsors optional fundraisers throughout the year. While these fundraisers help support school needs, participation is optional. Your generosity in supporting these programs are always appreciated!

9.2 Guidelines for Volunteers

Oakhill Academy depends upon the generous gifts of time and talent that parents donate on a regular basis to the school. Volunteers are a truly indispensable component of Oakhill's success. Parents are invited to volunteer for activities and events during the school year (Morning Greeter, Room Parent, Library Aide, Book Fairs, various Fundraising events, Fieldtrip Driver/Chaperone, and Teacher/Staff Appreciation Day).

While we appreciate the time and energy volunteers put forth, it is important that the school has established guidelines for volunteering.

When on campus to volunteer, YOU MUST SIGN IN AT THE FRONT OFFICE in the volunteer log, and you will be given a visitor sticker to wear. Please sign out at the end of your visit. This must be done each time you volunteer on campus to ensure compliance with our safety procedures.

Parents must provide the office a photocopy of their driver's license along with a copy of the "limits of liability" page of their auto insurance before transporting students. Please see the office for more information regarding the insurance coverage requirements for chaperoning. Siblings are not permitted to accompany you while you are volunteering unless childcare is provided. Meetings will always indicate if siblings are allowed. Our goal is to provide opportunities for those parents with little ones to participate and volunteer.

All contributions and submissions for Weekly Mail/Newsletter must be submitted to the office by Tuesday morning.

No communication is sent home with students or via room parents unless approved by administration.

When volunteering, wear appropriate campus attire.

If other parents want to voice their concerns and complaints to you, please ask the parent to speak directly with the appropriate person, whether it is a teacher, a staff member or a fellow parent.

Have fun! This is a rewarding gift you are giving to your child and their classmates.

9.3 Room Parents

Each class has a room parent that assists the teacher. This support allows for the celebration of holidays, craft projects and fieldtrips just naming a few. While every teacher and classroom will have varying tasks for the room parent, there is a set of general guidelines that must be followed. As a parent you should be familiar with the information provided in the Parent/Student Handbook as well as The Room Parent Handbook.

9.4 Additional Guidelines for Room Parents

Administration and faculty will decide what holidays and other parties will be celebrated. All submissions for Weekly Mail/Newsletter must be submitted to the office by 10:00 a.m. Tuesday morning.

No communications should be sent home with students, via email or otherwise WITHOUT TEACHER or ADMINISTRATION APPROVAL.

Be aware of any food allergies in the classroom when providing snacks.

The teacher determines parent drivers/chaperones for class fieldtrips.

Treat confidential information with respect and maintain the confidential nature of the information.

Never discuss the children of your classroom with other parents, teachers, friends or family.

All Room Parents must be live scanned before volunteering in the classroom. For more information, please see the Business Manager.

You are an ambassador for Oakhill Academy, which means that you support and understand the mission of the school.

Share your enthusiasm for Oakhill with the community.

Section 10: Fundraising Commitment

It takes more than paid tuition and fees to provide the high quality education your children receive at Oakhill. Like all independent schools, the school budgets a certain amount of money to come from fundraising activities to bridge this operating expense gap. Oakhill depends on your participation and giving to make a meaningful difference in the education your children receive. We are committed to keeping fundraising activities to a minimum, and so in conjunction with the PTSA, we will limit our fundraising efforts to activities designed for our students' enjoyment and learning. We appreciate your continued support and generosity.

Consult with your tax person to maximize the effect of your giving. Gifts and money donated to Oakhill are tax deductible (not-for-profit, 501(c)(3) corporation).

Section 11: Field Studies

Field studies are planned at each grade level to provide children with first hand learning experiences. Participation in all field studies is subject to satisfactory academic and citizenship achievement. These experiences are an extension of the classroom. Thus, the "classroom" leaves the school and students are not allowed to stay on campus.

Permission slips containing all information about each trip off campus are available on Renweb. Field study forms can be downloaded, filled out, signed, and then returned to your child's teacher. **Verbal permission over the telephone is not sufficient.**

All field study money and required forms must be given directly to the Field Studies Coordinator.

Revised 7/15/2018

LIABILITY ISSUES PREVENT US FROM ALLOWING SIBLINGS ON FIELDTRIPS. Field study attendance may be denied in the event a student's grades and citizenship fall below a satisfactory level. Decisions are based on teacher approval.

Parent drivers usually provide transportation. Field study drivers will be chosen solely by the classroom teacher. Field study drivers must furnish a copy of their driver's license and their automobile insurance's "limits of liability." Parent drivers who do not provide evidence of insurance that meets requirement guidelines may not be allowed to participate in class field studies. Contact the front office for more details.

Parents who do not adhere to school policy during a field study may jeopardize their own participation as chaperones in future field studies.

11.1 Special Grade Level Field Studies

Multiple field studies are included in the curriculum and planned for each grade level, but are an additional fee. Parents will be given ample time and information for the overnight field study trips, so they can plan accordingly. **Field study attendance may be denied in the event a student's grades and citizenship fall below satisfactory.**

11.2 Middle School Leadership Program

Oakhill middle school students participate in an intensive Back-to-School Leadership Camp at the beginning of each school year at Pali Mountain Institute in Running Springs, California. This program strives to strengthen community stewardship, moral leadership and responsibility. This leadership camp bridges the lower school's emphasis and teaching of values and virtues, through Oakhill's *Project Wisdom* character curriculum, to the students' middle school years. Similar to the lower school's emphasis on virtues such as honesty, respect, and loyalty, the focus of the middle school curriculum is to foster an atmosphere of leadership, thus preparing Oakhill's young adolescents to enter the often character challenging years of high school with a solid foundation of ethical/moral behavior.

Section 12: Admissions, Enrollment, Tuition, Fees, Financial Aid

12.1 Admission Requirements

Preschool and Transitional Kindergarten

Children applying for preschool placement at Oakhill must be age appropriate by October 1 of the school year for which they wish to enroll. Oakhill reserves the right to refuse admission to students who do not meet this age requirement. Proof of age must be furnished in the form of a certified copy of the birth certificate with a complete, up-to-date immunization record and physical form completed by the child's physician.

All children applying for our preschool must be able to use the bathroom independently.

Kindergarten/First Grades

Children applying for kindergarten or first grade placement at Oakhill must be five(K) or six (first grade) years of age by October 1 of the school year for which they wish to enroll. Oakhill reserves the right to refuse admission to students who do not meet this age requirement. A meeting with the administration and prospective parents, as well as a developmental assessment of the child, is required before acceptance. Proof of age must be furnished in the form of a certified copy of the birth certificate with a complete, up-to-date immunization record and physical form completed by the child's physician.

Second through Eighth Grade

Students applying to Oakhill must arrange a meeting with the administration and schedule an academic evaluation. An interview will be held with the parents after the evaluation. Acceptance will be based on the results of the evaluation, interview, report card, and where applicable, achievement test scores. A written recommendation from a current teacher or administrator is also required. An up-to-date immunization record is required as well as a birth certificate and physical form for first graders.

If there is no room at the requested grade level, a student may be placed on Oakhill's "Wait Pool." Siblings and family members of current Oakhill students have priority on our waiting list. Current students and their siblings will also be given priority for re-enrollment over new students for a period at the beginning of registration.

12.2 Tuition and Fees:

Families pay these fees directly to the business office by check or cash.

The non-refundable registration fee of \$350 per child is due March 1st or upon acceptance.

Oakhill's tuition cycle for a new school year begins August 1. Families must also sign a "Tuition and Fees Agreement" form which is kept on file in the business office. Tuition and fees for a student enrolling during the school year will be pro-rated. No refunds will be made for extended absences.

If fees and tuition are not paid by the 5th of each month, a late fee of \$50 will be applied or assessed.

Past due accounts: If no arrangement is made with the office to bring tuition current within thirty days of late notice, an appointment will be scheduled with the Head of School and the business office.

12.3 Financial Aid

Financial aid will not be available for the first year at Oakhill Academy. Some scholarship money may be made available upon availability and will be needs-based. Applications must be

submitted each year for scholarships and tax returns must be provided in order to determine financial need. Scholarship money covers only the cost of tuition.

12.4 Revoking Enrollment

Re-enrollment is not automatic. The school reserves the right to refuse re-enrollment of a student in the event of failure to meet financial obligations, lack of parental support for the mission of Oakhill, poor academic achievement as a result of the **student's lack of motivation, excessive tardies and/or absences, or unresolved behavioral issues of the student or parent.** (Please refer to the community contract in the beginning of this book for a more detailed discussion.)

Re-enrollment will not be offered to families that have not met their financial obligations to the school. Cases of hardship should immediately be submitted in writing to the board of trustees for consideration of alternative payment schedule.

Section 13: School Procedures

13.1 School Hours

Office Hours are 7:30 a.m.-4:30 p.m.

Regular class hours are as follows:

Preschool and Transitional Kindergarten:	8:15-2:30 p.m.
Kindergarten and First Grade:	8:15-3:00 p.m.
Second through Eighth Grade:	8:00-3:15 p.m.

Minimum Day Dismissal Schedule is as follows:

Preschool and Transitional Kindergarten:	11:30 a.m.
Kindergarten and First Grade:	11:45 a.m.
Second through Eighth Grade:	12:00 p.m.

Day Care Hours are as follows:

6:30am - 7:45 am
2:30pm - 6:30pm in the evening, including minimum days

13.2 Arrival on Campus and Parking

All persons visiting campus during office hours must report to the school office immediately to sign in and pick up a visitor's sticker. No exceptions to this policy will be made. The gated entrance to the school from the lower parking lot is open only during morning drop off and afternoon pick up. The gate will remain closed during school hours. All visitors and volunteers must check in through the front office and wear visitor stickers distributed by the office. Visitors to campus must not go to classrooms, lunch area, playground or any area until receiving permission from the school office. Lunch

with student's name is to be left on the counter in the office and will be picked up by the student.

Parent parking is located in the lower lot (adjacent to the tow yard) or in the church parking lot next to the school. Persons possessing a Handicap Parking Permit may park in areas marked for this purpose. **Front entrance parking lot is for administration, visitors, handicapped, and delivery and emergency vehicles only. Oakhill Academy's priority is, and will always be, the safety of our students.**

13.3 Student Drop-Off and Pick-Up Procedures

During morning drop off, students must report directly to the playground and wait to be released by staff members to go to their classrooms. Students and parents are not allowed to wait in the classroom or hallway for their teacher. Parents must schedule an appointment should they need to meet with their child's teacher.

13.4 Morning Drop Off

Students are dropped off in the lower school parking lot. Cars form a single file line and pull up as far as possible by the shade structure. Stop and a parent greeter will assist your child in getting out on the right side of the vehicle. This will allow for smooth traffic flow. **Do not pass cars.** Mornings are busy, so please allow yourself enough time to wait patiently until the greeter can assist your child. If your child needs assistance with his/her backpack or a project, park and walk your child over to the sidewalk using the yellow pedestrian designated areas. For safety reasons, students are not allowed to be dropped off on Santiago Road at any time. **Student drop-off and pick-up during the allotted schedule is ONLY allowed in the lower school parking lot.**

Morning greeters cannot help with special needs including removing backpacks or other articles from automobile trunks or truck beds.

Parent behavior in the parking lot sets an example for all Oakhill children. Please be patient and courteous. While we understand the process is imperfect, your behavior is an important lesson for the children.

For the safety of everyone, do not skip the line by driving the wrong way down the left side of the parking lot. You must follow the line of traffic until you come to an available parking space. Allow sufficient time in the morning so that you do not need to take dangerous shortcuts.

13.5 Afternoon Pick Up

Students are dismissed in the lower parking lot and put in their car by school personnel. **Teachers do not load student backpacks or other items into trunks or truck beds.**

Students should never run across the parking lot unattended. If you park your car, use the yellow marked pedestrian area as you walk over to the dismissal area to pick up your child. Return to your car with child in tow using the yellow pedestrian area.

Do not pass cars in line, or line up along the back fence area to wait for your child.

Students will be released only to parents and persons listed on the “Emergency Data and Release Form” unless written authorization has been given to the school office. If your child is being picked up by someone who is not on your Emergency Card, **STUDENTS MUST BE PICKED UP AND SIGNED OUT IN THE OFFICE.** The person picking your child up **MUST** show a valid photo ID in order for us to release your child to them. These measures ensures the safety of your child and is strictly enforced.

All students should be picked up immediately following dismissal unless extended care has been arranged. Day care charges (\$7.00 per hour or any portion thereof per student or contracted price) will commence from that point in time.

13.6 Early Dismissal

If your child is ill or you wish to pick up your student(s) before the usual dismissal time, you may do so at the front office. **A note should be sent to school with your child or via email stating the reason and time to be picked up.** Your child will meet you in the office where you must sign him or her out in the “Early Dismissal” logbook. **You may not take your child from the classroom, lunch or playground areas.** This measure ensures the safety of your child and is strictly enforced. Please note that there is no early release for any student 15 minutes prior to their normal dismissal time.

Students who are consistently picked up early will have it noted on their report cards and a meeting with the head of school may be required.

Section 14: Attendance Policy

14.1 Attendance

Attendance at school provides a student with classroom experience. This experience is composed of participation in class activities and direct instruction conducted by the classroom teacher. The instructional program designed by each teacher is a progressive and sequential experience. It is impossible for that experience to be “made up.”

Oakhill’s school calendar provides ample time for vacation/travel time. Additional days of absence, other than scheduled vacation time, are strongly discouraged. However, if a student is absent, parents are to notify the school before 9:00 a.m. on the day of the absence or upon return to school, and the student is to bring a signed note from the parent detailing the nature of the absence. The student presents the note to the classroom teacher during morning attendance and make up work will be assigned.

All absences, whether excused or unexcused, are noted as missed days of school on your child's report card with excuse notes kept in the student's cum file. Excessive absences leading to missed academic experiences will jeopardize a student's grades and school status.

Failure of a student to attend school is considered an absence.

14.2 Absences

An excused absence is with the knowledge and consent of parents and school staff that includes personal illness, serious illness in the family, medical and dental appointments with signed doctor's note, death in the family, observed religious holy days, court appearances, or absence due to providential hindrance (car accident, natural disaster, etc.). Anything else will be considered unexcused. **Students who do not attend school, whether excused or unexcused, will forfeit their participation in any school sponsored activities or events for that day.**

14.3 Missed Class Work

When the student returns to school after an excused absence, the student has one day for everyday of an excused absence to make up missed assignments. It is the responsibility of the student and his or her parents to be sure that missed work is completed and returned to school on time. **Phone calls to the office on the same day of an excused absence requesting missed work WILL NOT BE HONORED after 9:00 AM of the day of the absence.**

In addition, if a student is absent for three or more days, a doctor's note is required.

Should a student incur a lengthy absence of seven (7) days or more in a grading period, a mandatory meeting with administration is required. **Students with an unexcused absence are required to submit all assignments upon the first day of returning to school. Students with an unexcused absence who do not turn in the work upon returning to school will be subject to the regular homework policy of having assignments drop by one letter grade per day late. After three days, there is no credit given.**

Section 15: Tardiness

Prompt arrival at school is expected of all students. Tardies are disruptive to all members of the community, teachers, fellow students, school staff, and most significantly, the tardy student him or her self.

School Arrival Times

Preschool and Transitional Kindergarten:	8:15	Students marked late at:	8:20
Kindergarten and Grade One	8:15	Students marked late at:	8:20
Grades 2-8:	8:00	Students marked late at:	8:05

All children are to report to their assigned pick up spots by the times outlined above in order to be ready for classes to begin on time. Students arriving after 8:35 for Preschool, 8:20 for

Revised 7/15/2018

Kindergarten and Grade 1, and 8:05 for Grades 2-8 are marked tardy. He/she will go directly to the school office and sign the Tardy Log. A "sloth pass" will be issued to the student and must be given to the classroom teacher. **Excessive tardies are reflected in poor marks in the area of citizenship on a student's report card and will cause students in grades 4th – 8th to lose privileges on field studies or designated free dress days.**

Section 16: Illness

Please notify the school if your child contracts any communicable disease. Notices of possible exposure will be given to all parents. When a child becomes sick or appears to have a communicable illness during school hours, staff will make him or her as comfortable as possible while awaiting **immediate** pick up by parent or guardian. We do not have the proper facilities or personnel to care for a sick child. **If you are asked to pick up your sick child, please do so in a timely fashion out of consideration for all.**

When Your Child May Return to School after Illness

The following guidelines for return to school will help protect your child from relapse and spreading illness to classmates. **In general, children should be free of fever for at least 24 hours before returning to school.** Some guidelines are as follows:

Bronchitis: Should be on antibiotics for at least 48 hours before return.

Chicken pox: May return when lesions are crusted over approximately one week from onset. Student may be sent home again if scratching of the lesions occurs.

Ear infection: Should be on antibiotics for at least 24 hours before return.

Fifth's Disease: Parvovirus B19. Cold like symptoms (contagious period) followed by rash and blotches on face, torso, and extremities. May return to school once rash is gone.

Fever of 100.00 degrees or more: Temperature should be normal for 24 hours before sending the child back to school.

Cough with mucus secretion: (wet, wheezy), which can spread a bacterial or viral infection in the droplets or persistent hacking cough.

Rash or skin infection: Children are not allowed at school with contagious rashes or skin infections such as poison oak (draining), impetigo, ringworm, cold sore or fever blister (draining), head lice or other communicable diseases (measles, rubella, chicken pox, or mumps) A doctor's note may be required in many of these cases. Children may come to school with a food allergy or heat rash.

Severe cold: Your child should stay home until cold symptoms such as fever, coughing, sneezing, watery eyes, and thick mucus secretions have subsided.

Eye infection with discharge: Once examined and cleared with a doctor's note.

Ear or throat infection: Once examined and cleared with a doctor's note.

Diarrhea and/or vomiting: A child who has been vomiting and or has had diarrhea during the night or early morning should not be sent to school because of the potential for recurrence

during the school day. Children should be free of diarrhea and/or vomiting for 24 hours before returning to school.

Personal injuries: If students are injured, a doctor's note must be submitted indicating whether or not the student can participate in daily school activities, including Physical Education. First-aid will be administered for all minor injuries. If necessary, you will be notified by phone or through a health referral. If necessary, the sick student will be sent home.

16.1 Immunizations

Parents must furnish proof that his or her child has received all immunizations as required by California State Law: diphtheria, pertussis and tetanus (DPT or DT), mumps, measles and rubella (MMR), hepatitis B series, polio, and a Riverside County TB test. Kindergarteners are required to have a complete physical prior to the beginning of school. They are also required to have varicella. The law clearly states that children are not allowed to attend school without proof of complete immunizations. Students must have their T-dap booster immunization prior to entering the seventh grade. All proof of immunization must be kept on file in the office. If a parent rejects immunizations, a waiver must be signed and kept on file in the office.

New Personal Beliefs Exemption (PBE) Law Requirements

Effective January 1, 2014, parents of students entering child care, Kindergarten, or 7th grade, or transferring to a new CA child care facility or school from outside of CA who want to exempt their child from one or more required immunizations because of their personal beliefs must provide to the school or child care facility either:
the new one-page [PBE Form \(CDPH-8262\)](#), or
the two documents described below:

An affidavit or letter requesting an exemption which states that the required immunization(s) are contrary to their beliefs, and a statement signed and dated by a health care practitioner and parent indicating that the practitioner has provided, and the parent has received, information about the benefits and risks of immunizations and the risks of vaccine-preventable diseases. For more information, refer to: www.shotsforschool.org

AS of 2016, this law is no longer in effect and students cannot be exempted from the required immunizations.

16.2 Medication

Ideally, all medication should be administered at home, and the school should have limited involvement (Ed Code 49423). Prescription medication can only be administered with **written consent by both the parent and the prescribing physician**. An authorization to dispense medication or "Medicine Authorization Form" is required for administration of the prescribed medication.

Over-the-counter medications such as Tylenol, Advil, cough drops, etc., will be administered if **the parent** completes and signs an "Authorization to Dispense Medication" form. The completed form must be renewed each school year.

All medication must be in the original, unopened container and brought to the office by a parent. Students must never transport medication to or from school. Any time new medication is prescribed or a dosage changed, a new form with the proper signatures is required. Medications are kept in the Health Room and dispensed by office personnel in the school office. Students must remember to report to the office for medication. Children who require an Asthma inhaler or EPI Pen for emergency use who attend Daycare before or after school require separate medication for the school office and Daycare Room. Parents are responsible for providing medication and signed forms to both the Front Office and Daycare Room.

Section 17: Day Care

17.1 Morning

Morning care hours are 6:30am-7:45am. ALL students arriving before 7:45am will be charged the minimum daily charge of \$8.00 per hour.

Emergency use fees will be billed at a rate of \$8.00 per hour for any portion of an hour. Discounted Contract rates are also available for families who need extended care on a regular basis. Please contact the business office for more information. Contract rates are due in advanced by the 1st of each month. A 50.00 late fee will apply on the 5th of each month and Daycare privileges may be suspended for non-payment or repeated late pick-up.

17.2 Afternoon

Afternoon day care is from 2:30pm to 6:30pm. Afterschool charges begin at 2:45pm for preschool students, 3:15 for Kindergarten and First Grade students, and 3:30 for 2nd-8th grades. Students picked up after 6:30pm will be charged \$2.00 per minute.

Students attending afterschool activities including sport practices will be charged as soon as the activity has ended. Any siblings of students in afterschool activities will be charged the regular rate of \$8.00 per hour.

Oakhill teachers and staff appreciate all of our parent volunteers and with 24hrs advanced notice offer our extended daycare to our parents who are attending meetings or volunteering on campus at no cost. Daycare is available to Oakhill students only; please make other arrangements for siblings that are not a Oakhill student.

School rules are in effect during day care hours. Students who are not responsible and respectful will lose the privilege of the use of daycare.

Parents will be billed monthly for daycare. Daycare contract payments are due on the 1st of each month.

17.3 After School Activities

Extracurricular activities are offered throughout the year at an additional cost to the family. Some of these activities are team sports, Engineering, Drama, Art, Choir, Orchestra, photography, robotics, and sports.

Section 18: Lunch and Snacks

All students have a mid-morning nutrition break. **Please send only nutritious snacks. Candy, gum and soda are not permitted.**

If your child is staying for day care, please provide food for a late afternoon snack.

Hot lunch is offered to students at the cost of \$6.00 per lunch. A lunch menu is sent home each month. **Lunches must be paid for one month in advance to *Oakhill Academy*. Include payment form with choices clearly marked.**

“Forgotten” lunches must be labeled with the student’s name and left in the school office on the counter. If your child forgets his or her lunch, your child will be provided with an “Emergency” lunch. The parent will be assessed \$6.00. **Parents may not visit their child in the lunch or playground area.**

Section 19: Books and Supplies

Care and cleanliness of academic material is expected. Students are supplied with all textbooks, workbooks, and technology needed for the year. In addition, students are supplied with pencils, pens, scissors, crayons, colored pencils, markers, erasers, glue, and art supplies. All PE equipment is supplied by the school as are all the musical instruments that are part of the regular music class. Private music lesson students will have to arrange purchase or lease of instruments through their private music teacher.

Section 20: Academics

20.1 Academic Honesty

Oakhill Academy’s program aims to develop characteristics that are congruent with its mission and core principles. Amongst the core principles are ownership and leadership, both of which would support ethical academic practice. Ethical academic practice helps students benefit from learning the skills and knowledge required for future success and helps them avoid the serious consequences of academic dishonesty.

Students found cheating or allowing to cheat on quizzes, tests, homework, papers or projects will be given a zero. These students will also be sent to the head of school, and their parents will

be informed of this serious breach of academic integrity. **The disciplinary action for cheating may be suspension or expulsion from school.**

Plagiarism is a form of cheating. It is the practice of using someone else's words or ideas and presenting them as your own without the necessary acknowledgment. Plagiarism, like cheating, is dishonest and misleading. It is unacceptable and the student may receive an "F" upon teacher discretion.

There will be times when a student will wish to use the work of others. This is acceptable provided that the source is acknowledged. If the student is quoting someone else, he/she must use quotation marks. The author should be acknowledged either in the text or in a parenthetical reference. This is particularly important when rephrasing sentences from notes taken from a book and when using material from a reference source. The best rule to follow: if in doubt, always acknowledge the source. Any questions about plagiarism should be directed to the teacher.

20.2 Homework

The purpose of homework is to extend and reinforce what has been learned in class and to develop a sense of self-discipline, personal responsibility and independent thinking. To help ensure your child's success, Oakhill parents are encouraged to do the following:

- Show a positive interest in child's homework as well as his or her schoolwork.
- Cooperate with the teacher to make homework more effective.
- Provide children with a suitable place to do homework, away from TV or preschool children.
- Serve as consultants about assignments, but not do the assignments for the child.
- See that assignments are completed neatly.
- Encourage, but do not pressure child.
- Talk positively to your child about his or her attitude toward schoolwork and homework.
- Attend parent/teacher conferences.
- Communicate with the teacher if your child is unable to complete the homework independently or if they are taking an inordinate amount of time to do so.

Homework assignments are posted in all classrooms and clearly explained to students. Late assignments are accepted at the discretion of the teacher.

Students in Kindergarten:

We believe that children will benefit from time spent outside of school in the area of reading. For Kindergarten (and Grade 1), we strongly recommend that parents read to their children using a wide variety of interesting children's books. As the child grows and begins to read and enjoy reading, the emphasis can shift to having the child read stories to parents. The eventual goal, which is usually achieved in second grade, is to have children read literature independently on a regular basis. It is, therefore, important for parents to provide a quiet time for reading each night.

Revised 7/15/2018

Research strongly support parents reading to children, children reading to parents, and regular nightly independent reading as important ways to help children to read more effectively.

Students in Grade 1 and 2

Grade 1: No more than 20 minutes per night

Grade 2: No more than 25 minutes per night

Students in Grades 3, 4 and 5

Grade 3: 30 to 45 minutes of homework per night

Grade 4: 45 to 60 minutes of homework per night

Grade 5: 60 to 75 minutes of homework per night

Students in Grades 6, 7 and 8

Grade 6: 75-90 minutes of homework per night

Grade 7: 90-105 minutes of homework per night

Grade 8: 105-120 minutes of homework per night

PLEASE NOTE THAT THESE ARE GENERAL GUIDELINES FOR HOMEWORK ASSIGNMENTS, HOWEVER, IF YOUR CHILD IS CONSISTENTLY TAKING LONGER THAN THE RECOMMENDED TIMES, YOU SHOULD LET HIS/HER TEACHER KNOW.

Section 20.3: Reporting Policy

Preschool through fourth grade:

Student achievement is evaluated each trimester. A report card of academic and social progress is posted at the end of the first trimester.. At fall and spring parent/teacher conferences, time is provided for further discussion of a student's academic and social development.

Grades fifth through eighth:

Student achievement is formally evaluated each trimester. Fall and spring parent teacher conferences are provided for further discussion of student progress. Report card grades will be posted on Renweb with a final paper copy sent home at the end of the each trimester.

20.4 Trimester Grades are an evaluation of the student's progress over one trimester. Since our report cards are standards based, we have created a reporting system that reflects the student's understanding of the standards for his/her grade level. Below is an explanation of the scale that we use.

Progress Toward Standards

4=Complex/Advanced

The student is meeting grade level expectations with distinction. Performance is characterized

by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality

3= Meeting

The student is meeting grade level expectations. Performance is characterized by thorough understanding of concepts and skills.

2= Approaching

The student is progressing toward grade level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.

1=Not Meeting

The students is not meeting grade level expectations. At this time performance does not demonstrate understanding of basic concepts and skills. Performance is inconsistent even with guidance and support.

In addition to the scale for meeting the standards, a letter grade is provided on the report cards for grades 5-8 in order to coordinate with the local middle school and high school grading systems. The following is Oakhill's grading scale for fifth through eighth grade.

A+	=	98-100	A = Excellent
A	=	93-97	
A-	=	90-92	
B+	=	88-89	B = Above Average
B	=	83-87	
B-	=	80-82	
C+	=	78-79	C = Average
C	=	73-77	
C-	=	70-72	
F	=	69 and below	F = Failure

20.5 Citizenship and Study Habits' Report Card Marks (TK-8th):

Learning Behaviors:

C- Consistently

S- Sometimes

N- Needs Attention

20.6 Behavioral Probation is invoked when a student exhibits repetitive misconduct. A student with excessive behavioral referrals is subject to suspension and/or dismissal at the discretion of the Head of School.

20.7 Academic Probation is invoked when a student has a serious and continued academic problem. It is intended to give notice to the parent and student so that a mutual effort between

home and school can correct the academic deficiency. If the deficiency does not improve, dismissal may occur.

Any student with 1 or more “F’s” on his/her report card will be placed on Academic Probation for one trimester. During this trimester, it will be the responsibility of the student and the parents to monitor progress in those subject areas that grades are below average.

Students on Academic Probation will not be able to:

- attend field trips, unless it is a trip that is part of a curriculum (e.g. trip to history museum as part of the history/social studies class).
- attend club meetings in the after school hours (e.g. chess club, board games club, etc.) unless it is an academic or competitive club (e.g. Science Olympiads, Debate, Spelling Bee, etc.) and the student is an integral part of the main team.
- take advantage of the free dress days.
- take advantage of the fun activities (e.g. Fall Festival, Night Crossing, school dances, etc.).

Academic Probation is a serious matter and our teachers are here to support your child. If, at the end of the trimester, your child has improved and no longer has failing grades, he/she will automatically be removed from Academic Probation. Failure to improve a grade could possibly lead to make up courses in the summer. Students who continually fail to show improvement may be asked to transfer from Oakhill Academy.

Section 21: Achievement Testing

21.1 Children’s Progress (Preschool)

At the beginning, middle and end of the school year, students in preschool through second grade are assessed through Children’s Progress. The early years are the most important time to identify and respond to individual learning needs in order to provide a secure foundation for academic excellence. Children’s Progress supports early learning that gives more comprehensive and informative data in early literacy and math. The assessment provides comprehensive measures across K-2 Language Arts and math in the following core skills areas: listening skills, phonemic awareness, reading, phonics/writing, numeracy, operations, measurement and pattern-functions.

21.2 MPG TESTING (Kindergarten-Grade 2)

The MAP for Primary Grades (MPG) creates a personalized assessment experience by adapting to each student’s learning level. The MPG aims to provide information about pre-literacy and number skills, plus short tests of single skills in phonics, phonological awareness, numeracy, and computation.

21.1 MAP TESTING (Grades 3-8)

The Measure of Academic Progress (MAP) is administered to all students in grades 3-8 both in the fall and spring. The tests are given in the areas of Math, Reading, and Language. Results are mailed home with final report cards at the end of the year.

Parents may make an appointment with the teacher or Head of School to discuss their child's scores. The purpose of these tests is both evaluative and diagnostic and results indicate to teachers and students the effectiveness of the teaching and learning process. It also serves to highlight areas of strength and weakness and allows us to personalize each child's learning program.

Section 22: Conduct and Citizenship

22.1 Our Approach

To function as a learning community, the school must place its highest values on personal responsibility, integrity and mutual trust. Through the *Responsive Classroom* approach we focus on providing developmental responsiveness, engaging academics, positive community, and effective management with the goal of promoting strong academic and social emotional skills. *Responsive Classroom* is an evidence-based approach to elementary and middle school teaching that focuses on the strong link between academic success and social-emotional learning (SEL).

Guiding Principles

The *Responsive Classroom* approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. Seven principles guide this approach:

The social and emotional curriculum is as important as the academic curriculum.

How children learn is as important as what they learn.

Great cognitive growth occurs through social interaction.

To be successful academically and socially, children need to learn a set of social and emotional skills: cooperation, assertiveness, responsibility, empathy, and self-control.

Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.

Knowing the families of the children we teach is as important as knowing the children we teach.

How we, the adults at school, work together is as important as our individual competence:

Lasting change begins with the adult community.

Classroom Practices and Strategies

Responsive Classroom is an approach to teaching based on the belief that integrating academic and social-emotional skills creates an environment where students can do their best learning.

The *Responsive Classroom* approach consists of a set of practices and strategies that build academic and social-emotional competencies. This approach works well with many other programs and can be introduced gradually into a teacher's practice.

These core classroom practices are the heart of the *Responsive Classroom* approach:

- 1) Interactive Modeling—An explicit practice for teaching procedures and routines (such as those for entering and exiting the room) as well as academic and social skills (such as engaging with the text or giving and accepting feedback).
- 2) Teacher Language—The intentional use of language to enable students to engage in their learning and develop the academic, social, and emotional skills they need to be successful in and out of school.
- 3) Logical Consequences—A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity.
- 4) Interactive Learning Structures— Purposeful activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways.

Research has found that the *Responsive Classroom* approach is associated with higher academic achievement in math and reading, improved school climate, and higher-quality instruction. It has been described by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as one of the most “well-designed evidence-based social and emotional learning (SEL) programs”

One of our goals here at Oakhill Academy is to help children develop a positive self-image. We encourage students to be self-directed and to exhibit self-control and we spend a lot of time helping students to learn these skills. Sometimes students have difficulty with self-direction or self-control. In some instances, a behavior modification plan may need to be created in order to help a child gain self-control. Ultimately, our aim is for our students to be successful. The best way for this to happen is for difficulties to be addressed early on, a plan made to help the child improve his/her behavior choices, and to have clear and supportive communication between home and school.

22.2 Suspension

Official suspension may assume various forms:

The student may attend class, but lose the right to participate in any school activity or fieldtrip on or off campus.

The student may be suspended from a particular class and required to report to a specific place on campus during that time.

In some cases, the student may be sent home for the entire period of suspension.

In addition to the suspension, the student may be required to complete a reflective assignment related to their infraction or provide community service hours for an appropriate entity.

In all cases, the administration prudently decides on the most appropriate terms of suspension.

A. Procedures for Suspension

1. A conference with the parents, student, and appropriate school staff shall be arranged.
2. The parents and student must sign a written suspension form.
On this form, the exact length of the suspension period shall be

specified and the reason for the suspension clearly noted.

B. Guidelines for Suspension

1. The administration approves suspensions.
2. The length of any suspension is left to the discretion of the administration in accordance with the nature of the misconduct.
3. Multiple suspensions may result in expulsion.

The following is a list of examples, but is not intended to be all-inclusive, of unacceptable behaviors at Oakhill or at any school-sponsored function on or off-campus and can result in suspension.

Stealing or any theft-related act
Smoking or any use of tobacco
Possession, being under the influence, or use of illegal drugs or alcohol
Possession of weapons, explosives, or incendiary devices
Disregard for school or personal property and/or vandalism, including graffiti
Acts of cruelty, either mental or physical, including humiliation, hazing, or bullying behaviors
Harassment of any kind
Cheating, plagiarism, stealing, lying, using Google translate for language acquisition, or any form of academic dishonesty
Misuse of campus or personal technology
Profanity, disrespect, or rudeness
Cutting of class or repeated tardiness
Leaving school grounds without authorization
Gambling
Violent acts
Disrespectful behavior
Any behavior unbecoming of a student

22.3 Expulsion

When all attempts to remedy a student's or family's inability and/or refusal to follow Oakhill Academy's policies and procedures, expulsion may result. On some occasions, due to the seriousness of the infraction, expulsion is immediate and at the sole discretion of the Head of School.

22.4 Board of Directors and Disciplinary Actions

As delegated by the Board of Directors, the head of school has the sole and ultimate responsibility for establishing protocols, procedures, and consequences for a breach of conduct and unacceptable behaviors. The board does not sit as an appellate body for parents, students or faculty members concerning the head's actions in regard to disciplinary actions or other

authority delegated to the head, except as may be specifically established by written school policies or as may be required by law.

22.5 Sexual Harassment and Bullying Policies

Oakhill is committed to a work and educational environment in which all individuals are treated with respect and dignity. Each child has the right to learn in an educational atmosphere that promotes equal educational opportunity, and is free from discriminatory practices. Sexual harassment is a violation of Title IX of the Education Amendment Act of 1972, Title VII of the Civil Rights Act of 1964, and California Education Code, Sections 210 through 214. Therefore, Oakhill Academy strongly condemns, opposes and prohibits sexual harassment and bullying of individuals, whether verbal or physical by anyone. Any student who violates this policy will be subject to discipline, up to, and including, expulsion.

As defined by the State of California, prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature made by someone from or in the work or educational setting. The determination of what constitutes sexual harassment or other forms of other prohibited harassment will depend on specific facts and the context in which the conduct occurs. Sexual harassment or any other prohibited harassment may take many forms. It can be subtle and indirect, or blatant and overt. It can occur between people of either gender, between peers, or between individuals in a hierarchical relationship. A **single** incident of prohibited harassment could be grounds for discharge or expulsion, depending upon its severity.

Bullying is a form of repeated physical, verbal and/or emotional harassment, intimidating or demeaning behavior toward another student by an individual or group of students. Cyber-bullying is bullying behavior conducted through electronic text or images. Any form of bullying or cyber-bullying by a student or a group of students is strictly forbidden, whether on or off campus.

The school understands the delicate and difficult subject of sexual harassment and other forms of harassment. As required by law, the school includes this policy in its handbook so that parents and families are aware of the policy, what constitutes harassment, and how to respond to it as members of the school community. In light of the subject matter, this policy must be addressed in an age-appropriate manner.

Prohibited Harassment: Oakhill Academy prohibits sexual harassment and any other prohibited harassment of any student or employee at school by anyone. Off campus sexual harassment or any other prohibited harassment of any student or employee by anyone connected with the school is also prohibited. While teachers will discuss this policy with their students in age-appropriate ways, it is the responsibility of each student, where the child is capable of doing so, and each employee to read and abide by this policy. Under no circumstance is a student or employee expected to endure any form of sexual harassment or any other kind of prohibited harassment as described below.

No teacher, administrator, other employee or student is allowed to engage in any form of sexual harassment or any other prohibited harassment of a student or employee of the school on or off the campus at any time. Sexual harassment or any other prohibited harassment by a visitor at the school is likewise prohibited. No teacher, administrator, other employee or adult visitor of the school shall make sexual advances to a student, whether welcomed or not.

Similarly, any harassment based on race, color, ancestry, national origin, religion, age, sex, sexual orientation, gender identity, physical or mental disability, medical condition (related to a genetic characteristic or cancer), marital status, or veteran status is strictly prohibited.

Bullying:

Bullying is the repeated intentional harassment or intimidation of a person with a perceived weakness.

Repeated - not one event, a pattern.

Intentional - not by omission or mistake, done on purpose.

Harassment - verbal, physical, emotional, social or sexual.

Intimidation - as perceived by the victim.

Person with a perceived weakness - a target or victim.

Anti Bullying Policy

Bullying undermines the social well-being of both our community and individuals.

Bullying runs counter to our Mission Statement and will be proactively counteracted.

A system of identification, investigation, counseling and consequence is in place and involves all stakeholders.

As an educational organization we deal with all acts of bullying as a combination of both a learning experience and appropriate consequences.

Bullying at Oakhill Academy

There is no "one size fits all" policy at Oakhill, in part because of the wide range of ages and behavioral expectations. Our strong focus on social curriculum helps to establish a strong classroom and school community as well as proactively addressing issues that could lead to bullying. In addition, students are systematically taught how to respectfully advocate for themselves, which in essence, disarms a bully.

Age appropriate lessons and correction are applied, primarily by the classroom teachers. Some teaching is proactive with stories, plays, lessons and assemblies but most are in response to events occurring in real time. Should this immediate and low key approach be ineffective, witnessed by reoccurrences, a more formal approach is taken by the administration.

The administrators' investigation stage can be very time consuming, particularly with regards to the repetition and evidence component, and to ensure fairness in speaking with all individuals concerned. As most bullies have been, or are being, bullied themselves, listening carefully and not leaping to conclusions is very important.

In all more serious instances the parents are involved/informed as soon as is practical, as a clear unified approach to behavior modification is the most successful.

While most parents of perceived victims clamor for punishment of the presumed perpetrator, the school has to take a more balanced view. The school needs the bullying to stop, and to be certain that it is no longer occurring. Driving bullying further into the shadows and out of our sphere of influence can make things considerably worse. The bully needs to be educated as to their negative impact along with a clearly understood and appropriate consequence. If a child displays bully-like behavior, it is important for the school to first work with the child and his/her family in order to understand the source of the unkind behavior and to make all possible attempts to help the child. Parent support in this can be very effective, however if the school does not have the support of the family, it is unlikely to have long term success and the child may be asked to leave Oakhill.

Section 23: Technology & Acceptable Use Policy

23.1 Use of Technology at Oakhill Academy

All technology at Oakhill Academy, including personally owned technology on school property, is to be used for academic purposes only. To help support the school's mission and to enhance access to educational resources, Oakhill Academy users are provided access to technology and the Internet. All users have a responsibility to utilize technology and the Internet in a professional, lawful, and ethical manner. Misuse of technology or the Internet will result in disciplinary action, including possible termination and civil and /or criminal liability. Use of technology is a privilege that may be revoked at any time.

23.2 Technology Use Limitations

Technology resources are not unlimited. Network bandwidth and storage capacity have finite limits, and all users connected to the network have a responsibility to conserve these resources, avoiding waste and making sure not to place these resources at risk.

23.3 Unauthorized Materials

Without prior permission from Oakhill Academy administration, the computer network may not be used to disseminate, view, or store commercial or personal advertisements, solicitations, promotions, destructive code (e.g., viruses, Trojan horse programs, etc.), or any other unauthorized materials.

23.4 Illegal Copying

Users may not illegally copy material protected under copyright law or make that material available to others for copying. Users are responsible for complying with copyright law and

applicable licenses that may apply to software, files, graphics, documents, messages, and other material that users wish to download or copy. You may not agree to a license or download any material without first obtaining the express written permission of the administration.

23.5 Malware

Files obtained from sources outside of Oakhill Academy, including disks brought from home, files downloaded from the Internet, newsgroups, bulletin boards, or other online services; files attached to e-mail, and files provided by customers or vendors, may contain dangerous programs that may damage the Oakhill Academy computer network. Users should be careful about accepting e-mail attachments from outsiders. If an individual suspects that malware has been introduced into the Oakhill Academy network, that individual should notify administration immediately.

23.6 Frivolous Use

Technology resources are not unlimited. Network bandwidth and storage capacity have finite limits, and all users connected to the network have a responsibility to conserve these resources. As such, the user may not deliberately perform acts that waste computer resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, engaging in online chat groups, uploading or downloading large files, accessing streaming audio and/or video files, or otherwise creating unnecessary loads on network traffic associated with non-school-related uses of the Internet.

23.7 Responsible Use of Technology

All users have a responsibility to utilize technology and the Internet in a professional, lawful, and ethical manner.

Hacking: Any technology using the Oakhill Academy network must access the Internet through the school's network security, including firewall and content filter. Any attempt to modify or bypass the Oakhill Academy network security is strictly prohibited. Any attempt to access accounts (network, e-mail, etc.) or data not specifically assigned to the user is also prohibited.

Electronic Communications: Users are responsible for the professional, ethical, and lawful use of electronic communications using any Oakhill Academy resources. This includes e-mail, Instant Message (IM), chat rooms, bulletin boards, text messages, social media, or any other method of communication technology. Any obscene, profane or nude electronic transmission is prohibited and will be subject to severe disciplinary action at the discretion of the head of school.

Technology for Entertainment: The purpose of technology at Oakhill Academy is to enhance education. With the exception of educational assignments or prior approval from the school administration, technology on campus is not to be used for personal entertainment. This includes personally owned technology brought to campus. Entertainment activities may include, but are not limited to: computer games or gaming devices, online shopping, entertainment multimedia streaming or downloads, gambling, personals or dating sites, social networking, etc.

If an individual is unsure if an activity is considered entertainment, he/she should get prior approval from the school administration.

23.8 No Expectation of Privacy

Students and Oakhill Academy employees are given technology resources to assist them in their academic endeavors. Users should have no expectation of privacy in anything they create, store, send, or receive using school resources. Personally owned technology used on school property should also have no expectation of privacy. The Oakhill Academy network may be used only for the purposes of Oakhill Academy.

Waiver of privacy rights: Users expressly waive any right of privacy in anything they create, store, send, or receive using the Oakhill Academy technology equipment or Internet access. Users also expressly waive any right of privacy in anything they create, store, send, or receive using personally owned technology while on school property. Users consent to allow school personnel access to and review of all materials created, stored, sent, or received by users through any Oakhill Academy network or Internet connection.

Cooperation with Authorities: Oakhill Academy will cooperate with copyright holders, law enforcement, and other authorities if they inquire of illegal or potential illegal use by Oakhill Academy students or employees.

Monitoring computer and Internet usage: Oakhill Academy has the right to monitor and log any and all aspects of its technology including - but not limited to - monitoring Internet sites visited by users, monitoring chat and newsgroups, monitoring file downloads and all communications sent and received by users. This also includes monitoring personally owned technology while on school property.

Content filter: Oakhill Academy has the right to utilize software that makes it possible to identify and block access to Internet sites containing explicit content or other material deemed inappropriate in a school or workplace.

23.9 Electronic Code of Conduct

The faculty and administration of Oakhill Academy hold students to high expectations regarding character and action. Use of student personal technology is welcomed and encouraged when it serves an educational purpose consistent with the mission of Oakhill Academy.

Any non-educational use of technology is inappropriate.

Texting and cell phone calls are not permitted during school hours. Cell phones are to be in the off position and kept in student's backpacks.

Student personal technology may be used in a classroom only with the teacher's explicit permission.

23.10 Personal Technology

Gaming Devices: Gaming devices of any type are not allowed on campus at any time **except for daycare hours and only with the permission of the daycare supervisor.**

Media Players: Students are allowed limited use of personal media players (iPods, MP3 players, etc) at Oakhill Academy during daycare hours and at the discretion of the daycare

supervisor. Failure to comply with these guidelines may result in disciplinary action and confiscation of the media player.

Cell Phones: Cell phones are to be in the off position and stored in student backpacks at all times. Cell phone use is only permitted with direct permission from school administration. Failure to comply with these guidelines may result in disciplinary action and confiscation of the cell phone.

All Other Media Devices are NOT allowed without prior approval from the administration.

Section 24: SAFETY

24.1 First Aid

All school personnel are First Aid trained and CPR certified. The office staff cares for minor injuries. Antibacterial soap, Band-Aids, and ice are applied to scrapes, cuts, and bruises. If a serious injury should occur, the parent is notified immediately. All students must have an emergency card on file in the office containing pertinent medical information as well as emergency phone numbers.

In the best interest of our students, the policy of Oakhill Academy is to call 911 for injuries involving head and chest trauma, allergic reactions, breathing difficulties, and any other injury the school deems in need of emergency attention. After 911 has been contacted, the parent will be called.

24.2 Disaster/Emergency Procedures

Should an earthquake or fire occur, the school has developed a comprehensive Disaster/Emergency Preparedness Plan. This plan provides for the safety and welfare of each child.

The classroom supply fee covers the cost of a three-day emergency kit for each child. Each kit has a five-year shelf life.

If a disaster occurs, all children will remain on campus until released to a parent, guardian, or individual named on the emergency card filed in the office.

In the event of a disaster, parents should not call the school. Communication systems will be limited, and all staff will be tending to the children and may not be available to answer calls. Tune a radio to a local station and follow directions given by Temecula Valley Unified School District.

Fire and earthquake drills are held monthly as required by law. At that time, students practice emergency procedures.

24.3 Student Accident Insurance

All students are provided a student accident insurance policy. This policy provides coverage for an injury that occurs while participating in a school-sponsored activity. Information on coverage amounts and deductibles is available in the office. **COVERAGE IS SECONDARY TO ANY GROUP MEDICAL INSURANCE.**

Section 25: General Rules

25.1 Bike Rules and Walking

Students must have written permission to walk or bike to and from school. Bicycles should be parked and locked at the bike rack.

25.2 Lost and Found

All personal belongings, removable clothing, and lunch boxes should be plainly marked with your child's name. Items left on the playground are picked up daily and placed on the outside hot lunch counter. Found books and backpacks may be taken to the office. Unclaimed items will be donated to a local charity.

25.3 Birthday Celebrations

If you wish to send a birthday treat on your child's special day, send enough treats for everyone in the class. Consult the teacher in advance to arrange time and to be informed about any food allergies in the class. We ask that you keep the treat simple. A drink and a cupcake are sufficient. Birthday party invitations for home parties may be passed out at school **ONLY IF ALL CLASSMATES ARE INVITED**; otherwise, the invitations must be mailed.

25.4 Campus Wide Procedures

MP3 players, pagers, laser pointers, electronic games, cards, toys or any other gadgets or personal items may not be brought to school. Such items will be taken to the office and will be returned to parents only. Cell phones may not be used at school without permission from administration/office. If a cell phone is brought to school, it must remain in the student's backpack in the off mode. Violations of cell phone use will result in the phone being confiscated.

Students staying in day care may be permitted to play electronic games and listen to MP3 players upon day care approval. Misuse of these items during school hours will result in confiscation.

Teachers issue numbered textbooks to students. Once a book has been issued, the student will be held responsible for it. Damage or loss will be charged at replacement cost. Desks are to be kept clean and orderly.

Student property carelessly abandoned will be collected at the end of the day and placed in the "Lost and Found." **PLEASE CLEARLY MARK ALL BELONGINGS WITH STUDENT'S NAME.**

Running or chasing other than under supervised game conditions is not permitted.

Fence/wall/roof/tree climbing is forbidden at all times.

Students may not leave the playground or field without permission.

Behavior in restrooms and locker rooms should be exemplary at all times.

Food and drinks are not permitted in the classrooms.

Gum chewing is forbidden at all times.

Students should not bring large amounts of money to school.

Wildlife on school property should be left undisturbed.

Section 26: School Dress Standards

All students must wear Oakhill uniforms which may be purchased from the Dennis Uniform Company. All shirts, jumpers, PE uniforms, sweat shirts, sweat pants (4th – 8th grade), sweaters, vests, and fleeces are to be purchased from Dennis. If a student is NOT dressed in complete Oakhill uniform, parent will be notified to bring in the proper attire. Student will lose “free dress” privilege if repeated.

26.1 Outerwear

Any type of rain attire may be worn outdoors when needed. For cold weather, an Oakhill uniform fleece or micro fiber jacket is to be worn. No flannel shirts or baggy shirts may be worn over clothing. Students not wearing the appropriate Oakhill jacket or sweatshirt will be sent to the office to acquire a “loaner” which must be returned at the end of the school day.

26.2 PE Uniform

Students should come to school dressed in their PE uniforms on the day that they have PE classes. Any child not dressed in the appropriate PE uniform will have the opportunity to call home for proper clothing, or they may not be able to participate in the PE activities that day. This will be considered as not prepared for class, and could affect the child’s PE grade.

26.3 General Dress Standards

Liability issues require closed toed athletic shoes to be worn on campus at all times.

Shoes must fit and be tied properly. Sandals, boots, open toed shoes, Uggs, any knee-high lace up shoes (including those with heels) and wedges or platforms are inappropriate and unsafe for school wear. Therefore, they are not permitted. Athletic shoes are mandatory.

White, forest green, or khaki socks are to be worn at all times. During the cold weather, girls may wear white, forest green, or black tights. Sixth through eighth grade students may wear plain white (NO LOGO) athletic socks that cover their ankle bone.

Jewelry is not to be worn to school. Girls may wear simple pierced stud earrings but are not to wear hoop or dangling earrings. No makeup, nail polish, or artificial nails are permitted. Girls will be sent to the office to remove make-up and nail polish. Boys are not to wear earrings or hats of any kind. Sunglasses are not to be worn in the classroom.

Hair should be clean and neatly styled. **Bleached or colored hair, including highlights, is not permitted. Boy's hair should be cut above the shirt collar and eyes.**

26.4 Free Dress

Students may "free dress" on minimum first Fridays.

The following list of clothing items are **NOT PERMITTED**:

Saggy, baggy clothing

Sheer clothing

Spaghetti strap tank tops

Halter or tube tops, bare midriffs,

Short-shorts (anything above mid-thigh)

Open-toed shoes

Heels/wedges/platforms,

Uggs,

Inappropriate sayings/pictures/logos on tee shirts. (Anything derogatory that promotes hate, violence, and/or negative behavior.)

Liability issues require closed toed athletic shoes.

Parents will be notified if student is not appropriately dressed, and student will lose "free dress" privilege.