



2024-2025 Handbook

Table of Contents

Motto	2
Mission Statement	2
Statement of Faith	3
Parental Responsibility	5
Governance	7
ACCS Membership	7
Goals	7
Philosophy of Education	8
Lost Tools of Learning	11
Latin	12
Staff Qualifications	12
Curriculum Guide	13
Homework Philosophy and Guidelines	15
Grade Assessment and Reporting	16
Learning Disability Statement	17
Student / Teacher Ratio	18
Promotion	18
Parental Involvement	19
Basic Rules.....	20
Discipline	20
Dress Code	22
Grievance	25
Attendance	25
Late Assignments	26
Field Trips / Extra Curricular Activities	27
Immunizations.....	28
School Announcement	29
Technology Use	30
Tuition and Fees	30
Admissions and Application Procedure	31
Contact Information	33
Non-Discrimination Statement	34

MOTTO

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

MISSION STATEMENT

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

Graduate Commitments- OCA is committed to establishing the following spiritual framework for all of our students:

Christ- They know God personally through Christ. They desire Him preeminently. They are capable of pursuing people with the message of reconciliation. • Students will be continuously exposed to the gospel message in every facet of their education.

- Students will be challenged to examine their lives in view of the gospel and commit to following Christ, leading to worship and a desire for God above all else.
- Students will learn how to clearly and boldly communicate the gospel and live faithfully to Christ.

Culture- They know the spirit of the age when they see it. They reject it as not of the Spirit of God. They are capable of bearing witness to the God who can preserve them in their culture.¹

- Students in the grammar phase will view the world through the lens of God's timeless, authoritative word.
- Students in the logic phase will assess the culture in light of God's word and develop convictions in submission to the authority of scripture.
- Students in the rhetoric phase will be able to defend and promote the gospel against the pitfalls of the culturally acceptable alternatives.

¹ Preservation in Culture comes from "Joseph in Egypt: Walking with God through the Corridors of Power" by Gregory Thornbury. 2017 ACCS Annual Pre-Conference.

Community- They know good when they see it because they know the God who is good. They demonstrate His goodness by working for the wellbeing of the community in which He has placed them.²

- Students in the grammar phase will learn to recognize justice and righteousness as a part of God's character.
- Students in the logic phase will analyze issues of justice and righteousness in the community according to a biblical worldview.
- Students in the rhetoric phase will address issues of justice and righteousness in the community in a way that communicates the gospel.

Calling- They know the meaning of a Godly work ethic. They are willing to pursue the purposes of God. They are capable of ordering their lives to use their time toward this end.³

- Students in the grammar phase will begin to cultivate Godly character through memorization and recitation of an approved list of character call-outs to establish a foundational vocabulary for understanding the qualities they should possess as a Christian.
- Students in the logic phase will establish a biblical foundation for understanding God's general calling on their life.
- Students in the rhetoric phase will develop and implement a practical Christian ministry (PCM) plan in partnership with the church in order to develop and understanding of God's unique calling on their life.

STATEMENT OF FAITH

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

² See *Wisdom and Eloquence* by Robert Littlejohn and Charles Evans for the idea of knowing good, doing good, and the ability to draw others after you in the pursuit of good. This pattern of knowing, doing, and the ability to draw others in has influenced all of the above commitments.

³ See *Ordinary* by Michael Horton for this understanding of calling

WE BELIEVE and teach that there is one sovereign God, eternally existing in three persons: the everlasting Father; His only begotten Son, Jesus Christ our Lord; and the Holy Spirit, the giver of life, and we believe and teach that God created the heavens and the earth out of nothing by His spoken Word and for His own glory. (Deuteronomy 6:4, Mark 12:29, John 1:1-18, II Corinthians 3:17, Genesis 1:1)

WE BELIEVE and teach that God has revealed Himself and His truth in the created order, in the Scriptures and supremely in Jesus Christ and that the Scriptures of the Old and New Testaments are verbally inspired by God and inerrant in the original writing so that they are fully trustworthy and of supreme and final authority in all they say. (John 17:17, II Timothy 3:16, II Peter 3:15-16)

WE BELIEVE and teach that Jesus Christ was begotten by the Holy Spirit, born of the Virgin Mary and was true God and true man, existing in one person and without sin, and we believe in and teach the physical resurrection of the crucified body of our Lord, His ascension into heaven and in His present life there for us as Lord of all, High Priest and Advocate. (Matthew 1:18-20, Luke 1:28-38, John 1:1-3, John 8:58, John 20:28, Acts 20:28, Romans 9:5, Hebrews 4:15, Luke 24:36-43, John 20:28, Acts 1:9-10, Matthew 28:18, Hebrews 5, I John 2:1-2)

WE BELIEVE and teach that God directly created Adam and Eve, the historical parents of the entire human race, and that they were created in His own image, distinct from all other living creatures and in a state of original righteousness. (Matthew 19:4-6, Acts 17:26, Romans 5:12, I Timothy 2:13-15)

WE BELIEVE and teach that God placed Adam and Eve in a distinct relationship to complement one another in marriage (Genesis 2:23-24). We believe that heterosexual relationships in marriage between one man and one woman are God's design from the very beginning of time (Matthew 19:4-6) and Adam and Eve are a model of this beautiful institution. Sex outside of marriage including homosexual behavior are outside of God's design (I Cor. 6:9-10, Rom. 1:26-27). We reject any teaching contrary to the biblical teaching regarding marriage and believe that the Bible is the final authority on such weighty matters (II Tim. 3:16).

WE BELIEVE and teach that God creates each person distinctly male or female (Gen. 2:23). We believe that if one rejects their individual biological sex they are rejecting a gift from God. These distinctions between male and female are God given so that we might see more clearly the beauty and image of God. God's Word is clear from the beginning that He made them distinctly male and female (Gen. 1:26, Matthew 19:4-6) and to argue anything to the contrary is error (I Corinthians 6:9).

WE BELIEVE and teach that our first parents sinned by rebelling against God's revealed will and thereby incurred both physical and spiritual death and that as a result all human beings are born with a sinful nature that leads them to sin in thought, word and deed. (Genesis 2:16-17, 3:8, Romans 5:12, John 5:25-29, Romans 3:23)

WE BELIEVE in and teach the existence of Satan, sin, evil powers and that God has defeated all these through the cross of Christ. (Genesis 3:1, Revelation 12:1-9, Jude 9, Matthew 28:18-20)

WE BELIEVE and teach that the Lord Jesus Christ died for our sins, according to Scriptures, as a representative and substitutionary sacrifice, triumphing over all evil and that all who repent and believe in Him are justified by His shed blood and forgiven of all their sins. (I Corinthians 15:1-4, John 3:16, II Corinthians 5:21, Acts 2:38-39, Acts 4:12, Ephesians 1:7, Titus 3:5)

WE BELIEVE and teach that all who embrace the Lord Jesus Christ by faith are born again of the Holy Spirit and thereby become children of God and are enabled to offer spiritual worship acceptable to God. (John 1:12; 3:3, 3:16; 16:8-15, Romans 12:1-2)

WE BELIEVE and teach that God the Holy Spirit indwells and gives life to believers, enables them to understand the Scriptures, empowers them for godly living and equips them for service and witness. (John 14:16-23, I Corinthians 2:14-15, Galatians 5:16-17, 22, I Thessalonians 4:1-5, II Timothy 3:16)

WE BELIEVE and teach that the one, holy, universal Church is the body of Christ and is composed of the communities of Christ's people. The task of the Church is to be God's redeemed community, embodying His love by worshipping God with confession, prayer and praise; by proclaiming the gospel of God's redemptive love through our Lord Jesus Christ to the ends of the earth by word and deed; by caring for all of God's creation and actively seeking the good of everyone, especially the poor and needy. (I Corinthians 1:11-17, Ephesians 4:5, Titus 2:13-14, I Timothy 3:16, I Timothy 2:8, Acts 1:8, Revelation 5, James 1:22, Matthew 25, James 1:27)

WE BELIEVE in and teach the blessed hope that Jesus Christ will return to this earth, personally, visibly and unexpectedly, in power and great glory, to gather His elect, to raise the dead, to judge the nations and to bring His Kingdom to fulfillment. (I Thessalonians 1:10, Acts 1:11, I Thessalonians 4:13-18, II Thessalonians 1:1-5-10, Matthew 24:31, Acts 24:21, Revelation 20)

WE BELIEVE in and teach the bodily resurrection of the just and the unjust, the everlasting punishment of the lost and the everlasting blessedness of the saved. (Acts 24:21, II Thessalonians 1:9)

BIBLICAL STATEMENT OF PARENTAL RESPONSIBILITY

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

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

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

antagonistic to God and those who belong to the promised Savior (Gen. 3:15). The task of pursuing proper knowledge of the world and developing a God-glorifying culture therein thus encounters tremendous obstacles and distortions, making it imperative that parents educate their children within the perspective and power of God's revelation and grace. The redemption which Christ has secured for us saves us not only spiritually from the wrath to come, but also delivers us from intellectual futility and foolish reasoning in our methods of learning about the world in which we presently live. Genuine knowledge of any subject whatsoever begins with reverence and submission to God (Prov. 1:7), particularly the fundamentals and philosophy which adhere to the Triune Lord rather than the fallen world or human traditions (Col. 2: 8; 1 Tim. 6:20). It is the Word of God which sets apart His people in the truth (John 17:17). Thus, neutrality in education is not only impossible (Matt. 12:30) but immoral (Jas. 4:4). Accordingly, the aim of Christian parents must be to encourage their children to "bring every thought captive to the obedience of Christ" (2 Cor. 10:5), "in whom are deposited all the treasures of wisdom and knowledge" (Col. 2:3). Only if they are first disciples of Christ will they know the truth and enjoy real freedom (John 8:31-32). Therefore, from the very beginning of history, then especially with the introduction of man's rebellion against God, and as well considering the fundamental nature of any genuine knowledge, it is a parental duty to train and educate their children, regardless of the subject matter, in the nurture of the Lord and the light of His revelation (Eph. 6:4; Prov. 5:1-2; Ps. 36:9; Ps. 119:105, 130). The responsibility rehearsed here has been part of the confession of faith of God's people from the earliest days--indeed it is a primary application of the first and great commandment (Deut. 6:4-5; Matt. 22:37-38). It constitutes a central element in what it means for those who are saved to keep covenant with God: "And these words which I command you this day shall be upon your heart, and you shall teach them diligently unto your children."

This teaching is to be enjoined constantly and consistently, in every time and place, covering all the spheres of human thought, activity and living (Deut. 6:6-9). Note that this responsibility has been assigned directly by God to parents, rather than any other institution of society. The Christian school is, therefore, an adjunct of the parents in the fulfillment of their great task. Regardless, then, of whatever children learn--the wonders of math and science, the delights of history and language, and the marvels of art and music--parents have a God-given duty to see to it that their children learn it with the perspective and application of the Christian worldview as derived from God's revelation so that they might joyously walk in God's gracious covenant as faithful disciples of their Sovereign Lord.

GOVERNANCE

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

The OCA Board of Directors and the administration are planning and praying toward further growth of the school, in both facilities and the scope of the program, as more families become convinced of the necessity and advantages of a Classical, Christ-centered education. OCA is a nonprofit, independent, community school, incorporated in the state of Missouri.

ACCS MEMBERSHIP

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

GOALS

"A Classical and Christ-centered Education"

CHRIST-CENTERED

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

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

CLASSICAL

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

- A. Emphasize the classical model of grammar, logic and rhetoric in all subjects;

- B. Encourage every student to develop a love for learning and embrace his or her academic potential;
- C. Provide an orderly atmosphere conducive to the attainment of the above goals.

PHILOSOPHY OF EDUCATION

What is a Classical Education?

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

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

The Classical, Biblical education offered at OCA employs the time-proven educational methodology known as the *Trivium*. This three-phase methodology has been used for centuries, producing individuals of extraordinary accomplishment and intellect. As an approach to students, the *Trivium* matches a child’s developmental readiness with appropriate “tools” for learning. No matter how your child learns, he or she goes through three stages. Teaching and learning are structured around these developmental stages.

THE GRAMMAR STAGE (GRADES K-6) - In the Grammar Stage, children most easily memorize large quantities of information. The key methods appropriate for this developmental stage are memorization, recitation, sensory work and drama. The grammar school teaches the essential relationship between all subjects and prepares students for the material presented in the two subsequent schools of learning.

In this stage, students enjoy memorizing and naturally absorb information. Through songs, chants, rhymes and jingles, children learn the factual foundations of each subject. They learn rules of phonics, spelling and grammar; stories of history and literature; facts of math; descriptions of plants and animals; the vocabulary of foreign languages and much more. *Latin instruction begins at 3rd grade.* Scripturally, we might say that this stage seeks to equip the students with knowledge. Proverbs 2:6 states, “For the Lord gives wisdom; from His mouth come knowledge and understanding.”

THE LOGIC STAGE (GRADES 7-8) - Students in the logic stage are rapidly developing the ability to reason and to think critically. They are beginning to make connections between ideas and to explore events from cause to effect. Teaching in this stage includes discussion and original writing and is centered around the development of critical thinking skills. In this stage, teachers channel students’ natural desire to argue through the study of formal logic.

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

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

THE RHETORIC STAGE (GRADES 9-12) - It is in the Rhetoric Stage that students are taught to express their views and are asked to defend their world- and life-view. In this stage, students have acquired knowledge and the skills necessary to arrange facts into arguments. Now, they develop the skills needed to communicate those arguments to others through writing and original speeches. Students research important themes and present those concepts in papers and speeches. They discuss world events and explore career options. They are well-prepared to become lifelong learners.

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

SUMMARY

Our desire in teaching and learning classically (and Christian-ly) is to integrate learning, to think systematically about critical issues and to submit all knowledge to the Lordship of Jesus Christ, who gives wisdom abundantly to all who ask for it. *"Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord." Eph. 6:4*

BOOKS FOR FURTHER READING

The Case for Classical Christian Education - Douglas Wilson

The Lost Tools of Learning - Dorothy Sayers

Ideas Have Consequences - Richard Weaver

On Secular Education - Richard Weaver

Of Education - John Milton

On Christian Doctrine - Augustine

The Seven Laws of Teaching - John Gregory

Education, Christianity and the State - Gresham Machen

Why Johnny Can't Read - Rudolf Flesch

Recovering the Lost Tools of Learning - Douglas Wilson

Repairing the Ruins - Douglas Wilson

Foundation of Christian Education - Louis Berkof & Cornelius Van Til

The Paideia of God - Douglas Wilson

Excused Absence - Douglas Wilson

The Abolition of Man - C.S. Lewis

The Well-Trained Mind – Jessie Wise & Susan Wise Bauer

Classical Education – Gene Edward Veith, Jr. & Andrew Kern

LOST TOOLS OF LEARNING CHART

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

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

LATIN AT OCA

Like many traditional particulars of good education lost in the name of "modern" or "progressive" education, Latin's advantages have been neglected and forgotten by a couple of generations. Latin was regularly taught even in American high schools as late as the 1940s. It was considered necessary to a fundamental understanding of English, the history and writings of Western Civilization and the understanding of Romance languages. Students entering our grammar school will be accountable for completing five years of Latin. A mandatory two years of foreign language such as Latin and/or Greek must be completed for upper school students.

OCA teaches Latin, therefore, for two major reasons:

1. Latin is not a "dead language" but, rather, a language that lives on in almost all major western languages, including English. Training in Latin not only gives the student a better understanding of the roots of English vocabulary, it also lays the foundation for learning other Latin-based languages.
2. Learning the grammar of Latin reinforces the student's understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English classwork, e.g. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.

STAFF QUALIFICATIONS

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

SPIRITUAL

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

PROFESSIONAL

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

CURRICULUM GUIDE

PREKINDERGARTEN

Art: Draw then Write **Bible:**

Essentials Bible Program

Math: Saxon Pre-K

KINDERGARTEN

Art: Draw then Write

Bible: NAS Bible

- Big Picture Timeline
- Studying God's Word book B questions and answers.

Grammar: Shurley Grammar

Latin: Song School

Math: Saxon K

- Math Memory Songs

Reading: Saxon Phonics and Spelling

Logic: Logic Problems for Primary People

FIRST GRADE

Bible/History: NAS Bible

Geography: Legends & Leagues

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

Grammar: Shurley Grammar

Latin: Song School

Math: Saxon 1

- Math Memory Songs

Reading: Saxon Phonics and Spelling

Science: Astronomy (Apologia) **Art:**

Choir: P.E.:

Penmanship: Saxon

SECOND GRADE

Bible/History: NAS Bible

- Genesis through Joshua
- Veritas Press Genesis through Joshua and Ancient Egypt Series

Grammar: Shurley Grammar 2

Latin: Song School

Geography: Geography Songs: Sing Around the World

- States & Capitals Songs and Maps **Math:** Saxon 2

Reading: Saxon Phonics and Spelling

Science: Botany (Apologia)

Art:

Choir:

P.E.:

Penmanship: Saxon

THIRD GRADE

Bible/History: NAS Bible

- Judges through Kings
- Greece and Rome

Geography: Sing Around the World

Grammar: Shurley Grammar

Latin: Prima Latina

Math: Saxon 3

Literature: Selected books

Spelling: The Grammar of Spelling **Science:** Zoology (Apologia) **Art:**

Choir:

P.E.:

FOURTH GRADE

Bible/History: NAS Bible

- St. Augustine converts to Christianity 386 John Knox, Scottish Reformer 1560
- I Kings 18-Job

Geography: Sing Around the World

Grammar: Shurley Grammar

Latin: Latin For Children Primer A

Math: Saxon 4

Literature: Selected books

Spelling: The Grammar of Spelling

Science: Zoology II (Apologia)

Art:

Choir:

P.E.:

FIFTH GRADE

Bible: NAS Bible

- Veritas Press Gospels Series

History/Geography: Veritas Press Explorer's to 1815

Series

Grammar/Writing: Shurley Grammar 5-

- Special Writing Projects

Latin: Latin For Children Primer B

Math: Saxon 6/5 **Reading:** The Grammar of Spelling

➤ Literature/Novel Studies **Science:** Zoology III (Apologia) **Art:**

Choir: P.E.:

SIXTH GRADE

Bible: NAS Bible

- Gospel Series: Acts- Revelation

History/Geography: Veritas Press Explorer's to 1815

Series (1815-present) **Grammar/Writing:** Shurley Grammar 6

- Special Writing Projects

Latin: Latin for Children Primer C

Math: Saxon 7/6 **Reading:** The Grammar of Spelling

➤ Literature/Novel Studies **Science:** Anatomy and Physiology (Apologia) **Art:**

Choir: P.E.:

SEVENTH GRADE

Bible/History/Literature: Omnibus I

Latin: Latin Alive

Math: Saxon Course 2

English: Shurley Grammar

Science: General Science (Apologia)

Logic: Introductory Logic (Nance/Wilson)

Introduction to Keyboarding: Learning to Type **Art:**

Choir: P.E.:

EIGHTH GRADE

Bible/History/Literature: Omnibus II

Language: Spanish I

Math: Saxon Course 3

English: Shurley Grammar

Science: Biology **Logic**

II: Morality Play **Art:**

Choir: P.E.:

NINTH GRADE

Bible/History/Literature: Omnibus III

Language: Spanish II

Math: Algebra I (Saxon)

Science: Biology

Grammar English Composition: Shurley

Logic II: Morality Play **Art:**

Choir: P.E.:

TENTH GRADE

Bible/History/Literature: Omnibus IV

Math: Geometry (Saxon)

Science: Biology (Apologia)

Spanish III: Speaking Spanish

Creative Writing: Teacher Created **Civics:** American Government BJU Press **Art:**

Choir: P.E.:

ELEVENTH GRADE

Bible/History/Literature: Omnibus V

Math: Algebra II **Science:** Human

Body **Greek I:** The Essentials of New Testament Greek

Rhetoric I: The Essentials of Rhetoric **New**

Testament: Encountering the New Testament **Art:**

Choir: P.E.:

TWELFTH GRADE

Bible/History/Literature: Omnibus VI

Economics: BJU Press

Rhetoric II: Rhetoric II **Choir:**

HOMEWORK PHILOSOPHY AND GUIDELINES

I. PHILOSOPHY:

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

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

II. GUIDELINES FOR ASSIGNING HOMEWORK:

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

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

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

GRADE ASSESSMENT & REPORTING

OCA educates formally with attention given to precision in both presentation and evaluation. As such, we seek to grade fairly and report student achievement frequently, accurately and uniformly. OCA bases grades on objective standards and reports grades quarterly and cumulatively as a percentage. Grades are based primarily on the following: tests, quizzes, homework and class participation. The split between testing and homework in the lower school will be 60 % testing and 40% homework. In the upper school the split will be 70% testing and 30% homework. OCA encourages students to explore additional elements of learning beyond the prescribed coursework boundaries, and we enthusiastically welcome additional work that our students perform. Instructors have the liberty and are encouraged to recognize this additional effort in various and creative ways. However, the students' grades and academic pointing systems must accurately and honestly reflect their mastery of the prescribed coursework. Adding to or replacing the prescribed coursework with extra credit work, using extra assignments and bonus questions, or allowing students to retake tests or quizzes for supplementing or replacing evaluation of a student's mastery of a subject is not a regular practice. Exceptions to this policy will be allowed only at the joint discretion of the Headmaster and the classroom instructor. All grades will to be posted on Renweb at a minimum of once per week unless otherwise instructed by the Headmaster.

GRADE CONVERSION CHART

Numerical Average	Letter Grade	Grade Point Average
98-100	A+	4.0
93-97	A	4.0
90-92	A-	4.0
88-89	B+	3.6
83-86	B	3.3
80-82	B-	3.0
78-79	C+	2.7
74-77	C	2.5
70-72	C-	2.0
67-69	D+	1.7
63-66	D	1.5
60-62	D-	1.0
Below 60	F	0.0

SEMESTER ASSESSMENT POLICY

- Students in grades 9-12 will have an assessment at the end of both the first semester and second semester
- Each end of semester assessment will be worth 5% of the student's overall grade in the course
 - Each quarter is worth 22.5% of the overall grade in the course
 - Semester 1 exam is worth 5% of the overall grade in the course
 - Semester 2 exam is worth 5% of the overall grade in the course
- The format of the assessment (exam, essay, project, etc.) is determined by the teacher
- The content of the assessment will generally be limited in scope to the work of the current semester. Exceptions may be made where knowledge or skills from the previous semester are inextricably linked to the work of the current semester and the overall goals and philosophy of the course.

LEARNING DISABILITIES POLICY

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

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

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

Guidelines:

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

STUDENT TO TEACHER RATIO

Small class size is very important to our mission at OCA. To achieve a lower student to teacher ratio, we will strive not to exceed 10 students per class in Pre-K and Kindergarten and 20 students per class in all other grades.

PROMOTION POLICY

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

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

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

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

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

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

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

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

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

PARENT INVOLVEMENT IN OCA

As a support and extension of the family unit, OCA considers the family to be of first importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution He designed, since He compares it to the relationship believers have with Christ and the Father. Therefore, at OCA we are continually seeking ways to actively involve the parents, siblings and grandparents of our students in the programs of the school.

Below are just a few of the more common ways we do this. Please feel free to ask if you would like to suggest additional ideas.

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

BASIC SCHOOL RULES

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

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
3. No chewing gum, electrical devices (cell phones, pagers, games, etc.), guns, or knives are allowed on the school grounds or buses.

4. Students are expected to be aware of and avoid the off-limits areas of the building or grounds.
5. Students are expected to treat all the school's materials or facilities with respect and care. This includes all textbooks distributed to the students. (Students will be charged for lost or damaged textbooks.)
6. Students are expected to treat one another with kindness and respect. Teasing, criticizing and name-calling are not permitted.
7. Students are expected to treat prayer and class discussion with proper reverence. Jokes, songs or behavior that treat the Lord's name or character with triviality are not permitted.
8. Public displays of affection (i.e., holding hands, kissing, etc.) in the context of boy/girl relationships are not permitted at school.
9. It is expected that students work diligently and concentrate fully on their work while in school.
Galatians 5
10. OCA is a closed campus, meaning that once you arrive at school you are not allowed to leave without direct parental permission that has been communicated with the office.
11. If you drive your own vehicle to the OCA campus, once the vehicle is parked, you are not allowed to return to that vehicle until the school day has ended.

DISCIPLINE POLICY

The kind and amount of discipline (correction) will be determined by the teachers and, if necessary, the Headmaster and the Board. The discipline will be administered in the light of the student's problem and attitude. All discipline will be based on biblical principles, e.g. restitution, apologies (public and private), swift punishment, restoration of fellowship, no lingering attitudes, etc. Most discipline problems are to be dealt with at the classroom level. Love and forgiveness will be an integral part of the discipline of a student. (*Galatians 6:1*)

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

1. **Disrespect** shown to *any* staff member. The staff member will be the judge of whether disrespect has been shown.
2. **Dishonesty** in any situation while at school, including lying, cheating and stealing.
3. **Rebellion**, i.e. outright disobedience in response to instructions.
4. **Fighting**, i.e. striking in anger with the intention to harm the other student(s).

5. **Obscene, vulgar or profane language**, as well as taking the name of the Lord in vain.

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

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

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

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

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

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

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

DRESS CODE

Christians should always be motivated by love for God and neighbor. Furthermore, the Apostle Paul says, “Whether then, you eat or drink or whatever you do, do all to the glory of God.” (1 Cor. 10:31) These principles apply to every aspect of the believer’s life, even to what we wear.

How do students glorify God and demonstrate their love for God and neighbor through their apparel? The OCA Dress Code is built upon the pillars of modesty, decorum, and safety. Each specific application of the dress code should reflect back to these foundational principles.

- **Modesty** - decency, moderation, and simplicity; freedom from vanity (drawing attention to oneself) (1 Tim. 2:9-10)
- **Decorum** - dignified propriety and orderliness of behavior, speech, dress, etc. (1 Tim. 2:8-10; 1 Cor. 14:40)
- **Safety** - the quality of averting or not causing injury, danger, or loss. (Gen. 1:27; Deut. 22:9;)

Shirts

- Polo or button-up shirt any solid color. No fluorescent or neon colors.
- No logo unless OCA logo.
- Shirt must be tucked.

Pants/Shorts

- Lowschool: khaki or navy in color (no jogger, cargo, or skinny pants) If the pants or shorts have loops, then a belt must be worn.
- Upperschool: khaki or navy in color (business casual, e.g. khaki style or chinos, no jogger, cargo or skinny). Flat pockets are acceptable. Pants and shorts must include belt loops and belt
- Shorts need to reach “at the top of the knee” length.
- *Upperschool girls are not required to tuck in their shirts and thus not required to wear a belt.



Cargo ❌



Jogger ❌



Khaki/chino



Dresses

- Polo dresses may be worn of any solid color except fluorescent or neon colors.
- Dresses need to be “at the top of the knee” length. If above the knee, leggings must be worn underneath.

Skirts/Jumpers

- Skirts and jumpers may be khaki or navy and need to be “at top of the knee”.
- If the skirt is not at the top of the knee due to growth spurt, leggings must be worn underneath

Leggings/tights

- May only be worn under skirts, dresses and jumpers and include the neutral colors of white, cream, navy, brown, black, gray (no patterns)

Outdoor warmth options:

- Hoodies, jackets, hats, etc. (No restrictions)

Indoor warmth options:

- Sweaters (solid, neutral colors)
- Long-sleeve undershirt (solid, neutral colors) under the polo
- Navy sweatshirts with OCA logo (NO hoods or pockets)
- School hoodies may be worn on any day where a spirit shirt is allowed (i.e., Fridays)



Sweater



Navy OCA sweatshirt



Undershirt

Socks

- Solid, matching colors (same neutral color scheme as leggings).
- Fun socks may be worn only if student is wearing long pants.

Shoes

- No neon or bright, cartoons or light up shoes.
- Primarily one color (No patterns, i.e., checkered)
- Lower school - flat (no heels), closed toe w/ enclosed heel.
- Upper school - No heels higher than 1", closed toe with enclosed heel.

Jewelry

- No piercings other than ear.
- Lower school - simple stud earring (no hoops or dangly earrings)
- Upper school - Hoops - quarter size, dangly - no more than 1" below ear lobe

Hair

- Hair must be natural colors only, neat (combed and managed) and may not cover the eyes
- Young men who have facial hair must keep it trimmed and neat (i.e., beards, mustaches, goatees)

Make-up/Nails

- Nails should be trimmed and clean
- Lower school: No makeup
- Upper school: Light and natural makeup

P.E.

- Solid grey shirt, navy or black basketball shorts or pants (athletic or sweatpants, NO leggings)

Violations:

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

Clothes Closet:

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

GRIEVANCE POLICY

If the parents have a grievance or dispute, they should bring their concerns directly to the Headmaster. If there is no resolution, concerns may be brought to the Board of Directors. *Matthew 18:15-20*

ATTENDANCE REQUIREMENTS

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

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

II. Maximum Absences:

In the event a student is absent from a class, or from school, for more than ten days during one quarter (*for any reason*), the student's parents will meet with the Headmaster (and teacher(s) if necessary) to determine an appropriate course of action.

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

TARDIES

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

LATE ASSIGNMENTS

Assignments that are late will be reduced 10 percent for each day the assignment is submitted past the due date up to 5 days at which point the grade goes to incomplete and the maximum available is 50%. The overall course grade will remain an incomplete until the assignment is completed and graded. All assigned homework must be completed. Work missed for planned absences is due the day the student returns to school. In case of absence due to illness, students will receive one day for every day absent to complete missed work unless otherwise specified by the teacher and Headmaster.

ARRIVAL & DISMISSAL

Please drop your children off at school no more than 20 minutes prior to the scheduled start time (8:00). Please call the school office if you will be more than 10 minutes late to pick up a child (3:15) or if there are any unusual car pool changes. We must be notified if anyone other than a family member or the regular car pool will pick up a child.

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

LUNCHES

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

- Speak in conversational tones.

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

LIBRARY

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

TELEPHONES AND COPIERS

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

FIELD TRIPS AND EXTRACURRICULAR ACTIVITIES

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

Extracurricular activities are defined as athletics, drama, choir, clubs, and any special events. To participate in any field trip or extracurricular activity the academic standard of a C per class, must be adhered to.

Individual code of conducts may be established by the coordinators of each activity and must be board approved.

MINISTERIUM

Throughout the school year, Grammar School students will be afforded the opportunity to be involved in *ministerium*, various projects that have service to others as their goal. Each grade level has specific projects that are age appropriate. Parents will be given information about each project as it happens during the year. Ministerium requires a commitment from each student, sometimes during the school day, but also after regular school hours. It is very important for parents to be supportive of these projects and even to participate with their children when possible. Encouraging our students to serve others is a primary goal of OCA. *Philippians 2*

IMMUNIZATION REQUIREMENTS

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

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

A medical history report is to be completed and on file for any student with specific health conditions. Completion of this responsibility is required before a student can attend classes.

SICKNESS

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

MEDICATION

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

SCHOOL ANNOUNCEMENTS AND INFORMATION

Parents are encouraged to visit our school's website at www.ozarkschristianacademy.com for information concerning all phases of our school program. Many questions are quickly and completely answered through this important informational resource.

WEATHER

OCA will only close for the most severe weather conditions. The Headmaster will notify families through Ozarks First, Facebook, or Renweb Text service. You can either listen or check the school closings page on their website: www.ozarksfirst.com. We will also post on the OCA Facebook page. If you believe the travel conditions from where you live are hazardous, we encourage you to stay home. No student will be penalized academically for missing school on a day when travel conditions could have been reasonably deemed hazardous.

FIRE/TORNADO AND EMERGENCY PROCEDURES

The procedures for fire and tornado drills are followed as closely as possible. The step-by-step procedures for leaving the building will be explained to each class by the classroom teacher at the beginning of the school year. The Headmaster will also walk through the drills during chapel at various times during the school year. Random practice drills will be held throughout the year. Evacuation procedures are posted inside each classroom.

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

LOST & FOUND

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

CLOSED CAMPUS

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

TECHNOLOGY USE

Computers in the classroom are governed by individual teachers. If they are deemed distracting, a teacher may request the computer be put away.

1. Computer usage in the classroom only occurs under the direction and direct supervision of a teacher.
2. No images are to be visible on screen unless directly related to an assignment.
3. Students may only use school computers for school purposes. Personal use, including personal communication via any format on a school computer is prohibited.
4. Cell phones and other electronic devices are to be kept out of sight and off during the school day unless directed otherwise by a teacher.

5. We strongly suggest that at home computer assignments be completed under parental supervision. If this is not possible, and the parent would prefer an alternative path to completion of the assignment, please contact the Headmaster or the Dean of Students.

PARTY INVITATION DISTRIBUTION

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

TUITION AND FEES

- Tuition is due on the 1st of each month, with the first payment due July 1 (12 monthly payments).
- If an account becomes more than 30 days’ delinquent, the student(s) will be suspended. If the account is not paid within an additional 15 days, the student(s) will be dismissed from the school. There will be a \$15.00 late fee after the 5th day of the month and \$5.00 per day until paid in full.
- For your protection, payments will be accepted in check or money order. Please do not pay in cash.
- Tuition for students who attend for only part of a school year will be pro-rated on a school calendar monthly basis. Attendance during any part of a school month will require full payment of tuition up to the end of that month.
- Transportation, food, clothing, books and certain student supplies are not included in the tuition.

Application Fee - \$25.00

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

ADMISSIONS & APPLICATION PROCEDURES

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

The basic process for new applicants is as follows:

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

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

APPLICATION PROCESS

Application Forms

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

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

Interview

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

Testing

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

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

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

Acceptance

Parents will be notified of acceptance by mail and or phone call from the Headmaster.

ADMITTING MID YEAR

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

CONTACT INFORMATION & OFFICE HOURS

BOARD MEMBERS

Shane Cobban (President) 417-274-7474

Jackie Cox (Vice-President) 417-252-7719

Rob Hawkins (Treasurer)

Whitney Rowland (Secretary)

Derek Morrison

Cindy Shipley

Justin Aichele

Lori Bash

Gwen McWilliams

OZARKS CHRISTIAN ACADEMY

P.O. Box 1620

West Plains, MO 65775

Website – www.ozarkschristianacademy.org

Email – info@ozarkschristianacademy.com

417-255-1622

OCA OFFICE HOURS - 7:30 a.m.–3:30 p.m.

NON-DISCRIMINATION STATEMENT

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