

# *Live Oak Academy*

## *Student / Parent Handbook*

*They will be called oaks of righteousness, a planting of the LORD for the display of his splendor.  
They will rebuild the ancient ruins and restore the places long devastated;  
they will renew the ruined cities that have been devastated for generations.  
Isaiah 61:3b-4*



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## Section I: General Information

### Educational Philosophy

Live Oak Academy is a classical Christian educational service for homeschool families, providing students with excellent studies within a loving, nurturing environment.

We emphasize the three stages of educational development, which characterize classical education.

The Grammar Stage

*Teaching solid factual foundations.*

The Logic Stage

*Focusing on sound reasoning and critical thinking skills.*

The Rhetoric Stage

*Empowering students to express themselves with clarity and confidence.*

### Classical Education

By classical education, we mean that we find sound guidance in the ancient educational practices of the Trivium and Quadrivium, as adapted and interpreted by Christians of the Middle Ages, and as more recently described by Dorothy Sayers (“The Lost Tools of Learning”) and Douglas Wilson (*Recovering the Lost Tools of Learning*). We recognize numerous benefits in “the reading of old books,” which is C. S. Lewis’ phrase for a respectful attentiveness to the best teachers of the Christian Church in other ages. At the Rhetoric Stage we expect, with proper care and discernment, to gain wisdom from the intellectual efforts and insights even of those outside or against the Christian tradition, such as Euclid or Plato, or modern atheists or secularists.

### Our Christian Foundation

Live Oak Academy is founded in prayer; it is directed by Christians, it is largely composed of Christian participants, it operates according to Christian principles, and it seeks to further the purposes of Jesus Christ, especially in the lives of the students we teach. We aspire to a vital and saving knowledge of Jesus Christ, as revealed authoritatively in the canonical Scriptures, and as proclaimed in all ages by His Body, the Church. We encourage all to do likewise.

## Section I: General Information

### Statement of Faith

As individuals and as an academy, our Christian faith is of first, formative, and final importance to us. For the purpose of clearly and publicly making a corporate confession of faith, we adhere to that most eminent of historic creeds, the Nicene Creed, as adopted in the original Greek and Latin by the ancient Church, and as used throughout the Church in all ages since.

It is not our goal, as a classical academy, to further the doctrinal conflicts that divide Protestant from Roman Catholic, or Eastern Orthodox from Western Christians. Therefore, we have chosen the Creed of the ancient unified Church to be our corporate confession. In accordance with the historic sense of the Creed, we accept the term “catholic” to describe the universal nature of the Church, without partiality or prejudice to any present-day church. As a school, we prefer the Creed to anything we could invent for ourselves or adopt from a modern denomination. We invite all to observe that the Nicene Creed is both honorable and substantial as a basis for Christian agreement, and as a statement of fundamental Christian doctrine.

#### *The Nicene Creed*

We believe in one God the Father Almighty; Maker of heaven and earth, and of all things visible and invisible.

And in one Lord Jesus Christ, the only-begotten Son of God, begotten of the Father before all worlds, God of God, Light of Light, True God of True God, begotten, not made, one in being with the Father, by whom all things were made; who, for us men and for our salvation, came down from heaven, and was incarnate by the Holy Spirit of the Virgin Mary, and was made man; and was crucified also for us under Pontius Pilate; he suffered, died and was buried; and the third day he rose again, according to the Scriptures; and ascended into heaven, and sits on the right hand of the Father; and he shall come again, with glory, to judge both the living and the dead; whose kingdom shall have no end.

And we believe in the Holy Spirit, the Lord and Giver of Life; who proceeds from the Father and the Son; who with the Father and the Son together is worshipped and glorified; who spoke by the Prophets.

And we believe in one holy, catholic and apostolic Church. We acknowledge one baptism for the remission of sins; and we look for the resurrection of the dead, and the life of the world to come. Amen.

## Section I: General Information

### Home and Academy Partnership

The Bible clearly directs *parents*, not the church or state, to “bring children up in the training and *instruction* of the Lord” (Ephesians 6:4). In the education of homeschooled students, the majority of the work, direction, and responsibility is carried out by the homeschooling parents. The parents are always the primary educational authority over their own children.

Live Oak Academy is an educational service, providing comprehensive academic assistance to the schooling process. The responsibilities of parents in the home and academy partnership are described in Appendix A. Active and ongoing parental involvement is imperative for student success. As students mature, they themselves contribute more to the partnership. We aim to challenge our students, and we expect them to take vigorous responsibility for their studies.

The Academy exists to inform the minds of our students through a reliable core of substantial subjects. These include grammar, logic, history, Latin, English literature, mathematics, writing, various sciences, art, and music. Through these academic pursuits, we partner with the parent to challenge students toward:

#### Mental Discipline

*Love the Lord your God with all your heart, soul, strength, and mind.  
Be transformed by the renewing of your mind. (Lk 10:27, Rom 12:2)*

#### Academic Responsibility

*Whatever you do, work at it with all your heart, as working for the Lord, not for men. (Col 3:23)*

### History and Governance

Live Oak Academy began as a cooperative effort among several Christian families who were committed to homeschooling their children in the classical tradition. In addition to their core studies at home, parents offered instruction according to their professional skills and interests, inviting other homeschooled families to participate. In 2003, these families formalized the homeschool cooperative, forming a governing board, incorporating as a non-profit organization, collecting tuition in order to pay for facilities and additional instructors, and expanding the curriculum offerings. In 2012, the school moved to its present location at First Presbyterian Church of Santa Clara, where it has continued to be blessed by God with new families.

The Academy Board of Directors consists of nine individuals: Board Chair and Treasurer Tayloe Stansbury, Secretary John Rose, and Board members Josephine Caruso, Salvatore Caruso, Libby Mayer, Alicia Owen, Chris Owen, Annie Rose, and Cindy Stansbury. Steve DePangher, President and Headmaster, is a Corporate Officer.

## Section I: General Information

### Faculty and Staff

Since its inception, Live Oak Academy has been blessed with teachers and staff members who have vision and passion for our mission. At the beginning, these were Academy parents who were highly educated themselves, or who possessed professional skills for their particular subjects. As the school has grown, faculty and staff have been hired to fill various needs at the Academy. Some of these qualified teachers have been or are currently involved with homeschooling, and most have advanced degrees, are credentialed, or are specialists in their field. Through ongoing training, mentoring, planning, and collaboration, our faculty and staff endeavor to continuously improve the caliber of education at Live Oak Academy so that we may provide the best possible quality of instruction that our God-given talents enable us to achieve.

Our faculty members, while from differing Christian traditions, share in common our belief in the foundational tenets of the Christian faith as described in the Nicene Creed, which we have adopted as our academy's statement of faith. In the classroom we emphasize the unchanging character of God as revealed in His creation and in the Bible. We adhere to Biblical principles and precepts, and use these as the standard of conduct for faculty and students alike. We believe that God's character is revealed not only in His word, but also in every facet of the creation. Therefore, all knowledge is interrelated and can instruct us about God Himself. We may initiate and encourage discussions of these core beliefs in the context of classroom instruction; however, we do not initiate or permit doctrinal disputes.

Our faculty and staff hope to reflect God's love for each student through our relationships with them, with their parents, and with one another – by the tone and content of our speech, and by modeling Christ-like behavior. Our faculty and staff seek to provide open lines of communication to enable the partnership between home and school to work effectively. Weekly home assignments are posted electronically, and faculty and staff members are available via electronic mail, telephone, or by appointment for specific questions or consultations.

Our current faculty members are listed on our Internet website, [LiveOakAcademy.org](http://LiveOakAcademy.org), along with a brief biography stating their background, educational credentials, professional qualifications, and interests. We invite you to get acquainted with them both online and in person.

## Section II: Academic Program

### School of Grammar

Live Oak Academy uses curriculum that reinforces the Classical model of education. Our goal in the School of Grammar is to build a strong factual foundation. Our approach is twofold. First, we focus on fact memorization in the form of poetry, chants and songs. Second, we present information in the most integrated and meaningful way possible, helping students to retain and retrieve what they learn. In all subjects we seek to highlight God’s character as it is revealed to us in all of Creation.

Grade	Language Arts		History and Geography	Mathematics	Science	Music	Christian Studies Fine Arts
	Spelling/ Latin	Language Arts (Poetry, Literature, Grammar, and Composition)					
K	Beginning cursive writing and spelling	Reading Readiness, Beginning Reading	Social Studies	Singapore Math  Levels: Initia Prima Secunda Tertia Quarta Quinta Sexta	General Science	Class-room music	Bible Lessons about Truth Classroom Art
1	Spelling and Cursive Penmanship, Levels A - E	<i>First Language Lessons 1, Writing with Ease, Literature and Poetry</i>	D'Aulaire Biographies, Map Skills		General Science	Primary Choir	Bible Lessons about Virtue Classroom Art
2		<i>First Language Lessons 2, Writing with Ease, Literature and Poetry</i>	Pilgrims/ Ancient Civilizations, Map Skills		General Science		Bible Lessons about Beauty Fine Arts 2
3		<i>First Language Lessons 3, LOA Writing Program Literature and Poetry</i>	Greek/Roman Empires Map Skills		General Science	Elementary Choir	Bible: The Ten Commandments Fine Arts 3
4		<i>First Language Lessons 4, LOA Writing Program Literature and Poetry</i>	Middle Ages/ Renaissance, Map Skills		Earth Science		CS 4: Pentateuch Fine Arts 4
5		<i>Grammar for the Well Trained Mind, Purple Book, WriteShop I Literature and Poetry</i>	Amer. History, Calif History, Map Skills		Biology		CS 5: Judges, Kings, Prophets Fine Arts 5
6		Intro to Classical Language	<i>Grammar for the Well Trained Mind, Red Book, WriteShop II, Literature and Poetry</i>		American History, Map Skills	Chemistry	CS 6: New Testament Fine Arts 6

NOTE: In Grades 3-6, Physical Education is offered to both full-time and part-time students. Grades K-2 have recess.

## Section II: Academic Program

### School of Logic

Our goal in the School of Logic is to build strong reasoning and critical thinking skills. During these two years we deepen our study of language through English and Latin, explore the foundations of the Christian faith, and apply logical and critical thinking skills in the study of history and the comprehension and analysis of fine literature. We also begin an in-depth study of conceptual mathematics and algebra.

<b>G r a d e</b>	<b>Literature and Composition</b>	<b>History and Geography</b>	<b>Mathematics</b>	<b>Science</b>	<b>Latin</b>	<b>Christian Studies</b>	<b>Electives/ Enrichment<sup>1</sup></b>
7	Literature and Composition	World History, Ancient Civilizations	Pre-Algebra	Physics	Latin I or II	Nicene Creed	Public Speaking  Classic Choir
8	Literature and Composition	World History, Medieval and Renaissance	Algebra I	Earth Science	Latin I or II	Evidence for the Faith	Vocal Lab  Jazz Band  Fine Arts 7/8

NOTE: Physical Education is offered to both full-time and part time students.

<sup>1</sup> Offerings may vary from year to year.



## Section II: Academic Program

### School of Rhetoric

The School of Rhetoric provides a rigorous college preparatory course of study through which we strive to reach the final goal: empowering students to express themselves with clarity and confidence based upon the firm foundations of factual knowledge and logical reasoning.

We accomplish these goals through deeper study of higher Mathematics, United States and World History, Language and Literature, Latin, Biblical exegesis and apologetics, and our capstone courses in Western Civilization. In our study of Western Civilization, we expose our students to the “best” teachers from the Christian Church in other ages and even those outside or against the Christian tradition. By examining the teachings of intellectuals who came before us whose writings withstand the test of time, we challenge our students to think beyond the popular culture and shallow thinking of today. We also encourage them to strive for high standards of scholarship and discernment.

Grade	Literature and Composition	History and Geography	Mathematics	Laboratory Science	Language	Christian Studies/ World Views	Electives/ Enrichment, as offered <sup>1</sup>
9	World Lit & Comp	World History, Modern	Geometry	Biology Chemistry Physics  AP® Biology AP® Chemistry AP® Physics	Latin (appropriate level)	Introduction to Exegesis of the Bible	Public Speaking Classic Choir Vocal Lab
10	American Lit & Comp	US History, AP U.S. History	Algebra II		Latin (through AP® Latin) or other foreign language <sup>1</sup>	Introduction to Christian Apologetics	Jazz Band Studio Art 1,2 AP® 2D Art & Design
11	Lang and Comp or AP® Lang and Comp	Western Civilization I, II (Intellectual History) Junior Thesis	Trigonometry/ Pre-Calculus		Integrated into Western Civilization course	AP® Statistics Micro or Macro Economics	Graphic Design 1, 2
12	Lit and Comp or AP® Lit and Comp	Western Civilization I, II (Intellectual History) Senior Thesis	AP® Calculus AB/BC		Integrated into Western Civilization course	Intro to Computer Programming AP® Computer Science 10 <sup>th</sup> -12 <sup>th</sup> Grade: AP® US Govt 11 <sup>th</sup> -12 <sup>th</sup> Grade: AP® Eur Hist	

<sup>1</sup> Offerings may vary from year to year.

## Section II: Academic Program

### Music and Art

Studies have shown that children of all ages have increased their overall capacity to learn as a result of their continued participation in music and the fine arts. Participation in the arts is encouraged at Live Oak Academy. Offerings include Primary Choir for Grades 1-2, an Elementary Choir for Grades 3-6, and a Classic Choir, Vocal Lab, and Jazz Band for Grades 7-12, with concert performances scheduled during the year. Art activities are provided in the kindergarten and first grade classes throughout the school day. Fine Arts classes are offered for Grades 2-12, culminating with a Fine Art Exhibition in spring that showcases the students' art work. In all our art activities, students are encouraged to recognize God as the source of all creativity, joy, and beauty. Throughout our curriculum we give praise and worship to God through song, poetry memorization and Bible memorization, art projects, and dramatic performances.

### Enrichment Activities

Live Oak Academy provides various extracurricular enrichment programs. These have included workshops, public speaking, math club, Poetry Out Loud, Junior Classical League, and others. Schedule, registration, and fee information is provided on the Academy website.

### Study Hall

Attendance in Study Hall is a privilege afforded the students at Live Oak Academy. It is designed to support individual activities that are consistent with the educational goals of the Academy. School work, reading, writing, and research are suitable activities because of their educational nature. To use the Study Hall, students must:

- Bring sufficient work for every hour spent in Study Hall.
- Use laptops and related electronic devices for academic purposes only. No games are to be played on electronic devices at school.
- Keep cell phones turned off and in backpacks while school is in session, from 7:30 a.m. – 3:00 p.m. During this time, use them only to communicate with parents or in case of emergency.
- Refrain from using backpacks and other personal items to reserve seating for friends.
- Leave the room in a clean and orderly condition.

Note: Eating *is* permitted in Study Hall.

## Section II: Academic Program

### Placement Policy

We believe that God has created every child to be uniquely equipped for His purposes, including gifts, talents, temperament, interests, and a unique pace of development. Our desire is to educate the child as a whole person. We strive to place students in classes that will provide a healthy level of academic challenge and opportunity for growth. In addition to evaluating individual students, our placements also take into consideration the best interests of the class as a whole.

To better tailor our class offerings to students, we distinguish between proficiency based courses and grade level courses. *Proficiency based courses* allow for students to be placed below, at, or above grade level, according to their level of proficiency. These courses include Spelling, Math, Latin, Studio Art, and AP® science courses. *Grade level courses* correspond to the student's functional grade level, which is determined according to maturity and ability. Grade level courses include Language Arts, History & Geography, Non-AP® level science, Christian Studies, and Fine Arts (not including Studio Art 2).

School of Rhetoric students who wish to take Advanced Placement (AP®) courses will be evaluated based on work already completed, course prerequisites, placement test results, if applicable, and evidence of readiness to manage the rigors of a college-level course.

***New Student Placement*** - Careful evaluation of new students occurs through the application and assessment process. If assessment results indicate a borderline placement in a course, or if the Academy identifies other risks associated with the placement, the Academy may make the placement probationary and impose conditions. These conditions will be specified in writing to the family and teacher.

If parents request their student be placed at a higher level than recommended by the assessment administrator, the request must go through the LOA registrar. An additional assessment may be required, at a fee. Parental placement requests are subject to department head approval and space availability. The registrar will notify parents of the placement decision.

***Returning Student Placement*** - Generally, students who complete a course with an overall grade of C or better will be promoted to the next level. In the case of courses that build upon concept knowledge and skill gained at previous levels, students must also have demonstrated proficiency at the current level in order to be promoted. For students earning a grade of D or F, see the "At-Risk Students," section on the next page. *(Continued on next page)*

## Section II: Academic Program

### Placement Policy (*Continued*)

#### ***Returning Student Placement*** - (*Continued*)

Included in the student grade reports, teachers of *proficiency based courses* provide notice of student progress and placement recommendations for the following academic year. For *grade level courses*, teachers provide regular feedback on the quality of student coursework. Since students typically begin grade level courses at their assessed grade level and continue the grade level progression upward each year, placement comments will affirm this progression unless one of the following exceptions apply.

***Placement Exceptions*** - When a student's placement is not well suited to the typical year-by-year progression, exceptions may be made. Following are specific requirements and guidelines that govern exceptions.

- ***At-Risk Students*** are students whose performance places them at risk of not advancing to the next level. At-risk students include the following:
  - Students earning a grade of D or F
  - Students whose scores on course assessments show lack of necessary proficiency
  - Students who have a pattern of missing, incomplete, and/or poor quality coursework
  - Students who lack the necessary maturity or self-discipline to function well in the classroom setting.

The family of a student earning a D grade who is denied promotion may petition the headmaster, requesting permission to advance. Appeals are reviewed by the headmaster, department head, and teacher. If the appeal is granted, conditional milestones will be established to track specific performance goals, which must be met in order to remain in the advanced level class. If the provisions of the appeal are not met, the student will be removed from the advanced class but may transfer to the lower level class on a space-available basis.

The Academy reserves the right to require a student earning an F on an interim grade report to drop the class mid-year. Students earning a final grade of F must repeat the same level and earn a passing grade before advancing, since failing a course means that the subsequent course prerequisites have not been met. Exceptions to these requirements are granted only in extraordinary circumstances *and* with the approval of the headmaster.

*Continued on next page*

## Section II: Course Requirements

### Placement Policy *(Continued)*

#### *Placement Exceptions - (Continued)*

- **Repeating a Class** is advised when evidence over time shows the student would be unable to perform well at the next higher level, even with extra support that may be employed by parents. A given class should be repeated only once. Repeating a class is typically recommended by the teacher. The procedures outlined above for “At-Risk Students” apply any time a teacher believes a student would be best served by repeating a class level.
- **Skipping a Level** receives the highest level of scrutiny and required approval. The student must meet higher performance standards than those who are advancing consecutive levels. Note that requests for advancement to the next higher level mid-year are considered a skip-level request.

Skip level requests are initiated most often by parents when their student has been working at a higher level with the parent at home or in a non-LOA course, and the parent believes their student can successfully perform at the requested level. Requests are submitted using the Class Change Form.

All requests to skip a level require the student to complete an assessment at the higher level requested. The assessment may be in the form of an LOA-administered test and/or, at the discretion of the department head, a portfolio of student work or audition may be required.

Additional considerations for evaluating skip level requests include the following:

- Student must be earning (or have earned) an “A” at the course level currently enrolled or just completed.
- Input from the student’s teacher must support the advanced placement.
- Student must show the highest level of mastery, both of current level material and any material being skipped if needed for future course levels.
- Student must show evidence of the ability to thrive at a higher grade level with older peers, considering his or her age, developmental maturity, and social skills.
- Student must demonstrate the ability to manage existing workload well, with a history of faithful attendance, consistent work completion, and meaningful class participation across all their enrolled courses.
- Higher level course must fit into the student’s schedule such that other essential courses are not omitted, both for the year requested and for subsequent years and levels that follow.

## Section II: Academic Program

### Home Assignments Policy

Our school week combines classroom and home instruction. Teachers provide both classroom instruction and home assignments, which work in tandem to teach, reinforce, practice, and assess mastery of academic content. Parents provide home instruction and home assignment support according to the requirements laid out in Appendix A. Because home assignments complete the instruction that has begun in the classroom, a student who does not complete a home assignment is effectively “absent” from instruction.

School of Grammar and School of Logic classes are comprised of two days of classroom instruction and three days of home instruction each week. Classes for School of Rhetoric students comprise two and one-half to three days of instruction each week, with two days of home instruction.

Home assignments require parental involvement (1) by providing required curricula, supplies, and answer keys, (2) by giving encouragement, supervision, and guidance, (3) by proctoring tests or grading the student’s work, and (4) by providing instruction. Teacher’s guides and answer keys are included in the curriculum shopping lists where needed so parents can oversee and check assignments. Students are best served when both parents and teachers are continuously aware of their academic progress.

Concerns about the nature or content of an assignment, workload issues, illness, absence due to travel or other outside activities, and conflicting family priorities are best managed through a working partnership of both parent and teacher.

### Late or Missing Assignments

If a student cannot complete an assignment by the published due date, an extension may be requested at least 24 hours in advance. Extensions are granted at the teacher’s discretion. Otherwise, late assignments are not accepted. Frequently late, incomplete, or missed assignments, even if excused, result in lower performance and a corresponding drop in grade. If home assignment completion is a chronic problem, the requirements of the course are not being met. It would be unethical for LOA to attest in any form that the student has completed a course if a significant portion of the course work is incomplete. Thus, assignment deadlines are governed by the following responsibilities.

#### Teachers

- Teachers are responsible for publishing their course-specific home assignment policy. Late work approved in advance may receive full or partial credit, at the discretion of the teacher. “Opt-out” work and late work not approved by the teacher receives zero credit.
  - Teachers will generally accept tardy assignments resulting from an excused absence. In these cases, home assignments are due the first class session a student returns, unless a different arrangement was agreed upon in advance.
- (Continued on next page)*

## Section II: Academic Program

### Late or Missing Assignments *(Continued)*

#### Teachers *(Continued)*

- At the teacher's sole discretion, an assignment may be excused altogether. If so, it will be marked as such in the gradebook. Missing assignments that are not excused receive zero credit.

#### School of Grammar and School of Logic Parents

- Parents of lower and middle school students are responsible for managing the combined family, church, academic, and enrichment workload of their students. In Grades K-8, the parent must request an assignment extension at least 24 hours in advance of the due date.

#### School of Rhetoric Students

- High school students are responsible for managing their own schedules, both academic and non-academic, with parental oversight. In Grades 9-12, students must notify teachers at least 24 hours in advance if an assignment cannot be completed on time and negotiate a solution that meets with the teacher's approval. Once an agreement between student and teacher is reached, the student is responsible to document the agreement via email, with a copy to the teacher and parent(s).

Teachers notify parents through semester interim and semester ending grade reports if the student is at risk of not completing course requirements. The teacher may also request a meeting with the headmaster and parents. Our hope is to agree upon a remedy that will serve the best interests of the student. Possible actions that may be taken include, but are not limited to, having the student withdraw from the class, giving an "incomplete" for the class in place of a grade, reassessing the student's grade level placement, putting the student on academic probation, or recommending a different educational solution for a particular student.

### **Parent/Teacher Meetings and Classroom Visits**

Parents are welcome to request a meeting with their student's teachers and to visit the classroom at any time by prior appointment. Requests may be made directly to the teacher in person, by phone, or by email.

Please honor the priority of teachers to conduct their classes. If you need to discuss a matter with the teacher, schedule a time outside of the scheduled class session to do so.

Parents who have concerns about classroom content or student conduct are encouraged to approach the teacher directly, as described above. If the nature of the concern or the response of the teacher warrants an alternative approach, the parent should next direct their concerns to the department head, then to the headmaster.

## Section II: Academic Program

### Grading, Credits, and Promotion

***Grading and Grade Reports*** - Live Oak Academy provides grade reports at the end of the fall and spring semesters, which are published electronically in early February and early June. Interim reports are also published electronically, for a total of four grade reports. If a student withdraws from a course part way through the semester, no grade is recorded and no credits are conferred.

All grade reports will provide a narrative assessment. In grades 7-12, quantitative measurement is also mandatory. Quantitative measurement of course performance is provided as a numerical or percentage score, or by a letter grade. For explanation of letter grades, see the Academy-provided grading scale on page 15. For purposes of creating their own student's transcript, parents may use a personalized scale based upon their homeschool's assessment of student performance.

***Credits*** - Credits for completed classes are recorded by the Academy only if a passing grade (D or better) is earned. Credits are important at the School of Rhetoric level for college transcripts or when transferring to another high school. The Academy's policy on assigning credits is described in more detail in the section titled "School of Rhetoric Diploma Requirements," pages 16-19.

***Promotion*** – In the case of courses that build upon concept knowledge and skill proficiency gained at previous levels, promotion may be based upon a passing grade at the prior level, an assessment of proficiency, or both. Students who complete a course with a grade of C or better and demonstrate an acceptable level of proficiency will be promoted to the next level.

Students earning a D or F in a class and/or students who do not demonstrate an acceptable level of proficiency are at risk of not advancing to the next level. Academy policies and procedures for addressing at-risk students are outlined in the Placement Policy section on page 10.

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## Section II: Academic Program

### Grading, Credits, and Promotion *(Continued)*

**Grading Scale** - Points and percentages are translated into letter grades according to the grading scale that follows. Grade reports provide recommended grades for homeschool parents to use in creating their student's transcript.

Percentage	Letter Grade <sup>1</sup>	Grade Point	Assessment	Assessment Criteria
93 -100 %	A	4.0	Outstanding	<i>Coursework</i> – High quality, complete <i>Classroom</i> – Engaged contributor <i>Mastery/Comprehension</i> - High
90 – 92 %	A-	3.7	Excellent	
87 – 89 %	B+	3.3	Excellent	
83 – 86 %	B	3.0	Satisfactory	<i>Coursework</i> – Good quality, mostly complete <i>Classroom</i> – Active participant <i>Mastery/Comprehension</i> - Good
80 – 82 %	B-	2.7	Satisfactory	
77 – 79 %	C+	2.3	Satisfactory	
73 – 76 %	C	2.0	Needs Improvement	<i>Coursework</i> – Inconsistent quality/ completion <i>Classroom</i> – Passive participant <i>Mastery/Comprehension</i> - Inconsistent
70 – 72 %	C-	1.7	Needs Improvement	
60 – 69 %	D	1.0	May be provisionally promoted (page 10)	<i>Coursework</i> – Poor quality/completion <i>Classroom</i> – Poor participation/ attendance <i>Mastery/Comprehension</i> - Poor
0 – 59 %	F	0	Failing <sup>2</sup>	
N/A	I	0	Incomplete <sup>3</sup>	<i>Coursework</i> – Good/high quality; incomplete <i>Classroom</i> – Active participant when present <i>Mastery/Comprehension</i> – Good to high
N/A	W	0	Withdrawal <sup>3</sup>	Not applicable.

<sup>1</sup> These grades represent the Academy's grading scale. In compliance with common college admissions practice, for transcript purposes no pluses or minuses are used with letter grades, and only whole number grade points are assigned. For purposes of their student's transcript, parents may use a personalized grading scale.

<sup>2</sup> A final grade of F in a proficiency-based course means prerequisites for the next level have not been met; thus, student must repeat the same level and earn a passing grade before advancing.

<sup>3</sup> An assessment of I or W requires Academy approval prior to end of semester. An Incomplete also requires a coursework completion plan. A Withdrawal is limited to medical or family emergencies. Both may be replaced by a letter grade if the course is completed at a later time.

## Section II: Academic Program

### School of Rhetoric Diploma Requirements

School of Rhetoric classes are taught at the college preparatory level so that students are able to apply to colleges (if they choose) with strong academic entrance requirements. Many homeschooling graduates of the Academy complete their education at excellent universities.

In keeping with these goals, the Academy Board will confer a high school diploma on a student who completes our rigorous and substantial School of Rhetoric course of study.

A Live Oak Academy diploma demonstrates that its holder has taken vigorous responsibility for his or her own studies, has gained a depth of knowledge in a complete range of classical and modern subjects, is ready for college, and has taken key steps into life as a responsible and influential adult.

***Diploma Requirements*** - In order to earn a diploma from the Academy, a student must complete the following minimum requirements:

- Pass the equivalent of 18 academic courses. (4-5 classes each year.) Course, credit, and grading requirements are described in detail on pages 14-15 of this document.
- Earn an overall grade point average of “C” or higher. No more than 20% of classes taken toward graduation may be graded on a pass/fail basis.
- Pass a minimum number of required classes in certain subject areas, as listed in the table below.
- Perform and document a community service project.

***Graduation Ceremony*** - In order for a School of Rhetoric student to walk in the Live Oak Academy commencement ceremony, one of the following requirements must be met:

- Student has completed at least eight School of Rhetoric courses at Live Oak Academy during their freshman through senior years, with a passing grade, *or*
- Student, who was admitted into the Academy during the junior or senior year, has completed at least three School of Rhetoric courses at Live Oak Academy during their senior year, with a passing grade, *or*
- The headmaster has approved the student’s participation in the graduation ceremony.

Students who qualify to walk in the Live Oak Academy commencement ceremony, but who do not qualify to receive an Academy diploma, receive a diploma from their family’s homeschool. The Academy does not validate or sign diplomas granted by the homeschooling family.

## Section II: Academic Program

### School of Rhetoric Diploma Requirements

**Course Requirements** - The number of required class-years for each subject area is shown in the table that follows. In addition to these minimum requirements, the Academy recommends extra classes for some subject areas. The last column of this table provides the corresponding University of California entrance requirement.

Table of LOA Diploma Requirements

<i>Subject</i>		<i>Required Class-Years</i>	<i>Recommended Class-Years</i>	<i>Univ. of CA A-G Reqmts <sup>1</sup></i>
A. English		4	same	4
B. Foreign Language	Latin	3	same	2
	Foreign Language (or Latin)	—	2	(3 recommended)
C. History & Social Science		4	same	2 (1 year world history, 1 year US history)
D. Mathematics		3	5	3 (4 recommended)
E. Laboratory Science		3	4	2 (3 recommended)
F. Visual & Performing Arts		1	same	1
G. Electives <sup>2</sup>		3	—	1
<i>Total (Including School of Logic courses)</i>		21	23	15 req./18 rec.
Available School of Logic courses <sup>3</sup>		(3)	(3)	(3)
<i>Total School of Rhetoric Course-Years</i>		18	20	12 req./15 rec.

<sup>1</sup> University of California requirements may also be satisfied by completing college courses or by earning certain scores on SAT®, Advanced Placement®, or International Baccalaureate® exams.

Source: <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html>

<sup>2</sup> Electives may be any of the courses in subject areas A-F that are over and above the minimum number required, such as a season of forensics (speech and debate) or a major role in a play production. The Academy recognizes that speech and debate clubs work powerfully, as a complement to classroom studies, to train students in rhetoric.

<sup>3</sup> Available School of Logic courses are described in the General Notes that follow.

#### Table of LOA Diploma Requirements – General Notes:

With approval from the headmaster, equivalent course work from other institutions may be accepted for graduation credit. The Academy reserves the right to accept or reject credits submitted from other public, private, or home schools.

For Latin, the Grade 7 and 8 courses offered at the Academy count toward the diploma requirements. The Algebra I course offered in Grade 8 also counts toward the diploma. All other requirements refer to classes at Grade 9 or above.

*(Continued on next page)*

## Section II: Academic Program

### School of Rhetoric Diploma Requirements

#### Table of LOA Diploma Requirements – Subject Specific Notes: (Continued)

English - Four full years of English are required for graduation. As college preparatory level classes, these emphasize original composition and the reading and analysis of classical and modern works of literature, both prose and poetry.

Foreign Language – After completing the School of Logic Latin 1 and Latin 2 courses, the Academy requires a third year of Latin, and recommends two more years of Foreign Language in Grades 9-12. (Depending on course availability, these can be more Latin, Greek, or a modern language.) Note that most colleges require at least two years of language in Grades 9-12.

History/Social Science - Students are required to take Western Civilization (Intellectual History), or an equivalent, to fulfill their final two years of History. Western Civilization students present and defend a thesis at the end of each school year. The senior thesis in this class is an important milestone at the end of each student's high school career.

Mathematics - One full year of elementary algebra (Algebra 1), advanced algebra (Algebra 2) and geometry are required of all School of Rhetoric students. The Academy encourages students to pursue their mathematical studies through trigonometry/pre-calculus or calculus. Most colleges require three or more years of mathematics in Grades 9-12.

Laboratory Science - Biology, Chemistry, and Physics laboratory science classes are offered at both the School of Rhetoric and AP® levels. A total of three classes are required.

Visual and Performing Arts – The Academy offers School of Rhetoric visual arts and choir classes. With proper documentation, students may also fulfill a semester of their Performing Arts requirement by participating in certain approved extracurricular activities.

Community Service - Community service may be any significant project, act, or pattern of Christ-like charity or leadership. The headmaster or designated faculty mentor must approve community service in advance of graduation. Examples of qualifying community service would be an Eagle Scout project, or leadership in a community service club, or a special benefit for a charity.

## Section II: Academic Program

### School of Rhetoric Diploma Requirements

***Credits and Grading*** - A college preparatory class is defined to confer six credits per year, or three per semester. Occasionally, a class may confer a different number of credits if the headmaster determines that it is significantly heavier or lighter in content and workload than a standard class. This system is approximately consistent with those in use at many colleges.

The grading scale used by the Academy can be found on page 15. It is based on a four point scale, with letter grades A, B, C, D, or F being worth 4, 3, 2, 1, or zero grade points, respectively. Plus or minus marks change the grade by one-quarter of a point in either direction. A failing grade (“F,” which usually corresponds to a percentage grade of less than 60%) will prevent the student from acquiring course credits; otherwise full credits are conferred regardless of grade.

Some courses may be available with a pass/fail grading option, at the discretion of the administration and the teacher. If the student succeeds, the teacher will give a mark of “Pass”. Otherwise, a failure will be treated as a letter grade “F”.

The Academy will accept credits and grades for equivalent courses taken at accredited schools. Course work at home, if carefully documented, may be accepted. Academy department heads, working with the headmaster, will determine whether the work is consistent with the Academy’s educational goals. In some cases they may also require testing or additional work to satisfy missing requirements.

Grades for college-level courses taken during high school may be accepted by the Academy. At the Academy’s discretion, these grades may contribute a higher level of points. For example, a college “A” is often worth 5 grade points instead of 4.

These numeric values are used to compute an overall grade point average (GPA), by multiplying each class grade by the number of class units, summing the total, and dividing by the total number of graded units. Classes marked “Pass” or “Incomplete” do not take part in the computation of GPA.

## Section III: Conduct and Discipline

### Attendance

Class time is precious. Regular attendance and on-time arrival are important commitments expected of families. Attendance is taken at the start of each class. Students who arrive after class has begun will be marked as tardy by the classroom teacher, and the tardy will be recorded in the student's record.

### Absences

The responsibility for notifying the Academy of absences, making arrangements with the teacher to cover missed instruction, and requesting an extension of assignment due dates due to absence rests with the parent. The following guidelines govern student absences:

***Illness*** – Students should not attend classes if they are running a fever, are vomiting, have diarrhea, have inflammation of the eyes, or if they have had these symptoms within 24 hours. Students whose illness impairs their ability to function in their classes should rest at home. If a student is complaining of a headache or a stomach ache, these may be symptoms of the onset of illness. In these cases, please keep your child home for observation. If a student becomes ill at school, the office staff will notify a parent to pick up the student. Parents are expected to pick up their child within one hour.

***Short-term Absences*** – If a student is absent for the day, it is the responsibility of a parent to notify the LOA office and teacher(s) as soon as possible. If a student is absent for a portion of the day, he/she must be signed-in and/or signed-out by the adult who is accompanying him/her off campus. If approved in advance by a parent, School of Rhetoric students may sign themselves in and out. The sign-in / sign-out sheet is kept in the office.

***Long-term Absences*** – Academy students engage in a variety of enriching experiences, including music, sports, speech and debate, mission trips, and travel. When these activities require a student to miss consecutive classes or to miss multiple class sessions over the course of a quarter or semester, parents must notify the teachers and Academy office *in advance*. The teacher will work with the parents and student, within reasonable limits, to provide guidance regarding missed instruction, to modify assignments, or to extend assignment due dates. The teacher determines the extent of accommodation accorded on a case-by-case basis. If the planned or actual absences are so numerous that the student is unable to satisfactorily complete course requirements, the teacher will notify parents and the department head. Failure to complete a class may result in a poor grade and/or impair a student's ability to satisfy prerequisites for a successive course.

Accommodation of long-term or frequent absences due to extended illness or disability are worked out on a case-by-case basis by the parents, teachers, and Academy administration. Working cooperatively, our goal is to balance the student's academic interests with his/her health and physical limitations.

## Section III: Conduct and Discipline

### Leaving Campus

Students must have approval to leave campus during the regular school day. Approval may be granted by a parent by completing the *Off Campus Permission Form* (found on MyLOA). Our attendance records and off campus permission processes are designed to ensure students are accounted for and protected while under the care of the Academy. Students may be approved to leave campus under the following conditions:

1. Parent Request

If a student needs to leave campus during school hours, written parental notification is required. A parent may notify the Academy office with a signed note, by email, or by *Off-Campus Permission Form* (for recurring situations). For Grades K-8, the parent must sign out their student in the Academy office and escort him/her off campus. School of Rhetoric students may sign out themselves with written parental notification.

2. Student Request

If a student wants to leave campus during school hours, he/she must check in with the office to receive permission to phone a parent. No student will be dismissed during school hours unless accompanied by a parent, or unless the parent has provided written consent to an LOA office staff member. (Email is acceptable). Students with a recurring need to leave campus should have a signed *Off-Campus Permission Form* on file in the office.

### Standards for Campus Conduct

Our goal as Christians is to glorify God in speech and conduct. On campus, this means we strive for self-control and godliness, we are respectful of people and property, and we regard others as precious in God's sight. The basic standard is set by Jesus Christ himself. The Lord asks us to love God and love our neighbor as ourselves. Even more, He asks that we lay down our lives for each other. These principles are described in the following passages: Matthew 7:12, Matthew 22:36-40, and John 13:34.

It is impossible to make detailed rules which will completely govern how we meet these high obligations. However, the following points should help.

***Attitude:*** This is your education. Please bring your best diligence and vigor.

***Mutual Respect:*** We are all here to learn; let us encourage each other in this by showing consideration for and cooperation with others, and by participating in the classroom.

*(Continued on next page)*

## Section III: Conduct and Discipline

### Standards for Campus Conduct *(Continued)*

***Titles of Respect:*** When speaking to adults, convey your respect by using the title Mr., Mrs., Ms., Miss or by using terms of respect, Sir or Ma'am. Refrain from using colloquial language (e.g., okay, sure) or slang (e.g. yah, nope).

***Punctuality:*** Please arrive at school on time, report promptly to your classes, take your seat, and have class materials ready to begin at the scheduled time.

***Posture:*** Demonstrate attentiveness by sitting straight with good eye contact.

***Dress and Manner:*** These should be characterized by modesty, decorum, neatness, and respect. Please present a cheerful countenance not obscured by hats or long hair, and undistorted by gum chewing.

***Conversation:*** Words reflect on the character of the speaker and can have a powerful impact. Practice courtesy in conversation. Refrain from conversation that conveys disrespect or is hurtful, offensive, or careless.

***Student Groups:*** On campus, display openness among peer groups that welcomes others and puts them at ease. When students form exclusive groups which isolate themselves from others, this creates an uncomfortable environment for those outside the group. Whether applied to a social group, play or recreation group, activity group, or boy/girl friendships, the guiding principle is the same.

***Study Time:*** Use your study time well. Let other students work in peace. On campus, use laptops only for study purposes and only in permitted locations; it follows that no games are to be played on electronic devices on campus at any time. Likewise, headphones, earbuds, and other listening technologies should be used only at permitted times and in permitted locations. Please refer to page 25 for LOA's electronic devices policy.

***Safety:*** Courtesy requires that you are mindful of your own safety and the safety of others. Unsafe behavior can result in discomfort, inconvenience, and injury to you, to others, and to property. Follow safe practices in all areas of the campus, including classrooms and labs, playgrounds, bathrooms, and parking lots.

***Check In / Check Out:*** Attendance is taken at the beginning of class. If you arrive late, you and your parent must check-in at the office before going to class. If you leave before the end of the school day, you and your parent must check out at the office. If approved in advance by a parent, School of Rhetoric students may check-in and check-out themselves.



## Section III: Conduct and Discipline

### Classroom Standards and Structure

1. Students must be on time to class and fully prepared with pencils sharpened, assignments completed, and required books and reference materials on hand.
2. Students should use transition time between classes for bathroom breaks. Once class begins, students must request permission to leave the room.
3. Upon entering a classroom, students will store their backpacks along the wall with jackets placed neatly on top. Students must ensure their backpacks do not block access to aisles and walkways or create a tripping hazard.
4. Upon entering a classroom when the teacher is not present, students may talk quietly as they prepare their materials for the next class session. As soon as the teacher enters and calls the class to attention, students will stand silently behind their assigned seats and wait to be addressed.
5. Upon entering a classroom when the teacher is already present, students are to end conversation, quickly prepare needed materials for the class, then go to their assigned seat.
6. Once students are in place behind their seats, the teacher will address the class with his/her standard greeting. Students will respond in kind and wait for the teacher's permission to be seated.
7. In order to facilitate instruction during class, students will be attentive and remain silent. Students may speak when called upon by the teacher or after raising their hand and receiving acknowledgment by the teacher. At their discretion, teachers may extend permission for students to speak freely during seat work, group activities, or class discussions.
8. Class ends when the teacher dismisses the students. Upon dismissal, students will quietly gather and put away their books and materials, clean up the work area around them, and prepare for the next class.
9. Teachers will set consequences for tardiness and other classroom disruptions. Repeated offenses will result in parent notification and a personal meeting with the headmaster.

### Standards for Student Dress

Live Oak Academy students are expected to dress modestly and in a manner that shows respect for themselves, their families, and the Academy. The Academy reserves the right to set standards of appropriate dress and to determine the consequences of any failure to abide by these standards.

*(Continued on next page)*

## Section III: Conduct and Discipline

### Standards for Student Dress *(Continued)*

Student clothing that violates LOA standards will be addressed by the teacher or staff member who observes the problem. Students whose dress requires a change of clothes will be escorted to the LOA office, where they will wait until their parent(s) bring an appropriate change of clothes.

#### ***General Standards for All Students***

1. All clothing shall be neat, clean, modest, in good repair, of appropriate size and fit, be moderately loose, and must be free of offensive logos, words and pictures.
2. Clothing is not permitted that draws undue attention to the wearer, appears ragged, is revealing or excessively form-fitting, or is disruptive.
3. All students may wear long pants.
4. Shorts may be worn and should be no shorter than six inches from the floor when measured from a kneeling position at the side.
5. No hats, caps, or visors of any type may be worn in the classroom.
6. Hair should be neat and clean, should not cover the eyes, and should be a natural color.
7. Shoes or sandals must be worn at all times. Athletic shoes with a closed heel must be worn for P.E. classes.
8. Body-piercing jewelry (except earrings) or tattoos are not permitted to show.
9. Undergarments may not show at any time.

#### ***General Standards for Young Ladies***

1. Skirts and dresses must be of modest length while standing, sitting, walking, or bending over. Wide skirts should not be shorter than six inches from the floor when measured from a kneeling position at the side. Narrow skirts should not be shorter than three inches from the floor when kneeling.
2. When skirts are worn during P.E., on playground equipment, or for other active physical movement, shorts or leggings worn under the skirt are required for modesty.
3. All tops and blouses should be appropriate, and must cover cleavage and midriff while standing, sitting, and bending. Also, wide or deep necklines that gape when leaning forward can be unintentionally revealing. Avoid them. Narrow straps (less than one inch wide) are not permitted.

#### ***General Standards for Young Men***

1. Collared shirts are preferable; neat T-shirts are acceptable. All shirts must have sleeves.

## Section III: Conduct and Discipline

### Use of Electronic Devices

As a Christian community, Live Oak Academy seeks to provide a wholesome academic and social environment for learning. This is achieved primarily through willing and wholehearted interaction among students and staff in unity of purpose. Electronic devices, while powerful tools, are also distracting enticements that can isolate users and impart an unhealthy illusion of anonymity. Since such devices are not typically required to accomplish the Academy's goals and purposes, the following guidelines will be observed.

#### *Academic Use*

If a course requires use of electronic devices or media, the teacher will define these requirements. Academic use of devices is allowed in Study Hall. When not in use for academic purposes, electronic devices must be turned-off and stored in bags or backpacks. Live Oak Academy is not responsible for loss of or damage to electronic devices brought to school by students; such devices are the sole responsibility of the student.

#### *Communication with Parents*

Mobile communication devices owned by the student may be used to contact a parent or other ride provider before school begins (7:30 a.m.) and after school ends (3:00 p.m.). During normal school hours, between 7:30 a.m. and 3:00 p.m., personal mobile communication devices are to remain off and in backpacks. Students who need to contact a parent during normal school hours and who wish to use their own mobile device may do so *only in the Academy office*. Parents who wish to contact students during normal school hours must call the office. Devices put to personal use on campus anywhere other than the Academy office will be confiscated if the use occurs during normal school hours. Students may pick-up the device after school in the Academy office.

#### *Abuse of Electronic Devices and Applications*

The Academy strives to use the power of technology in productive ways to enhance learning; however, we are mindful of the serious and hurtful abuses to which these devices and their applications are prone. Any such abuses that negatively impact the Academy, its students, families, or staff, are taken seriously and will be subject to appropriate disciplinary measures.

### Academic Integrity and Plagiarism

Students are expected to behave with integrity while undertaking all class work. Academic integrity requires that students read assigned material and do their own work. The steps leading to plagiarism begin when students take shortcuts instead of devoting the time and effort to complete work independently. Substituting material from answer keys or from the work of others in place of independent work on assignments, quizzes and tests is cheating.

*(Continued on next page)*

## Section III: Conduct and Discipline

### Academic Integrity and Plagiarism *(Continued)*

Students who use borrowed words, ideas, or concepts from any source in order to explain or support their own ideas must credit that source in accordance with MLA standards. Work submitted by students in which cheating or plagiarism occurs will receive a grade of zero.

The Academy takes academic integrity seriously. All violations are reported to the headmaster and result in disciplinary action. At a minimum, the first incident will result in a meeting between student and teacher, with notification to parents. A second offense will result in a meeting with the headmaster that involves the parent(s). Repeated offenses are subject to disciplinary escalation up to and including expulsion.

### Substance Abuse

Substances used as mood enhancers or which have mind-altering properties are never allowed on campus in any form. These include, but are not limited to, alcohol, marijuana, tobacco, nicotine, and other drugs or chemicals. Moreover, no person is allowed on campus when under the influence of such substances. Paraphernalia associated with vapes, drugs or other inhaled, ingested, or injected chemical substances is not allowed on campus. These prohibitions extend broadly and will be construed to apply to (1) all Academy-related activities, whether conducted on or off campus, (2) off-campus substance abuse that occurs within school hours, and (3) any other substance abuse that negatively affects the Academy, its students, or staff in a direct or indirect manner.

If a teacher finds, hears, or suspects that a student is peddling, in possession of, or under the influence of a substance (and/or in possession of associated paraphernalia), the teacher will promptly notify the headmaster. Students will have any substance (and/or paraphernalia) confiscated and be subject to discipline up to and including suspension or expulsion. The police may also be contacted if the substance is illegal or if the student is acting in violation of the law.

This policy is not intended to govern prescription drugs administered under the care of a physician for a diagnosed condition. However, we ask parents to notify the Academy office in all cases, and teachers as appropriate, if a student is undergoing drug therapy that must be administered while on campus or which may affect the student's behavior at school, restrict their participation in activities, or result in debilitating side effects.

## Section III: Conduct and Discipline

### Student Discipline Policy

Discipline is a necessary component of child training and is instituted by God. The purpose of discipline is reproof, correction, and training in right behavior and attitude. The Academy discipline policy is based on biblical principles such as apology and restitution from the offender, swift and measured consequences for an offense, and love, forgiveness and restoration of fellowship.

***Classroom Discipline*** - In the classroom, the teacher will correct most discipline problems with direct verbal instruction about the inappropriate behavior, making clear what proper behavior is expected instead. Teachers may also impose reasonable consequences, such as separating two misbehaving students. If the problem persists, is unduly disruptive, or escalates, the teacher may send the student to the office.

***Campus Discipline*** - Around campus, teachers or other supervising adults who observe unsafe or problem behavior will correct the student with direct verbal instruction. These behaviors include, but are not limited to, running or roughhousing that creates a hazard, dress code violations, disrespectful or unkind language, and use of electronic devices between 7:30 a.m. – 3:00 p.m. other than for academic purposes. If the problem is serious, if it continues, or if it escalates, the adult may separate the student from the situation and/or assign appropriate corrective or disciplinary action.

***Office Visit*** - Immediate intervention is required for serious misbehavior. This includes, but is not limited to, disrespect, dishonesty, rebellion, fighting, or obscene language. The supervising adult will escort the student to the office. The headmaster will determine the nature of the discipline, which may include restitution, janitorial work, parent attendance during school hours with their student, or other helpful measures. When involvement from the headmaster is required, the parents will be contacted that day and informed of the problem. The parents must assist in and support the task of correcting the student's behavior and attitude.

***Family Visit*** - Repeated infractions or serious misbehavior will lead, at the headmaster's request, to a meeting with the student, parents, headmaster, and at least one other LOA board member. Again, biblical principles will guide all parties in seeking a solution to the defects in behavior and attitude.

*(Continued on next page)*

## Section III: Conduct and Discipline

### Student Discipline Policy *(Continued)*

***Suspension*** - After repeated or serious infractions, the student may be suspended from the Academy for a period of one to three days of instruction, at the headmaster's discretion. A suspension form will document the misconduct and restitution required. The form must be signed by the student and parents. The student will be expected to maintain their academic workload, within reason, during the suspension.

***Expulsion*** - The Live Oak Academy Board realizes that expelling a student from the Academy is a very serious matter. This option will be considered on a case-by-case basis. If the LOA board, headmaster, teacher, parents, and student are not able to eliminate problems of behavior and attitude by the means described above, the Academy may expel the student.

***Acceleration*** - For serious offenses, the headmaster may bypass any or all of this process. Examples of such serious misconduct include acts that endanger the lives of others, gross violence, vandalism to the school facilities, violations of civil law, or any grievous act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct which occurs outside of school hours.

***Readmittance*** - Should the expelled student desire to be readmitted to Live Oak Academy at a later date, the family may reapply. The Academy Board will make a determination based on the student's repentance, changed behavior and attitude, and other circumstances.

***Grievance*** - Should the student's family disagree with the headmaster's determination of misconduct, discipline, and restoration, they may request a meeting with the Academy board.

## Section III: Conduct and Discipline

### Harassment Policy

We are committed to providing a safe and secure environment for students to learn, free from all forms of intimidation, exploitation, and harassment of any kind. We will take immediate action against any violators of this policy. This action may include expulsion from school or termination of employment.

The word “harass” means to trouble, worry, or torment. Any unwelcome behavior, whether verbal, visual, or physical, should be reported to the administration immediately. This would include conduct which denigrates or shows hostility or aversion toward another individual because of his or her religion, race, color, national origin, gender, disability, or age, made by someone from or within the work or educational setting of Live Oak Academy.

The following represent examples of harassment that should be reported immediately:

1. Any request to submit to inappropriate conduct under threat that lack of submission would negatively impact academic status or progress of a student.
2. Any request to submit to conduct that has a negative impact upon the individual and creates an intimidating, hostile, or offensive situation.
3. Any request to submit to inappropriate conduct in which the rejection of the request results in a negative decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through Live Oak Academy.

Students who feel that they have been subjected to any type of unwelcome negative behavior from a peer, staff member, teacher, coach, or an Academy parent are urged to promptly report the matter to one of the school administrators. The complaint will be promptly investigated and confidentiality will be maintained to the fullest extent possible. At the conclusion of the initial meeting, the student will be asked to sign the complaint and, depending on the nature of the behavior, the administrator may be required to report the harassment to legal authorities. School policy prohibits discrimination or retaliation against any person who has filed a complaint concerning harassment.

If, after careful investigation, an employee or student is found to be responsible for harassment, he/she will be subject to disciplinary action up to and including expulsion or termination. The discipline will be based upon the circumstances of the infraction, the determination of the Academy administration, and any applicable laws.

## Section IV: Enrollment

### Application and Admission

Live Oak Academy admits students of families that support Christian values without regard to sex, race, color, racial or ethnic origin, and from any geographical area, with all the rights, privileges, programs and activities generally accorded to or made available for students at the school.

The application process begins when parents complete the *Getting to Know You Form*, which is available on the Academy website, LiveOakAcademy.org. Parents of students entering grades K – 6 will be invited to observe designated classes. Prospective students entering grades 7 - 12 will be invited to shadow a student host in designated classes.

To move forward with the application process, the family must pay an application fee and provide certain supplemental student information. Applications for admission after the school year has started, or after the scheduled deadline dates, will be considered on a case-by-case basis.

Once an application is received by the Academy, the family will be contacted to schedule an assessment test. After the test, a family interview is scheduled. Both parents, along with their applying student(s), will meet with the headmaster and a department head, as needed. Following the interview, the family will be notified of the admissions decision via a letter from the headmaster.

When a student is accepted for admission to the Academy, the family must complete the registration process within the specified timeframe.

### Registration and Enrollment Process

The following must be submitted for each student every school year he/she attends the Academy: (1) The registration form and course request communicates the specific classes in which a family wants a student to be enrolled and indicates the payment plan choice for tuition. (2) The registration fee offsets the administrative costs of the registration and enrollment process. (3) The tuition deposit reserves a spot for the student for the following school year and is applied against the family's tuition bill.

Priority is given to early enrollments and full time students. Part time enrollment (one to four core classes per student) is available on a space available basis. Kindergarten is offered only as a full program. Part time enrollment in first or second grade requires a consultation with the Department Head.



## Section IV: Enrollment

### Prerequisites and Enrollment Petitions

Courses have both documented and implicit prerequisites. A family may petition to enroll a student in a course above a student's grade level if the student has demonstrated mastery of the previous level's content or specified prerequisites. Enrollment may be granted based on the following factors: LOA assessment results, reading comprehension, writing ability, and social maturity.

If the Academy agrees to enroll a student in a class above his or her grade level or LOA-defined proficiency level, the enrollment will be considered a provisional placement. This means the student is subject to a probationary period at the discretion of the headmaster, department head, and teacher. The student may be disallowed from the class at any point during that probationary period. Because the family is requesting the exception and asking the Academy to take a placement risk, the Academy requires that the family provide extra support for the student at home and waive their right to a refund in the event the student discontinues the course. The Academy also reserves the right to charge a fee to cover the incremental administrative costs of this probationary oversight.

### Student Accommodations

***Academic Model*** - Live Oak Academy is committed to providing excellent academic courses in partnership with the home teacher, and the academy's education model is designed to meet the varying needs of our students. For example, during the registration process, parents have the ability to manage their child's overall academic workload by choosing both the type and number of classes to request. During the academic year, parents tailor the homeschool experience to best accommodate their student's individual learning style, pace of work, and unique needs. In the classroom, teachers provide lessons that address different learning styles and match the appropriate grammar, logic, and rhetoric stages of learning.

***Academy Policy*** - Prospective students must be able to complete the admissions assessment without accommodations to be considered for acceptance. During the application and admissions processes, parents should identify any special needs their student has and submit any requests for specific accommodations. This enables the academy and family to work most effectively together on behalf of the student. If a new need for accommodation arises in subsequent years, parents should make such requests during registration. The academy, department head, and teacher will weigh the nature of the request, as well as any potential impact on teacher workload and on the class as a whole. Resulting impact on a student's grade in the class and ability of the student to complete the course requirements because of the accommodation will also be discussed. *(Continued on next page)*

## Section IV: Enrollment

### Student Accommodations (*Continued*)

***Academy Policy (Continued)*** - In the Schools of Grammar and Logic, accommodations that can be made with reasonable effort and minimal impact will be granted whenever possible. In the School of Rhetoric, accommodations are typically limited to modified due dates for extended absences.

***Examples of Accommodations*** - During the academic year, specific accommodations that may be approved *by prior arrangement and consultation with* the teacher include the following:

- An assignment and/or its due date may be modified when an extended absence (4+ academic days) occurs due to ill health, disability, competitive events, or family travel.
- An assignment due date may be modified when a student needs more time to complete a particular assignment. (Please also refer to the “Late or Missing Assignments Policy” on page 12 of this handbook.)
- The time allotted to complete an in-class or at-home quiz or test may be extended.
- For an advanced student, the parent and/or teacher may replace all or part of a regular assignment with an enriched version of the assignment.
- For a struggling student, in conjunction with the classroom teacher, the parent may adjust the total amount of time spent to complete an assignment or the number of repetitions required to achieve mastery.

***Denial of Accommodation Requests*** - LOA reserves the right to deny accommodation requests which are not compatible with the academy’s mission, have a significant impact on staff or other students, or fall outside the scope of its course parameters. Included in requests LOA does *not* accommodate are 504 plans and Individual Educational Plans (IEPs). Special needs and accommodations are best discussed during the admissions process so parents can select the most appropriate educational option for their own child. If accommodations are requested after the start of a course, and the request is denied, parents will have the option of requesting a different grade level or dropping the class. Class change requests that fall outside the add/drop period are subject to posted fees, registrar approval, space availability, and course prerequisites, if applicable.

## Section IV: Enrollment

### Auditing a Class

With completion of an *Audit Application Form* (found on MyLOA), a parent may apply for their student to audit a particular class. If approved, the student will engage in the class on the basis of an audit agreement, approved by the headmaster, which defines the level of student activity and teacher assessment. When auditing a class, the student is still expected to attend all class sessions and give notice to the teacher when absent, as with normal classes. Furthermore, a student who audits a class must still complete any assignments required by the audit agreement, conducting themselves and engaging in the same manner as students who are fully participating. Students who audit may not use the class as a study hall to complete other work or activities. On some occasions, if requested and agreed to in advance, the audit agreement may provide for teacher grading of some student work, but this is not the normal expectation for an audited class. Thus, students who are auditing a class will not receive quarterly grade reports.

The price for auditing a class is the same as for full enrollment. However, auditing does not result in the same academic status as completing a class as a regular student. For example, if a student audits a course that is a prerequisite for a higher level subject, the audited course will *not* satisfy the prerequisite. In addition, audited classes will not be included in the student's GPA. In the student's transcript of LOA coursework, any audited classes will be designed with an "AU" code.

### Class Changes (Adds/Withdrawals)

Before a student may withdraw from a class in which he/she has already been enrolled or add a class in which he/she has not been enrolled, the parent must first complete a *Class Change Request Form* (found on MyLOA) and obtain written approval from the teacher, department head, and the headmaster. Approval to add a class is subject to enrollment constraints, course prerequisites, and student placement evaluation. Approval to withdraw from a class may result in loss of course credits. Each change requested after the first two weeks of the course is subject to a fee if approved.

A full refund for part-time classes is given if a student withdraws from a class within two weeks of the course start date. From two to four weeks after the course begins, a 50% refund will be given. No refund is given for classes from which a student withdraws after Week Four.

Refunds are given to full-time students who withdraw from a class only if the withdrawal results in a change in status from full-time (five or more non-enrichment classes) to part-time (four or fewer non-enrichment classes). In these instances, the basis for the refund is the difference between the full-time tuition paid and the part-time tuition owed. The percentage of the refund and associated timeframes are the same as for part-time classes, provided in the preceding paragraph.

## **Section IV: Enrollment**

### **Private School Satellite Program**

All Live Oak Academy students are homeschooled students. As such, each family is responsible to ensure they comply with state compulsory education requirements by filing an R-4 affidavit with the California Department of Education, or by enrolling in a qualified Private School Satellite Program (PSP). For the convenience of our Academy families, we offer a PSP program option at the beginning of each academic year that maintains attendance and other required records. Academy families may enroll in the PSP for a one-time set-up fee, plus an annual fee, which covers the administrative cost of maintaining the records and ensuring compliance with State of California laws.

### **HSLDA Membership**

Families of Live Oak Academy students are required to have current membership in the Homeschool Legal Defense Association. A special group discount is available to academy families.

### **Teaching Parents**

Teaching families share in the teaching work of the Academy and pay a reduced rate of tuition. Families interested in this option must submit an *Employment Application Form* (found on [www.LiveOakAcademy.org](http://www.LiveOakAcademy.org)).

### **Tuition and Costs**

Tuition costs are adjusted each year to reflect our facilities, staffing, and operating expenses. We strive to be wise stewards of the resources with which God and our families have entrusted us. The academy funds some programs through special gifts, donations and fund raisers. Academy programs are also supported by the contribution of time and talents of our families. Monetary contributions to Live Oak Academy are tax-deductible.

### **Other Costs**

In addition to paying tuition, academy families must purchase the required text books, workbooks, and supplies for the classes in which their students are enrolled. These requirements are provided in advance of each school year. Some classroom materials are developed and/or provided by Live Oak Academy. These are charged to the family via a course fee.

### **Part-Time Student Pricing**

A student taking four or fewer core classes is considered part-time. The more classes a part-time student takes, the less each additional class costs. With two classes, a family may choose either PE *or* Choir for no additional tuition. With three classes, a family may choose PE *and* Choir for no additional tuition. With four classes, we suggest considering the advantages of full-time enrollment.

## Section IV: Enrollment

### Tuition Discounts and Scholarships

Tuition discounts and scholarships are available as follows:

- **Discount for Families with Multiple Full-Time Students**  
For families who enroll multiple full-time students, a discount is applied to the second full-time student. A further discount is applied to the third, fourth, and subsequent full-time students. For purposes of this discount, the highest discount is applied to the lowest tuition.
- **Teaching Family Discount**  
Academy students whose parents are members of our staff and who meet the qualifications receive a reduction in tuition. The discount for families with multiple full-time students does not apply to families who pay the teaching family tuition.
- **Early Payment Discounts**  
Paying the full year tuition in a single payment by June 30 also qualifies families for a discount.
- **Full Time Christian Ministry Discount**  
Families whose income is primarily supported by someone in full-time Christian ministry may be eligible for a discount for all of their students enrolled in the Academy. A letter from the board of the supporting Christian institution will be required. Families will be informed of the decision following completion of the Admissions Process.
- **Family Scholarship**  
Financial need scholarships are available on a limited basis. Families may apply for a need-based scholarship using the *Scholarship Application* available on our website. Families will be informed of the decision following completion of the Admissions Process.

## Section IV: Enrollment

### Family Service Program

Families who are paying tuition for two or more non-enrichment (“core”) classes are required to participate in some capacity in the Academy’s family service program. Family service contributions are essential to the overall success of the Academy and serve a supportive and complementary role alongside faculty and staff. Families who are paying tuition for one core class are encouraged to serve in some capacity, but are not required to participate in the family service program.

Family service may be fulfilled by contributing labor or funds toward LOA-designated tasks, positions, and projects. Contributions of labor must total a minimum of 30 hours per year for families enrolled in four or more core<sup>1</sup> classes and 15 hours per year for families enrolled in two or three core<sup>1</sup> classes. Contributions of funds are made at a predetermined hourly rate for all or some of the labor hours required per year.

Family members who perform services that involve interaction with students are required to have a TB test on file and undergo a background check.

<sup>1</sup> For purposes of this discussion:

- Electives are included as a subset of core classes.
- Kindergarten is considered the equivalent of four core classes.

***Process for Family Service Assignments*** – Families may request roles that best suit their God-given gifts, talents, interests, and schedules. In recognition of their value, Live Oak Academy strives to warmly welcome and respond promptly to all family service participants. The process for service assignments follows:

1. The Academy will maintain a list of family service tasks, positions, and projects, from which the family will select their preferred jobs.
2. The Academy administration will attempt to assign first choice positions.
3. The Academy administration will review specific job requirements and expectations with the parent who is serving.
4. At the time of service, the family member will sign-in and sign-out in the family service log in the Live Oak Academy office.
5. If a family is unable to perform assigned duties, the parent(s) will find another Live Oak Academy family to perform the duties. If a suitable replacement cannot be found, the parent(s) will notify the Live Oak Academy office. Advance notice is appreciated whenever possible.
6. Families who do not complete service will be assumed to have selected the option to contribute funds and will be billed accordingly.

## Section V: School Calendar

### Required Instruction Days

The State of California requires students to complete 175 days per year of instruction, of which Live Oak Academy schedules 154 days. Parents are required to supply the additional 21 days of instruction to reach the required 175 days. Academy families have found this additional time to be useful for focusing on areas of special interest to the student and areas in need of additional practice or reinforcement.

### Academic Calendar and Special Events

The current academic calendar is available on the Live Oak Academy website: [LiveOakAcademy.org](http://LiveOakAcademy.org). The calendar is posted during the previous academic year and is subject to revision as the need arises. Because changes are sometimes required, even after the start of the school year, please consult the website for the most current calendar information.

Various annual or semi-annual events are held each year as part of our mission and community identity. These include the following:

#### August and September

**Parent Training** – When the Academy selects curriculum for which specialized requirements are made of the home teacher, training is provided. This training is intended to aid and equip parents, and is also considered essential for students’ successful classroom participation.

**Launch Day** – This event begins our new academic year and prepares students for their first regular week of school. Its primary feature is a short school day to introduce students to their teachers and classes by following an abbreviated class schedule. Due to the nature of AP® courses, home assignments may be introduced on Launch Day for AP® classes. As deemed necessary or helpful, there may also be workshops or meetings offering pertinent Academy information and training to parents. In conjunction with Launch Day, there may be a family and staff picnic, offering opportunities to enjoy one another in community.

**Back-to-the-Academy Night** - This is a communication forum for each teacher to present his/her course overview, requirements, and helpful information to parents of students who are enrolled in the course.

## Section V: School Calendar

### Academic Calendar and Special Events (Continued)

#### October through May

**Music Concerts** – The Music Department presents seasonal concerts each academic year at which the Primary, Elementary, and Classic Choirs perform, as well as Jazz Band and other instrumental ensembles. A Christmas Concert is held just before Christmas Break featuring music and congregational carols to highlight the biblical message of the season. A concert in early spring draws from an eclectic mix of musical genres, with classical and/or spiritual roots. Additional concerts may be scheduled in the fall and late spring at the discretion of the Music Department and with the approval of the Headmaster. All concerts are listed on the school calendar.

**Christmas Dance** – Available to students in the Schools of Logic and Rhetoric, this formal dance is an opportunity to receive instruction and practice in ballroom dance steps and social etiquette. Participants then put the lessons to immediate use in this festive event. The emphasis is on group participation, with couple pairings rotated to ensure every student is welcomed and included. A permission slip is required of all students under age 18, and a fee is charged to attend, which covers Academy costs.

**Science Fair** – Live Oak Academy’s Science Fair is held in the spring and includes all science students in grades 2-12. At grade levels 2-8, projects fall within the science discipline being studied at that grade level or elective course: general science, biology, chemistry, earth science, or physics. At grade levels 9-12, projects fall into the realm of technology and innovation. Science Fair is the culmination of individual or group projects completed by students.

Students in the Schools of Grammar and Logic, who are selected by their science class judges, present their project separately to a panel of judges at the Science Fair. School of Rhetoric students present their research projects to all who wish to attend the presentations. All students are invited to display and share their projects with family, friends, and the community at large. Dinner is provided for purchase by families and is an opportunity for community building while judges are making their decisions. Prizes and trophies are presented at an awards ceremony, which concludes the evening.

**Fine Art Exhibition** – Concurrent with the Science Fair is an exhibition of student art. Samples of art works completed by students who are enrolled in LOA Fine Art classes are displayed for the enjoyment of students, families, and visitors.

*(Continued on next page)*



## Section V: School Calendar

### Academic Calendar and Special Events (Continued)

#### October through May

**Night at the Academy** - Night at the Academy (NATA) is an opportunity for students to demonstrate and celebrate the results of their academic work, and is an integral part of the classical education we offer at Live Oak Academy. This formal occasion provides an opportunity to engage students from the Schools of Grammar and Logic in the rhetoric part of the Trivium. Over the course of their education at the Academy, students become comfortable standing before a large audience and delivering a polished oral presentation with confidence.

The objective is that every student will perform in an oral presentation at the NATA event, both individually and as part of a grade level group. Presentations may take the form of poems, songs, dramatic interpretations, and speeches or readings of student-composed material. The content of the presentation is selected and directed by the teacher of the related course.

Night at the Academy is held in the spring of each year, as posted on the academic calendar. Participation in NATA provides a tremendous opportunity for community building and forges lasting and meaningful memories for students, parents, teachers, extended family, and friends. As a result, its value and importance are significant.

## Section VI: Appendices

### Appendix A: Parent Partnership Responsibilities

In order for the partnership among the Academy, families, and teachers to work well, each must perform their respective responsibilities faithfully and effectively. We communicate these responsibilities to families in a variety of ways, including the Information Video, the Family Interview, the Welcome Letter that is sent via email at the time a family is admitted, this Student/Parent Handbook, and in our weekly home assignment postings. Likewise, we communicate partnership responsibilities to teachers during training sessions and in our LOA Teacher Handbook.

The partnership will change somewhat with the age of the student. As students mature, they themselves contribute more to the partnership. Parent partnership responsibilities at the School of Grammar, Logic, and Rhetoric levels reflect the changing maturity level of their student(s), but certain parental responsibilities apply across all grade levels. Among these are the following:

1. Parents set family priorities that foster an environment of learning, diligence, and responsibility.
2. Parents balance the student's academic commitments with their family, church, social, and enrichment activities.
3. Parents provide the necessary oversight and assistance to ensure their student's academic success, according to his/her individual needs.
4. Parents provide a work space within the home conducive to academic activities.
5. Parents provide, maintain, and replenish the physical resources necessary to complete academic requirements. These include reliable and timely transportation, online access to posted home assignments and resources, a working printer, required curriculum, and all necessary supplies.
6. Parents enroll their student(s) in Academy courses, pay tuition and related fees on time, and fulfill Family Service requirements.

Specific description of parental responsibilities is provided in the following documents:

- Page 41 Parent Partnership Responsibilities, School of Grammar
- Page 42 Parent Partnership Responsibilities, School of Logic
- Page 43 Parent Partnership Responsibilities, School of Rhetoric

## Section VI: Appendices

### Appendix A: Parent Partnership Responsibilities, School of Grammar

#### Parent Partnership Role School of Grammar

Providing an excellent education that fosters success for LOA students is dependent upon the mutual partnership between parents and the Academy. The Academy and parent roles are defined in the LOA Student/Parent Handbook, available on our website. The practical ways in which this role is carried out by the parent at home are delineated below.

#### 1. Establish Your Home School

Parents set the tone in the home for academic success. This includes maintaining family priorities that foster an environment of learning, diligence, and responsibility. At the School of Grammar level, this also requires a personal commitment on the part of parents to their role as co-teacher at home.

#### 2. Oversee Home Assignments

- **Prepare for the week.** Print and preview home assignment postings weekly. Based on assigned lessons, ensure you have the required materials on hand and preview the lessons in the purchased teacher's guide, when applicable.
- **Present lessons** to be taught at home. Reinforce concepts that your student has not yet mastered. Oversee completion of assignments, providing instruction and guidance. Ensure your student understands assignments and follows instructions. Initiate communication with the teacher to receive clarification if needed.
- **Proctor tests** at home as assigned, ensuring student understands and follows directions. Score the test if requested to do so by the teacher, using provided answer key.
- **Review assignments** for completion and accuracy. Have your student correct any errors, including spelling, capitalization, punctuation, or letter formation errors.
- **Oversee due dates.** Ensure assignments are completed and submitted promptly according to the published due date.

#### 3. Partner with Classroom Teacher

- If your child is struggling to understand a concept, keep up with the workload, or is taking an excessive amount of time to complete assignments, communicate this to the classroom teacher. The objective is that the home and classroom teachers work together to provide the student with the necessary assistance and appropriate workload to enable him/her to succeed.
- If your student needs an extension on a due date or needs a workload adjustment, request these in advance with the teacher, *before* the assignment is due.
- If you modify an assignment, communicate to the classroom teacher the modification made and reason for it.

#### 4. Prepare for Classroom Instruction

- **Assist your student** in preparing for their school day by:
  - Enforcing your family's bedtime to ensure adequate sleep.
  - Ensuring your student gathers in advance his/her backpack, assignments to turn-in, curriculum, supplies, water bottle, lunch, and snacks.
  - Ensuring your student arrives at school on time and ready for instruction.

## Section VI: Appendices

### Appendix A: Parent Partnership Responsibilities, School of Logic

#### Parent Partnership Role

#### School of Logic

Providing an excellent education that fosters success for LOA students is dependent upon the mutual partnership between parents and the Academy. The Academy and parent roles are defined in the LOA Student/Parent Handbook, available on our website. The practical ways in which this role is carried out by the parent at home are delineated below.

#### 1. Establish Your Home School

Parents set the tone in the home for academic success. This includes maintaining family priorities that foster an environment of learning, diligence, and responsibility. At the School of Logic level, this also requires a personal commitment on the part of parents to their role as home instructor and advisor.

#### 2. Oversee Home Assignments

- **Prepare for the week.** Ensure your student prints and previews home assignment postings weekly. Ensure your student has the required materials on hand and a suitable environment for focused work at home.
- **Oversee assignment completion,** providing instruction and guidance when needed. Ensure your student understands assignments and follows instructions. Initiate communication with the teacher to receive clarification if needed. Monitor internet and cell phone usage to ensure these resources do not become distracting.
- **Proctor tests** at home as assigned, ensuring student understands and follows directions. Score the test if requested to do so by the teacher, using provided answer key.
- **Periodically review assignments** for completion and accuracy. Hold your student to a high standard of diligence and quality of workmanship.
- **Oversee due dates.** Ensure assignments are completed and submitted promptly according to the published due date.

#### 3. Partner with Classroom Teacher

- If your child is struggling to understand a concept, keep up with the workload, or is taking an excessive amount of time to complete assignments, communicate this to the classroom teacher. The objective is that the parents and classroom teachers work together to provide the student with the necessary assistance and appropriate workload to enable him/her to succeed.
- If your student needs an extension on a due date or needs a workload adjustment, request these in advance with the teacher, *before* the assignment is due.
- If your student needs help beyond what they are receiving in the classroom and at home, the teacher may be able to assist through teacher office hours or by recommending a tutor whose services can be purchased.

#### 4. Assist Your Student in Preparing for Classroom Instruction

- Enforce your family's curfew.
- Ensure your student gathers needed materials for their school day.
- Ensure your student arrives at school on time and ready for instruction.

## Section VI: Appendices

### Appendix A: Parent Partnership Responsibilities, School of Rhetoric

#### Parent Partnership Role School of Rhetoric

Providing an excellent education that fosters success for LOA students is dependent upon the mutual partnership between parents and the Academy. The Academy and parent roles are defined in the LOA Student/Parent Handbook, available on our web site. The practical ways in which this role is carried out by the parent at home are delineated below.

#### 1. Establish Your Home School

Parents set the tone in the home for academic success. This includes maintaining family priorities that foster an environment of learning, diligence, and responsibility. At the School of Rhetoric level, this also requires a personal commitment on the part of parents to their role as academic advisor.

#### 2. Oversee Home Assignments

- **Ensure your student is prepared for the week.** Provide access to a computer and working printer to enable your student to print home assignment postings each week. Ensure your student has the required materials on hand and a suitable environment for focused work at home.
- **Oversee assignment completion**, monitoring internet and cell phone usage to ensure these resources do not become distracting.
- **Proctor tests** at home as assigned, ensuring student understands and follows directions. Score the test if requested to do so by the teacher, using provided answer key.
- **Periodically review assignments** for completion and accuracy. Hold your student to a high standard of diligence and quality of workmanship.
- **Approve due date extension requests.** Your student is responsible to complete and submit assignments promptly according to the published due date. If he/she requests an extension, the request must be made in advance of the due date, and your student should first notify you and obtain your approval for the request.

#### 3. Partner with Classroom Teacher

- If your student needs help beyond what they are receiving in the classroom and at home, intervene to arrange for the necessary tutoring. The teacher may be able to provide assistance through teacher office hours or by recommending a tutor whose services can be purchased.

#### 4. Assist Your Student in Preparing for Classroom Instruction

- Enforce your family's curfew.
- Ensure your student arrives at school on time and ready for instruction.