

# THE SECONDARY TEACHER HANDBOOK

QUICK REFERENCE GUIDE

THE OAKS  
A CLASSICAL AND CHRISTIAN ACADEMY

Revised: September 2011

# The Oaks – A Classical and Christian Academy

## SECONDARY TEACHER HANDBOOK\*

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*\*All or most of the information addressed in this handbook is dealt with in greater detail in the official Oaks Staff Manual.  
The purpose of this handbook is for quick reference only; it is not to be used as a replacement of the Staff Manual.*

# THE OAKS' VISION STATEMENT

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## Main Points

### **Students:**

We aim to graduate young men and women who. . .

- think clearly and listen with discernment and understanding
- reason persuasively and articulate precisely
- are capable of evaluating their entire range of experience in the light of the Scriptures
- recognize cultural influences as distinct from biblical
- are well-prepared, possessing both information and the knowledge of how to use it
- are socially graceful and spiritually gracious
- are equipped with and understand the tools of learning
- desire to learn but fully understand the limitations and foolishness of worldly wisdom
- have a heart for the lost
- distinguish real religion from religion in form only
- know and love the Lord Jesus Christ
- possess all of the above with humility and gratitude to God.

### **Staff:**

We desire staff who. . .

- are professional and diligent in their work
- are gifted in teaching
- love their students and their subjects
- clearly understand classical education and teach accordingly
- possess a lifelong hunger to learn and grow
- coach and nurture new staff and serve as academic mentors to students
- are maturing in Christ, growing in the knowledge of God.

### **Parents:**

We desire parents who. . .

- have a sense of responsibility for the school
- are well informed of the classical and Christ-centered goals we pursue
- are ready to grow with the school and excited about the journey
- follow biblical principles for addressing concerns
- encourage and stir up others to love and good works.

### **Community:**

We aim to. . .

- be above reproach in our business dealings
- support the local business community
- exemplify the unity of the body of Christ
- develop greater fellowship and understanding with the churches
- bring honor to the Lord in all our endeavors.

The parents involvement in the education of their child is of great importance. We work “*in loco parentis*”, in place of the parents so their authority must be respected. Staff must remember that they do not function above parental authority, but rather with delegated authority from the parents.

- Strive to keep in verbal or written communication with parents on a regular basis. Try to maintain regular phone communication.
- All formal, written letters to parents must be read and approved by the Headmaster prior to being disseminated. Try to maintain an equal balance between discipline communication and encouraging communication.
- Teachers should consider parents for such things as:
  - guest speakers
  - field trip hosts or chaperones
  - teacher aids
  - organization class activities
  - substitute teachers

## MEETING WITH PARENTS\*

When meeting with parents:

- Sit *with* parents as opposed to behind your desk.
- Pray with them (if in a sit-down meeting) before discussion begins.
- Remember that they have entrusted their children to your care and deserve your honor.
- Be thankful and express your thanks.
- Be sincere.
- Remember their names, names are important.
- Be direct, but use tact.
- Listen well, but do not allow parents to drop names of others students, parents, or staff.
- Express to parents your love and care for their child both verbally and non-verbally.
- Be positive.
- Ask open-ended questions and try to get to know them and their children better.
- Write down any concerns, questions, or items of action they may mention. Follow up on these and mention them at a later date to let them know you truly listened and have been active in those areas. If any action points are recorded for a student, give a copy to the Headmaster to be placed in the student's file.
- Listen to what the parents say and what they do not say.
- Give parents an opportunity to voice their areas of encouragement or concern.
- Be cordial and polite and thankful.
- Help them feel comfortable enough to come talk with you again at a later time
- Close in prayer if appropriate.

\*See Staff Manual for specifics regarding conferences.

## WRITTEN COMMUNICATION TO PARENTS

### Start of Year Letter Home:

All full time *and* part time teachers are required to write a letter home within the first two days of class.

- ◆ It must include percentages you have for each area of assessment (unless this information has been collated and sent out as one general parent letter with all classes per grade) so that parents know what to focus their child on. Sample: Tests (70%), Projects (10%), Daily Assignments (5%), Quizzes (10%)
- ◆ You may include the approximate number of each assessment per quarter but it is certainly not required. Remember, however, that there must be a minimum of 9 grades for a class held 5 times each week and 7 grades for a class held 3 times each week. Four grades must be recorded by mid-quarter.
- ◆ Include information that will help parents get to know you if you are new.
- ◆ It might be helpful to include best times to get a hold of you and when you will be available for student help.
- ◆ Invite parents to visit your class.
- ◆ Address what homework time looks like; namely, the student should be working quietly in a location with little ambient noise. Phone calls to peers (for homework clarification) should be rare and should not be counted as homework time.
- ◆ As with all communication, be sincere.
- ◆ These letters, as with all letters that go home, must go across the administrator's desk before being sent out.

### Report Card Comments:

1. Comments should be positive
2. Scripture is encouraged
3. Make the comments personal
4. Remember that the comment is often the first thing read by both the student and parents

### Remember:

Writing encouraging notes home to parents and to students is worthy of the five minutes it takes to write them. They are part of the lasting impact a teacher has on the *life*, even more than the academics, of a student. Quite often a teacher is remembered for his activity in this area more than the content he taught.

## HOMework

Homework is that school work which is assigned for outside of class. The homework times also include the time it took during study hall.

- No homework is allowed on the weekends or over vacation times to help provide families with time together. Literature **READING** for English is the only homework a student should have over the weekend unless a project was assigned much earlier in the semester or unless a student has to deal with the consequences of procrastination.
- The homework assignment and its purpose should be clear to the students.
- **Teachers must make sure students are writing assignments in their planners.**
- Teachers need to be looking at planners to get an idea of how much time they are giving out on homework. If a teacher generally shoots for the B students, as far as the specified time is concerned, then he will be pretty close to giving a reasonable amount of homework. For example, the B students in Science should be spending about twenty minutes each night even though the A students are spending less than 20 and the C students are spending a little more.
- Any copying by the teacher that needs more than ten pages per student must be approved by the headmaster.

### Student Planners

The purpose of student planners is twofold:

1. **They are a helpful tool in the organization, prioritization, and completion of a student's work.**
2. **They are a good tool for teachers to use in assessing the amount of time a student is spending on homework, etc.**

- The homeroom teacher will direct the students in the proper use of the planner each year and continue to check that they are faithfully using it each week. **Teachers need to check at least once each week on student homework levels.** Teachers are free to write/schedule into the weekly lesson plan as a reminder.
- Each evening the students are to complete their studies and record the ACTUAL time taken to accomplish each task. This time should include study hall time.
- Remember: Neatness is just as important in this area as it is on assignments. Students should be taught to be organized and neat in all areas of life.

## **STUDY HALL** and homework

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Study Hall is a time set aside to help students get their work done. It is to be a profitable time so study hall monitors should work to maintain a level of quiet to help those students who need relative silence to study. Classroom chores should be done during lunch and after school.

Review is a critical part of education. It helps firm up flabby portions of the brain.

We have spent a tremendous amount of time the past couple of years reinforcing the importance of asking good questions throughout the class period of our students. We want to be able to ask questions that will remain out in the room for several students to interact with before the attention is returned to the teacher. Good questions serve to challenge the student's understanding as well as communicate their ability to state clearly what they understand. Strong review helps to **empower** the student with their grasp of the material.

The use of good questions will serve to make the review segment of the lesson even more effective. A good teacher is one who can develop great questions to support their lesson. The value of good questions cannot be over stated. Good questions also reflect on how well the teacher is familiar with their material as well as how committed they are to empowering their students with what is being taught.

This would be a good time to reread chapters 6,7 and 8 of The Seven Laws of Teaching.

Although review should be taking place often, it is crucial that review take place at the end of the class period each day and for the few days prior to an assessment.

The following are some ideas for reviewing:

- Flabby Brain Exercises
- Information journals: students think through the lesson during the last five minutes of class and write down a clear summary of what they have learned and what was taught.
- Random Questioning around the room over information given.
- Ask a couple of key questions of students as the class ends.
- Ask students to apply information to concrete examples (example: find flagpole's height).
- Build upon the lesson from the previous day at the beginning of class.
- Use review games: trivia, bingo, jeopardy, around the world (have students prepare questions for these games).
- Go over previous tests and quizzes.
- Impromptu speeches over given subjects discussed in class.
- Disputatios
- Whiteboard games
- Memorizing exercises (Ad Herenium)

All secondary teachers, except elective teachers, are required to administer some type of comprehensive assessment at the end of the year. Written exams are the most common type of exam but are not mandatory.

- Students must know *one week* in advance prior to the day of the test/exam.
- Any assessment weighted as a test should not be called a quiz. If it is a test, it should be called a test. It should not be called something else simply to avoid the one week advance notice.
- While “pop” (surprise) quizzes are allowed, pop tests are not allowed.
- If you have not taught certain material, don’t test on it and do not require students to study it at the last minute while they should be reviewing.
- Review sheets should be prepared and handed out to students in advance of the test, by **at least one week**. The review sheets should be helpful. The goal is for students to know the information so teachers should not “hide the ball”. Review sheets should not have everything that was covered during the course of the unit. Material that the teacher expects to be covered on the test should be included on the study sheet. Often times a review sheet will be handed out before the test is written and a teacher may include most everything that has been covered without knowing what is going to be on the test itself. Course objectives should help determine what will be covered by a test. Please be sensitive to the students and their time commitments to other subjects and not require them to study material that will not be covered on the test.
- Trick questions have no place on a test and neither do extra-credit items. “Fun” bonus questions are fine because it won’t enhance their grade more than a point. The purpose of this is to prevent students from receiving over 100% or being able to significantly improve their score.
- Tests should be constructed to be finished by the whole class in the amount of time given. All students should be given the same amount of time to complete the test.

## Changing Test Days

If a teacher wants to give a test on any other day than the day designated him, he must ask those teachers who give tests on the alternate day. Example: if a science teacher wants to give a test on Friday, he must ask permission of the Math teacher/s and History teacher/s. A class should not have more than two tests each day.

## Correcting Teacher Errors

If a teacher makes an error in correcting a question, on any assignment, students should have the integrity to come and inform the teacher of the mistake. The teacher shall commend the student for his honesty and integrity and is free to either correct the error or leave it as it is.

**Testing Schedule will be decided each year by the staff.**

Monday:	No Tests
Tuesday:	Foreign Language Music
Wednesday:	English Bible
Thursday:	Science

## **ATTENTION GRABBERS, EXTRA CREDIT, and F NOTICES**

### **ATTENTION GRABBERS**

Attention Grabbers are notes home on any assignment in which the student received a 69% or below and any assignment turned in late, unless that late work is a result of an absence. This is to be signed and returned to the teacher the next day.

- If the signed sheet is not turned in on time, the student is to call his parent and have it brought to school by the end of the day.
- On small daily assignments, five point quizzes etc. . . , an attention grabber may not be handed out if a teacher so chooses. Low scores on consecutive small assignments should then have attention grabbers so that parents are well aware of the low scores.
- The number of Attention Grabbers received by the student in *each* subject area during a nine week quarter must be tracked. When the student reaches a total of **four** notifications in a subject area, a form must be filled in with the child's name and the subject in which the four have been issued. This form is then given to the office and mailed home to parents while a copy is placed in the child's file.
- If a **fifth** Attention Grabber in a subject is received, the teacher will require and schedule a conference with both parents and the child in attendance. Phone conferences are not acceptable.
- It is important that teachers follow up on attention grabbers to be returned.

### **EXTRA CREDIT**

Communicate to parents and students that extra credit is not an option. Extra credit should not be used in lieu of a failing or low grade on a test or assignment. An alternative assignment may be given to the **entire class** if a large number of students did poorly or if the test was poorly written.

### **LATE WORK**

Work turned in late will require an attention grabber unless the student was excused. If a student misses any number of days and those absences are excused, then the student has the same amount of days to make up class work. For example: If a student is gone for two days, then that student has two days to complete the missed work. If a student is gone for more than a couple of days, then makeup time should be agreed upon with student/parents and the teacher.

**Every assignment turned in late because of incompleteness will be docked 10% each day, up to – 30%. After the third day, the assignment is given a 0% in the grade book. All over due assignments must be turned in even if the student received a zero unless the headmaster gives permission to exclude the requirement.**

### **F NOTICES**

F Notices are required to be sent to parents if a student is in danger of failing a class. A student may NOT fail a class at the end of a quarter if an F notice has not been already sent out.

## BASIC CLASSROOM RULES

All rules are grounded in Phil. 2:3-4 and the expectations of Biblical courtesy.

Do nothing out of selfishness or empty conceit, but with humility of mind regard one another as more important than yourselves; do not merely look out for your own personal interests, but also for the interests of others.

Philippians 2:3-4

Remember that our students should experience the love, hope, grace, faithfulness, and justice of the Christian walk when they are with us. Therefore, rules should not be upheld by cold hands of justice but by living, breathing, Christian men and women. Proverbs 31:26 “She opens her mouth with wisdom, and on her tongue is the law of kindness.”

In a perfect world, teachers should. . .

- be flexible.
  - be fair.
  - train students in exactly what obedience looks like and remind them so that discipline does not come “out of left field”.
  - express the grace of Christ when appropriate, without making it cheap.
  - expect of the students what the teacher expects of himself.
  - always make sure that the students are well aware that they are loved so that when discipline takes place, it is readily accepted as coming from the hands of a kind and generous judge.
- 

1. Obey right away and with a good attitude.
2. Treat others with respect, both students and adults, in speech and action.
3. No weapons or toys are to be brought to school: including music players and other kinds of entertainment. This includes, but is not limited to, iPods, computer games and MP3 players. Cell phones are not to be seen or used on school grounds prior to 8:00 and after 2:45.
4. No personal music players are allowed at school and students may not use a teacher’s music player without permission.
5. Students will be held responsible for damage done to school property: including textbooks and equipment.
6. No public displays of affection at school or school activities.
7. No gum chewing at school.
8. Students may NOT write on the whiteboards without teacher permission.
9. No eating during class.
10. Students are to stand to speak most of the time. As a general rule. . .
11. Respect other people’s property and space.
12. No running in hallways or in classrooms.
13. Do not throw anything in the classroom.
14. Students are not to be in another student’s locker for any reason.

## What should a class period look like in general?

As a rule, learning is more efficient and instruction is more effective in an orderly classroom where students know the expectations and where the instructor judiciously and kindly hands out discipline if needed.

- The instructor should be in front of the class and ready to teach when class starts.
- Students should be seated, with all necessary tools and books, and quiet. All should be prepared to learn and their demeanor should be that of eager, well postured, students.
- The instructor should review yesterday's material and link it to today's new material.
- The instructor should state the objective of the class or give students "hooks" to look for and place their mental coats on.
- New material is then provided, *rarely using longish lectures*, in a way that the students discover the knowledge rather than the knowledge being poured down their gullets.
- At some point during the lesson, an exercise of some kind should be given to reinforce the material being taught.
- The Socratic method is an emphasis: a teacher should rarely ever go more than four minutes without asking a question of the class—never going more than seven minutes without asking an engaging question.
- With some time left in the class. . .
  1. review what students gained from the lesson and should remember.
  2. assign homework or remind of project due dates.
  3. have students check planners for accuracy.
  4. have students clean around and on desk for the next class.
- Students must NOT begin packing up material until they have permission from the instructor.
- When the instructor exits, he should be thanked by the students (not necessarily in unison), and the classroom should be clean and ready for the next instructor to arrive.
- Boys should allow the girls to exit the classroom first.

## Can a Class Go Outside to Work?

1. RARELY and with good reason
2. Teacher must always be present.
3. Students must sit in chairs.
4. Be able to give a quality reason for working outside.

## General Things to Remember:

Because the Secondary is assigned "homerooms", each homeroom teacher is responsible for the following:

1. decoration of the room
2. garbage disposal
3. vacuuming the floor
4. closing the windows
5. turning down thermostat if applicable
6. lights
7. locking their door, windows and pulling the shades at night when they leave

**Be sure that students clean any tables or desks used during that time at least**

## ATTENDANCE and TARDIES

Each class should have an attendance chart in it, located near the tardy sheet. A responsible student should be placed in charge of keeping track of student absences and put the attendance slip outside the door each period.

An excused absence is one that has been excused by a parental note given or sent to the teachers and the office.

### What about make up work?

A student who has an excused absence during a test or an assignment has that amount of time to make up the work. For example: if a student is gone for three days, then he has three days to make up the work. It is important that teachers work with students and are flexible on this one because when a student returns, the school-work is compounded.

### What is a tardy?

When class is to start, whether a teacher is there or not, students should be seated, quiet, ready, and prepared with the necessary tools for that class. All classrooms have atomic clocks for determining the start and end of class periods. If a student forgot something in his backpack, then he is tardy unless the student rarely forgets.

- To help with this difficulty, have a student in charge of watching the clock to warn students when they have one minute left.
- If a student is tardy it should be recorded on an attendance slip.
- After 20 school days, a student may erase his most recent tardy *after* verifying with the teacher.

Tardy 1	no penalty
Tardy 2	no penalty
Tardy 3	no penalty: warning notice goes home through office
Tardy 4	Office Visit: note home
Tardy 5	no penalty
Tardy 6	Office Visit: note home
Tardy 7	no penalty
Tardy 8	Office Visit: meeting with parents and call for appt.
Tardy 9	Office Visit: two day suspension
Tardy 10	Office Visit: expulsion

## DISCIPLINE

It is vital for parents and students to realize that maintaining an orderly atmosphere in the school and the classroom is critical to the learning process.

Love and Forgiveness must be an integral part of the discipline of each student.

Remember that each class has three kinds of students, as mentioned in Proverbs, the fool, the simple, and the wise.

Proverbs 21:11 “When the scoffer is punished, the simple is made wise; but when the wise is instructed, he receives knowledge.”

Severe disobedience includes the following:

**Outright Disrespect**

**Dishonesty—cheating, lying, stealing**

**Rebellion**

**Fighting**

**Obscene Language**

Each of the above must result in an immediate office visit.

Please handle such a situation in the following fashion:

1. Write student's name on the board.
2. Send student into the hall without raising voice.
3. Finish whatever you are doing with the class, lecturing etc. . .
4. Give class something to work on for a brief amount of time.
5. Address student in the hallway by clarifying what happened to make sure that your perception was accurate.
6. If perception was accurate and requires an office visit, walk student to the office.
7. Explain to the administration what happened.
8. Return to the class and continue.
9. Expect restoration with the student when he/she returns.

Always keep parents informed! Remember, a teacher should not be aware of any issues that parents are unaware of. As a general rule, ask yourself what you would like to know as a parent of that child. All names on the board require a phone call home that day unless the student is sent to the office for discipline reasons, then the administrator is required to call the father.

### SITUATIONAL HEADS UP!

**Keep the administrator aware of any situation involving a parent or student in which he *may* become involved. It is far better to keep the administrator too well informed than for him to be surprised by an issue.**

Obviously, the following is not going to fully encompass the expectations of staff. Being a teacher is not a paint by numbers kind of job. These will be a general description of the basic expectations of teachers.

Teachers at The Oaks must. . .

1. **Follow the expectations** of students listed on page 9. A staff member should only expect of students what he expects of himself.
2. **Consistently show spiritual leadership** by exhibiting the fruit of the spirit, a love for the Word of God, and a love for those students which God has placed in his care.
3. **Maintain a neat, organized, clean, and intellectually stimulating classroom** environment for his students. He will expect his students to take part in the daily cleanliness of the classroom, but will lead by example by serving his students.
4. **Train and discipline his students on a regular basis.** He will be responsible for dealing with the majority of corrective discipline situations within his classroom, but will also be responsible for training and disciplining students who are not his own but whose poor behavior happens to fall under his eye.
5. **Seek to better understand his subject/s, to better love the subject/s,** and to teach according to the objectives, materials, priorities, and methods prescribed in *The Oaks Curriculum Guide*. The teacher should encourage students to see how all subjects are interrelated as parts of God's integrated universe.
6. **Use a variety of teaching methods** to help students with differing learning strengths and weaknesses. The teacher will emphasize the following methods (see Classroom Management, pg. 10):
  1. The Socratic method of question and answer
  2. Deductive reasoning and questioning
  3. Comprehension checks
  4. Rephrasing of concepts by students
  5. Recitations, chants, summaries and reviews
  6. Illustrations, applications, demonstrations
  7. Lecture
7. **Seek to apply biblical principles and verses** to specific portions of each lesson. It cannot be assumed that students will pick up a Christian Worldview unless teachers point and train specifically to that end. So students should be pointed to Scripture early and often so that their thinking revolves around the Word. Teachers should not be hesitant to have students look up Scripture in their Bibles during class.
8. **Actively get to know parents and families** through various forms of communication. Parents should know the teacher and the teacher should know the parents as the child is being raised up.
9. **Consistently and joyfully demonstrate excellence** in his work, punctuality, speech, attitude, dress (see dress code in manual), and attention to both duties and details. This is expected of our students and so it must be expected of teachers.

# CLASSROOM ARRANGEMENT AND DECOR

## Furniture:

- A sufficient number of student desks and chairs for your class enrollment
- Have a few extra adult sized chairs to accommodate visitors
- Teacher's desk and chair
- Book cases: for teacher material storage and student textbook storage—Please check to see that these are attached to the walls
- Desk: for teacher work station if needed

## Arrangement:

- Begin with considering the traffic patterns of the teacher, students, and visitors:
  1. How will the entrance of visitors have an impact on the instruction?
  2. Is there an area where the students will be able to line up without difficulty in case of an emergency?
  3. What is the path to and from the pencil sharpener?
  4. Think about the arrival and departure of students and how separating book cases to different areas of the room may reduce congestion.
  5. As a teacher, what are your needs for optimizing your teaching materials (overhead projector location, desk to hold materials, easy access to files or materials, etc.)
- After identifying traffic patterns, place the student desks in the area of the room that will be focused on instruction (directly facing the white board).
- Sit in several of the student desks to check whether or not the student will be able to see the board clearly. Also see if the space for entering and exiting the desk is sufficient and make sure students do not need to turn to look at the whiteboard. Check for reflection off the whiteboard from lights. Students should be relatively comfortable.
- Now place the remaining furniture in the areas around the perimeter of the room.
- Stand back and look around. Does the placement of the larger pieces of furniture appear balanced?
- Avoid filling all spaces, the eye needs a place to rest.

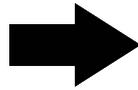
## Décor:

- A classical classroom is one which is beautiful to both the eye and the mind. It must be a place where the eye is neither busy nor starving; too much decoration is as dangerous to the healthy classroom as too little decoration.
- The room should be decorated to create a calm atmosphere, one conducive to study and learning
- Consider unifying the appearance of your classroom through the use of a theme—navigation, American History, etc.
- Minimize the visual distraction around the whiteboard, choose posters or prints that compliment the décor of the room.
- Choose prints that are beautiful and avoid a large number of small or large prints. Posters/prints that are too small are distracting as are prints that consume the eye.
- When grouping items on a wall, always use odd number of pieces (3,5,7) placing the larger lower than the smaller in the arrangement. Visual weight should be oriented toward the bottom.
- The use of plant material is also pleasing to the eye when used to compliment a room. It can also add visual movement which is more difficult with a square picture.
- Remember: When in doubt, less is best, but blank walls starve children in a hurry.

## Assignment Expectations and other expectations for turned in work

How should students head their papers?

### EXACTLY LIKE THIS



<u>SUBJECT</u>	<u>NAME</u>
<u>ASSIGNMENT</u>	<u>DATE</u>

Students should lose 5% on each assignment that is not headed correctly.

All work that is handed in, regardless of subject, should be neatly written.

**On final drafts of essays and other pieces of writing, the following are expected:**

1. Neatness (there should be a penalty of up to 5% if it is not neat)
2. College-ruled paper, without spiral-edged paper.
3. Formal Written Assignments:  
Black or blue pen or typed (typed is never required since some students do not have computers) If a student uses a computer, his work must use size 11 or 12 font, a neat font like Times New Roman, Garamond, etc. . ., and use regular margins with double spaced lines.
4. Cursive
5. The back sides of papers should not be written on unless it is only to finish a couple of sentences.
6. Professionalism and neatness should always be encouraged.
7. Proper grammar and spelling should be expected regardless of class/subject.
8. At paragraph breaks, the indentation must be one-half inch.
9. If there is more than one page, number the pages in the middle, one-half inch down from the top or up from the bottom. Do not number the first page.
10. Write the number out, (first, not 1st). If the number is more than two words, then write it numerals and not words (165, not one hundred sixty-five).
11. Use the numerals in writing dates (June 14).
12. If an error is made in ink, draw one line neatly through the error.

## Binder

As stated in The Oaks' school goals, one objective of a Classical education is to encourage every student to develop a love for learning and to live up to academic potential. In addition, we seek to provide an orderly atmosphere conducive to the attainment of the stated academic goals. The binder/planner system is a tool that will support the attainment of the stated objectives.

Binder should. . .

1. be 2"-3" thick with zipper closure
2. be divided into subjects
3. have The Oaks Student Planner
4. contain a Green correcting pen
5. contain pencils

- The binder should be set up beginning with a storage pouch, followed by the student planner, and completed with the subject dividers according to the daily schedule of that class.
- Students should store all notes and assignments in the binder and the binder should be purged on a regular basis so that the binder remains organized.
- Students must *not* be allowed to "stash" notes and assignments in books, in desks, or in backpacks. Teachers make it a point to train for organization and should discipline, even with cleaning duties, for students who habitually "stash" their stuff.

## Green Correcting Pen

Students are to purchase a green correcting pen so that all students correct with the same pen. Students should not use anything but a green correcting pen when correcting assignments etc.

## 8.5" x 11" White Board

The whiteboard should be easily accessible by students and used regularly in class when appropriate. Whiteboards are useful for review tools and to assess quite quickly the understanding of a student.

The following standards are for those rare times when teachers and students will want to have a party.

- ALL parties should take place during the last period of the day, unless otherwise allowed by administrator.
- Students should be considerate of others in the classroom and in other classrooms during this time.

### **What about showing movies?**

- All videos used in class should conform to the principles of piety listed in Philippians 4:8.
- All videos must receive prior approval by the headmaster before use.
- Videos may be used in class for educational purposes only or to enhance material covered.
- Videos should be shown sparingly.
- No literary video should be shown unless the book has already been read by the students.
- The teacher must have previewed the video first.
- To avoid potential conflict with parents, teachers should not recommend movies.

## Fire Drills:

- Fire Drills will be practiced regularly to train students in case of a fire.

When a fire alarm is sounded. . .

1. all students line up at the door without speaking.
2. make sure all students have lined up and leave the room accounted for.
3. shut windows.
4. shut doors.
5. bring class roster or grade book
6. exit according to the fire drill map located in each room.
7. there should be no talking in the hallway or outside.
8. each class must line up on the far side of the parking lot; again, with no talking.
9. the teacher then takes role and makes sure all students are accounted for..

## Student Injury:

- In the event of a major accident on the school grounds, an adult should remain on the scene while the principal is informed. All staff members should be familiar with basic first aid.
- Adults not directly needed to assist the injured student/s should take charge over other students and move them to an appropriate area.
- Students with unknown or severe injuries should only be moved by a professional medical person.
- An emergency should be reported to the school office immediately.
- Only qualified staff members in authority are to direct procedures for assisting the injured student. Other staff members are to assist as directed.

## **LEAVING CAMPUS and field trips**

**Students may NOT leave campus for any reason without oral or written permission from a parent.  
NO BLANKET PERMISSION IS PERMITTED**

### **What must happen before taking a field trip?**

- A written proposal must be submitted to the headmaster at least two weeks prior to the field trip date. This proposal must include the objective of the trip and the details involved in pulling off the trip (for example: date, time, location, travel arrangements, cost, and the method that you will use to inform parents).
- Take a pre-trip to make yourself aware of what is available at the location.
- Have a worksheet prepared or some activity for students to remain occupied and attentive.
- Upon return to school, students should be graded on what they have learned.
- Inform the headmaster of the success of the trip upon return. Turn in a report on the trip and the activity that was graded.
- Schedule drivers and parent volunteers in advance of the trip. Remember to be considerate and to plan ahead for the sake of parents who might want to join you on the trip.
- Music played in vehicles must be classical to respect the differing musical standards of parents.

### **May an older student who is able to drive, leave the campus?**

- Under no circumstance may a student leave campus without written or verbal permission from a parent given to the office secretaries.
- Students may not leave campus with a teacher without parental consent.
- Under no circumstance should a student ride alone with a teacher.
- Discipline for leaving campus will be administered without exception and suspension or expulsion is possible.
- Students may NOT ride with other students on school sponsored activities.
- Students may drive themselves only with the headmaster's approval and parent permission.

### **Parking**

Seniors are allowed to park along 22nd Ave. or the north parking lot.

# THE SEVEN LAWS OF TEACHING

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by John Milton Gregory

**1. The teacher must be the one who knows the lesson or truth or art to be taught.**

Know thoroughly and familiarly the lesson you wish to teach—teach from a full mind and clear understanding.

**2. A learner is one who attends with interest to the lesson.**

Gain and keep the attention and interest of the pupils upon the lesson. Do not try to teach without acquiring attention.

**3. The language used as a medium between teacher and learner must be common to both.**

Use words understood in the same way by the pupils and yourself—language clear and vivid to both.

**4. The lesson to be mastered must be explicable in the terms of truth already known by the learner—the unknown must be explained by means of the known.**

Begin with what is already well known to the pupil upon the subject and with what he has himself experienced—and proceed to the new material by single, easy, and natural steps, letting the known explain the unknown.

**5. Teaching is arousing and using the pupil's mind to grasp the desired thought or to master the desired art.**

Stimulate the pupil's own mind to action. Keep his thoughts as much as possible ahead of your expression, placing him in the attitude of a discoverer, an anticipator.

**6. Learning is thinking into one's own understanding a new idea or truth or working into habit a new art or skill.**

Require the pupil to reproduce in thought the lesson he is learning—thinking it out in its various phases and applications till he can express it in his own language.

**7. The test and proof of teaching done—the finishing and fastening process—must be a reviewing, rethinking, reknowing, reproducing, and applying of the material that has been taught, the knowledge and ideals and arts that have been communicated.**

Review, review, review, reproducing the old, deepening its impression with new thought, linking it with added meanings, finding new applications, correcting any false views, and completing the true.

## Weekly Lesson Plan

- Each teacher will prepare weekly lesson plans.
- This contains daily plans per subject area taught.
- **Include key/focus point, specific pages and topic covered, homework, etc**
- These lesson plans must keep pace with yearly scope and sequence.
- They should also reflect course objectives.
- Turn lesson plans in to administrator each Monday before 8:00 a.m.

## Accountability Sheet

- An accountability sheet must be attached to each weekly lesson plan turned in.
- List all assignments, quizzes, and tests to be given over the course of the upcoming week in each subject area.
- Include a tally of graded assignments through the Friday of the previous week. This accounting of assignments starts over at the beginning of each quarter.
- List any assignment that has not been graded within the required one week maximum limit and explain reason for delay.
- The week following the end of the quarter record the course objectives that have been covered to date.

**In the event (normally unforeseen) of The Oaks teacher needing a substitute teacher for any portion of the day or number of days, the following procedures apply:**

1. The teacher should contact the headmaster as soon as possible (when in doubt, call: it is easier to cancel than to arrange last-minute substitutes). Please call by 6:30 a.m. if you wake up ill. The headmaster will maintain an up-to-date list of substitutes.
2. Copies of lesson plans and any necessary materials should be made available to the substitute by the teacher.
3. In case of illness or emergency, the teacher, in collaboration with the headmaster, will make arrangements for the substitute. If possible, the teacher may make recommendations of preferred subs to the headmaster.
4. It is the teacher's responsibility to let the Principal know how long a sub will be needed (how many days). The teacher should call prior to the end of the first day if the sub will be needed the next day.
5. Substitutes will receive a copy of *Guidelines for Substitutes* and will be expected to fulfill the teacher's normal supervisory duties.
6. Substitutes will not normally receive pay, unless other arrangements are made.
7. The teacher should send the substitute(s) a written Thank-You note after resuming work.