



OWASSO
PREPARATORY
ACADEMY

**Family Handbook
2018-2019**

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FOUNDATIONS

CONCEPT

Background

Owasso Preparatory Academy is a unique private Christian school that utilizes a university-type schedule and a teacher-parent integrated instructional approach to produce a high level of academic achievement while enabling strong ties between parents and their children. The school is a concrete example of a new educational model called University-Model® schooling (UMS) in which two proven elements of educational success - the professional classroom instruction of a teacher and the caring at-home mentoring of a parent - are combined into a single, unified, college-simulated program. Other proven elements of the school's program include character education, low student/teacher ratios, hands-on learning, a strong student work ethic, an effective college-preparatory curriculum, character-building student activities, and servant-minded local operation and management.

The Model

University-Model® schooling (UMS) combines the positive aspects of home schooling with the positive aspects of traditional schooling and molds them into one model. UMS uses a university-style schedule adapted to the elementary, junior, and senior high levels. Professional teachers teaching in their areas of expertise conduct classroom instruction. Elementary students attend campus classes on Tuesday and Thursday, while secondary students attend campus classes on Monday, Wednesday, and Friday. Students spend alternate days at the satellite home campus, where parents continue their instruction and supervision. Teachers provide parents with detailed instructions for the satellite home campus.

UMS caters to a wide variety of student needs by allowing a range of enrollment opportunities. Parents may choose for their student to take only one or two classes or choose to take the full academic load. Tuition is paid per course, per year.

Our Philosophy

Owasso Preparatory Academy bases its educational philosophy on three main components: (1) a biblical foundation, (2) preparing each student for college, and (3) emphasizing the parent's vital role in their child's education.

VISION STATEMENT

Our students represent a generation of Christian leaders who are fully equipped, morally grounded, and eternally impacting the world by serving according to their God-given calling.

MISSION STATEMENT

Owasso Preparatory Academy, a University-Model® school, partners with parents to prepare students for college through exceptional academics, quality extra-curricular activities, and purposeful development of Christ-like character.

GUIDING PRINCIPLES

Love and Glorify God

Love and Glorify God as He is revealed in the Holy Bible. “Jesus replied: ‘Love the Lord your God with all your heart and with all your soul and with all your mind.’ This is the first and greatest commandment” (Matt. 22:37-38). “And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him” (Col. 3:17). “So whether you eat or drink or whatever you do, do it all for the glory of God” (1 Cor. 10:31). The Holy Bible is our standard of truth and final authority for faith and practice in all matters relating to this school. Our chief aim is to love and glorify God through everything we do.

Help Fulfill the Great Commission

Help Fulfill the Great Commission (Matt. 28:18-20). The governing imperative verb of Christ’s Great Commission in Matthew’s gospel is “disciple” or “make disciples.” Members of Christ’s churches, therefore, are commanded to make disciples among all peoples by “going, baptizing, and teaching.” They are to do so in the confident assurance that all authority is given to Christ and that always He will be with them. This school seeks to build up the body of Christ by cooperating with Christ’s Great Commission purpose, encouraging all men, women, boys and girls to be both personal disciplined followers and public character witnesses of the Lord Jesus Christ everywhere they go.

Affirm, Encourage and Equip Parents

Affirm, Encourage and Equip Parents in their God-given opportunities and responsibilities. “Love the LORD your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up” (Deut. 6:5-7). The first two instructions to God’s people after the original giving of the Great Commandment was that they (1) keep God’s commandments in their hearts and (2) teach those commandments *in their homes*. Parents are God’s first plan, His single most effective agents for spreading the Gospel to children and discipling young believers.

Educate with Excellence

Educate with Excellence in a Christ-centered environment. “Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving” (Col. 3:23-24). Children, like their Lord, are to keep “increasing in wisdom and stature, and in favor with God and man” (Luke 2:52). Likewise, “Blessed is the man who finds wisdom, the man who gains understanding” (Pro. 3:13). Also, “Instruct a wise man and he will be wiser still; instruct a righteous man and he will add to his learning (Pro. 9:9). If we are to teach and instruct students “as working for the Lord,” the standard of our performance can be nothing less than *excellence*.

Integrate Home and School

Integrate Home and School in age-appropriate ways throughout the curriculum design and student activities. A Christian, University-Model® school exists to assist parents with the modern-day difficulties of preparing their children for college while also recognizing and supporting the parents’ unique role in communicating their faith and values. For parents to succeed in their all-important task of discipleship, it is essential for families to experience meaningful time together. Traditional school systems, by their very structure, tend to rob parents and students of this most precious commodity. UMS gives time and access back to parents in exchange for their commitment to be academically and relationally involved with their students outside of class according to the college-preparatory, curriculum design. Such involvement, when lovingly and joyfully administered, leads to greater opportunity for parents to succeed in teaching their most important “subjects” - faith, hope, and love. This good-faith partnership between parents and teachers makes home and school integration for a *family-strengthening*, quality education both possible and practical.

Reach Out to Other Communities

Reach Out to Other Communities. God's blessings are for the glory of His name and the enrichment of our world. If an educational approach, such as University-Model® schooling, can successfully demonstrate that a high quality, college-preparatory education can be provided in a manner that also protects and even enhances the roles of parents in the discipleship of their children, then it is right and proper to do everything possible to communicate that approach with anyone who needs and wants it. As this school experiences God's blessings, therefore, it will be about the business of sharing those blessings with "the world."

MAJOR AIMS AND OBJECTIVES

First

Our first and most important aim at Owasso Preparatory Academy is to love and glorify God in all that we do (1Cor. 10:31, 1 Pet. 4:11).

Related Objectives:

- A. We will seek to delight ourselves in the Lord and celebrate His greatness regardless of our circumstances.
- B. We will seek a daily, close, loving, and obedient relationship with our Lord Jesus Christ.
- C. We will aspire through all aspects of this school's operations to be in constant, joyful, and whole-hearted submission to God's purpose and will as revealed in the Holy Bible.
- D. We will consistently acknowledge, in word and deed, the Holy Bible as our standard of truth and final authority for faith and practice.
- E. We will challenge our staff, students and their families to love God by becoming progressively more knowledgeable of and obedient to His will as revealed in the Bible.

Second Aim

Our second aim is to do everything, including academic teaching, in a way that helps fulfill Christ's commission to go and make disciples (Matt. 28:18-20).

Related Objectives:

- A. We will evaluate all aspects of this school by how effective they are in "helping parents prepare college-worthy, character witnesses of Christ for the next generation."

- B. We will encourage all families to be actively involved in a local Christ-honoring church, the primary agency to which Christ gave His commission.
- C. We will encourage our students to develop their faith, love, and devotion to the Lord Jesus Christ and teach them to apply a God-centered perspective in all of their studies and activities.
- D. We will cultivate within students an increased awareness of the world that exists beyond their immediate culture and comforts along with the growing understanding that God's love and Good News are for all people everywhere.

Third Aim

Our third aim is to affirm, encourage and equip parents in their God-given roles and responsibilities (Deut. 6:6-7; Pro. 22:6).

Related Objectives:

- A. We will encourage parents, whenever we have opportunity, to understand that their highest calling and foremost responsibility with their children is to train them to be faithful disciples of Christ.
- B. We will strive to strengthen families as the first social and educational unit instituted by God and to demonstrate respect for the primary authority and responsibility for children that God has entrusted to parents.
- C. We will seek to give parents greater access to their children by involving parents in the scholastic lives of their children's training in a university-model structure and system.
- D. We will strive to provide relevant and practical family ministries and services aimed at keeping parents encouraged, competent, confident, and on-task.

Fourth Aim

Our fourth aim is to educate students with excellence, providing preparation for college that is both high quality and Christ-centered (Luke 2:52; Pro. 1:2-7; 3:13-20; 4:1-9; 9:9; and 10:14).

Related Objectives:

- A. We will teach a work ethic that values doing all things "as unto the Lord" (Col. 3:23).
- B. We will promote and adhere to high academic standards.
- C. We will stress the importance of character development as a basis for true academic success and achievement.
- D. In our curriculum design and pedagogical practices, we will emphasize the acquisition and application of critical and creative thinking skills as well as the acquisition of data and the mastery of concepts.

- E. We will strive for constant and consistent improvement in our instructional methodologies.
- F. We will help and encourage our students to understand that all truth is God's truth by integrating the Bible's message with the content of a classroom subject.
- G. We will teach and encourage the use of good study habits.
- H. We will train our students how to engage in independent study and research.
- I. We will incorporate and integrate student activities as an important tool in the educational process.
- J. We will strive to offer a balanced treatment of the arts, humanities, and sciences.

Fifth Aim

Our fifth aim is to effectively and systematically integrate the home and school throughout the curriculum design and student activities in order to keep facilitating parents' relational involvement with their children while also preparing those children for college.

Related Objectives:

- A. We will seek to develop curricular designs, instructional methods, and student-activity guidelines that effectively utilize and integrate the resources of both home and school.
- B. We will seek to establish clear guidelines defining the relationship between the home and school as educational institutions.
- C. We will seek to establish curricular and student-activity guidelines defining the respective responsibilities of the school and home instructors in the university-model system.

STATEMENTS OF FAITH

Statement of Faith

1. The sole basis of our beliefs is the Bible, God's infallible written Word, the 66 books of the Old and New Testaments. We believe that it was uniquely, verbally, and fully inspired by the Holy Spirit and that it was written without error in the original manuscripts.
2. The Word of God is and ever shall be the complete and final revelation of the will of God to man, and the final authority in all spiritual matters (2 *Timothy* 3:15; 2 *Peter* 1:21).
3. We believe there is only one God, eternally existent in three persons—Father, Son, and Holy Spirit (*Genesis* 1:1; *Matthew* 28:19; *John* 10:30).

4. We believe in the deity of Christ (*John 10:33*); His virgin birth (*Isaiah 7:14*; *Matthew 1:23*; *Luke 1:35*); His sinless life (*Hebrews 4:15*; *7:26*); His miracles (*John 2:11*); His vicarious and atoning death (*1 Corinthians 15:3*; *Ephesians 1:7*; *Hebrew 2:9*); His resurrection (*John 11:25*; *1 Corinthians 15:4*); His ascension to the right hand of the Father (*Mark 16:19*); His personal return in power and glory (*Acts 1:11*; *Revelation 19:11*).
5. We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature, and that men are justified on the single ground of faith in the shed blood of Christ and that only by God's grace and through faith alone we are saved (*John 3:16-19*; *5:24*; *Romans 3:23*; *5:8-9*; *Ephesians 2:8-10*; *Titus 3:5*).
6. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of damnation (*John 5:28-29*).
7. We believe in the spiritual unity of believers in our Lord Jesus Christ (*Romans 8:9* *1 Corinthians 12:12-13*; *Galatians 3:26-28*).
8. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (*Romans 8:13-14*; *1 Corinthians 3:16*; *6:19-20*; *Ephesians 4:30*; *5:18*)

Marriage, Gender, and Sexuality

1. We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. (*Genesis 1:26-27*) Rejection of one's biological sex is a rejection of the image of God within that person.
2. We believe that the term "marriage" has only one meaning; the unity of one man and one woman in a single, exclusive union, as delineated in Scripture. (*Genesis 2:18-25*) We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. (*1 Corinthians 6:18*; *7:2-5*; *Hebrews 13:4*) We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.
3. We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God. (*Matthew 15:18-20*; *1 Corinthians 6:9-10*)
4. We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ. (*Acts 3:19-21*; *Romans 10:9-10*; *1 Corinthians 6:9-11*)
5. We believe that every person must be afforded compassion, love, kindness, respect, and dignity. (*Mark 12:28-31*; *Luke 6:31*) Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor the doctrines of Owasso Preparatory Academy.
6. We believe that in order to preserve the function and integrity of Owasso

Preparatory Academy, and to provide a biblical role model to the students and families of Owasso Preparatory Academy and the surrounding community, it is imperative that all persons employed by Owasso Preparatory Academy in any capacity, those who serve as volunteers, the parents/guardians of all students, and all students agree to and abide by this Statement of Marriage, Gender and Sexuality. (Matthew 5:16; Philippians 2:14-16; 1 Thessalonians 5:22)

The Sanctity of Human Life

We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect and value all human life (Psalm 139).

Difficult or Controversial Issues and Topics

OPA will follow these guidelines concerning the relationship between sound education, which is both biblical and college-preparatory, and the treatment of difficult or controversial issues.

1. Because one of God's purposes in the training of disciples is to equip them to reach others with the gospel of Christ and then teach them to obey all He has taught us, we will not encourage our students to retreat from contact with a sinful world, but rather train them to effectively reach out to unbelievers.
2. Because we must learn to build personal and cultural bridges for the sake of reaching others with the gospel, we will engage in the study of other cultures and thought forms, including godless ones, so that our students will have a better understanding and ability to communicate with all people.
3. Because God expects His children to be ready to make a defense, acting as salt and light to a world that is often foolish in its understanding and principles, we will teach students to evaluate and correctly respond to difficult or controversial realities in light of God's Word so that they may be able to confront the world without becoming stained by it.
4. Because dealing effectively with difficult or controversial topics generally requires the use of higher order thinking skills, we will support our teachers' use of opportunities presented through the treatment of difficult or controversial topics to challenge their students to develop the skills of analysis, evaluation, synthesis, and proper applications and to apply these skills to godly purposes.

At OPA, we do not intend to shield our students from all of the sin and wrong

thinking inherent in a fallen world. Rather, we will teach them to confront those realities openly and honestly, from a God-centered perspective, so that they might be prepared to live in the world—and have an impact on the world—without becoming part of the world.

NON-DENOMINATIONAL POSITION

This school's Statement of Faith is fundamental to basic Christian tenets and contains those doctrines to which we unreservedly adhere and teach. It is our desire to maintain this position and to do so in all fairness to each family. In honoring this desire concerning the outreach of this school, there shall be no attempt made by parents, students, staff, or school board members to promote or disparage any doctrinal or denominational beliefs, practices, or positions regarding issues upon which the school itself has assumed no official stance. Included are denominational positions regarding:

1. Church government-authority
2. Time and mode of baptism
3. Security of the believer
4. Timing of future events
5. Second work of grace – baptism of the Holy Spirit
6. Sinless perfection
7. Gift of the Spirit – tongues, interpretation of tongues, healing, miracle working, discerning of spirits

We desire to remain united in the salvation and love of Christ, avoiding the dissension that may be caused by denominational distinctives.

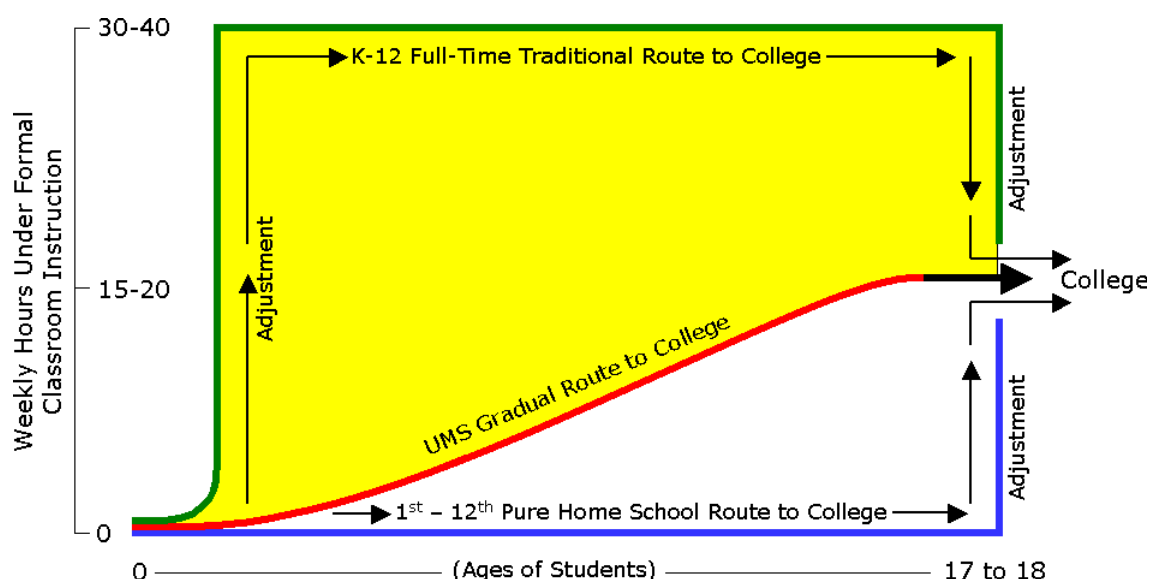
STATEMENT OF NON-AFFILIATION

Owasso Preparatory Academy neither supports nor endorses the World Council of Churches, National Council of Churches, or any other world, national or regional organization which gives Christian recognition to unbelievers or which advocates multi-faith union. (Amos 3:3, II Cor. 6:14-17) *This does not prohibit school families from being members of churches who do affiliate with said organizations.*

PHILOSOPHY OF EDUCATION

University-Model® schooling (UMS) was developed as a result of two guiding concerns: to offer students the opportunity to acquire a high degree of academic achievement and to preserve and strengthen the God-ordained family relationships in which the Christian faith is most effectively fostered. The structure in which these two concerns are brought together, University-Model® schooling, provides an academically challenging education while integrating the home and school in the common goal of disciplining children.

A diagram of the UMS model, in contrast to traditional schools and homeschooling, is as follows:



Represented along the left side of this diagram are the different number of weekly hours students would encounter in a classroom setting guided by a professional teacher. Represented along the bottom, from left to right, are the ages of students up to 18, the typical age for high school graduation. The academic benefit of gradually preparing students for direct entrance into college vs. an approach that requires significant adjustments is evident.

More importantly, however, is the UMS goal of helping to preserve and strengthen the God-ordained family relationships in which the Christian faith is most effectively fostered. According to information gathered by well-known pollster George Barna, the most critical period when 94% of all boys and girls come to a saving faith in Christ is before the age of 18; 90% before the age of 14! Only 6% will make that soul-saving decision between the age of 18 and their death. Since parents are the most influential factor in this decision, it is vital that models of education exist that recognize the significance of keeping parents involved with their children during the early, critical years of a child's education. Represented by the shaded portion of this diagram is an indication of the

additional amount of time the UMS model, in contrast to the traditional model, strives to preserve for the influence of parents. Unfortunately, if there is a breakdown in the preservation of parental influence during a child's educational years, then it will likely be measured in lost souls.

The key to success for the UMS model is the integration of a biblically based, parentally guided, Christian faith and a sound, teacher-facilitated, academic environment. The Bible gives parents authority and responsibility for raising their children with the goal of becoming disciples of Jesus Christ. In matters of education, that parental authority and responsibility, although not surrendered, may be shared with an educational institution when the parents consider it desirable or necessary. In such cases, a University-Model® school will assist, and not supplant, parents in their work of training and educating their children.

Parents will retain the oversight of their children's educational progress and will determine the manner and extent to which they will be involved in the academic institution. Parents will help place each child in the proper stage of academic progress. Parents will also be involved in the out-of-class instructional responsibilities of their children's courses based upon each child's age and stage of academic development. In addition, parents will continue to build into their children those character qualities that reflect their own understanding of the Christian faith.

The University-Model® school, on the other hand, will operate under the umbrella of parental authority by offering a challenging academic track in the context of Christian values. The school will unapologetically speak and teach in a manner consistent with the school's statement of faith, emphasizing the necessity of a personal relationship with Christ and growth in Christ-like character. The school will also help parents properly place each of their children in an appropriate stage of academic development. In addition, the school will develop and implement academically challenging, college-preparatory courses that integrate an appropriate level of parental involvement into each student's out-of-class study. The school will encourage and expect the student to learn the material assigned and will provide regular feedback to both the student and parents concerning the student's progress in each class enrolled. Finally, the school will integrate the Christian faith and a biblical worldview into the context of the various subject areas offered, to the end that Christian character-building will receive support and enhancement outside the home.

University-Model® schooling is designed for those families in which parents take an active role in the oversight and implementation of their children's education. As the level of parental involvement progresses from being a private tutor in the elementary years to a guide for dependent study in Junior High to more of a course monitor in the Senior High courses, parents are expected to continue exercising loving and active responsibility for their children all the way through graduation. In partnership with these committed parents, the school is then able

to integrate the home and school effectively toward the common goal of Christian character development and solid academic preparation for college.

POSITION ON INSTRUCTIONAL MINISTRY WITHIN A UMS

Background

One of the primary reasons for University-Model® schooling involves significantly reducing the large percentage of children in this country who grow up and eventually reject the faith and values of their parents. School organizers have a concern for this issue and realize that a correlation commonly exists between the level of rejection usually experienced and the level of “strength” present in the parent-child relationship. The weaker the relationship between a parent and child, the greater typically is the level of rejection toward the parent’s faith and values. Overcoming this concern must be accomplished at this school if this school is to fulfill its purpose.

Time, Opportunity, and Tools

There are three key factors uniquely designed into a University-Model® school that enables it to help parents overcome this important concern. These key factors are **(1) time, (2) opportunity, and (3) the right tools!** The first factor, “**time**,” is naturally provided in the UMS through its course scheduling structure. By the very nature of this structure, parents are given more time (quantity) to develop effective relationships at home with their children. Jumping to the third factor, “**the right tools**,” refers to the information and knowledge needed by parents to successfully develop a healthy, loving parent-child relationship. It is the role of the Character Development Program within a UMS to equip and encourage parents to have the right tools for effective parenting.

This school’s “Position on Instructional Ministry within a UMS” specifically involves the second factor, “**opportunity**.” Here the issue is *quality time*, not *quantity*. While traditional school instructors are involved at only one level, or area, of ministry (directly to the student in a classroom, gym, band hall, etc.), instructors in a UMS are instead involved in a vitally important, second area. This is not to say that the first area of ministry is unimportant. The instructor’s influence through the information and content being taught, the manner in which the information is conveyed, the instructor’s influence as a role model and how this influence impacts each individual student – all are vitally important, in traditional schools as well as in a UMS!

The second area of ministry, however, is unique only to a UMS. Since it is a factor fundamentally important to the faith and values learned by each student, it is one that can be argued as being even more significant than the first. This area of ministry involves the instructor's ability to reach and minister into the home of each student and how that reach can significantly influence the relationship between the student and his or her parents. While the UMS model creates the "time," it is the instructors who create the "opportunities."

Instructional Ministry within the Home

The required involvement of parents in the UMS model of education means that they are an integral part of the learning process. Since "Parent Roles" are designated for each course, instructors can (1) routinely assign work to be done at home and (2) the assigned work can involve an appropriate level of parental involvement that is specific to the role designated. Through this process lies a tremendous area of ministry for an instructor who understands the significance of the relationship between a parent and a child to the faith and values of that child, AND who understands the instructor's own ability to positively influence that relationship at home.

Simply requiring the parents' involvement in daily homework, appropriate to each grade level, creates the opportunity for each parent and child to spend time together whereas in other school settings they would be far apart. The additional time together, in and of itself, is vital in determining who will influence the faith and values of the student.

But the instructor's potential ministry in the home goes far beyond the simple parameters of the student's additional learning time at home with his/her parents. Regardless of the grade level, UMS instructors can provide opportunities that impact the actual time spent between a student and his or her parent in a tremendous manner. It does not involve an approach that is intrusive, frustrating, time wasting or ability ignoring, but instead involves carefully considered assignments that knowingly will benefit the parent-child relationship.

Position Summarized

Time (quantity time) and parenting opportunities (quality time) are important. But by themselves, they often serve as unproductive efforts at well-intentioned, though ineffective, parenting. Likewise, having the right tools without the time and opportunity to use them would be equally as ineffective. Time, opportunity, and the right tools – **all 3 are needed!** Since time is already provided through the UMS course scheduling structure, and since the right tools are the responsibility of the UMS Character Education Program, provision **must still be made** for parenting opportunities – thus the need for this foundation policy.

The position of this school, therefore, is that all courses will have parent roles appropriate to the specific subject and grade level involved. In addition, all instructors (teachers, coaches, etc.) will be trained and encouraged to appropriately utilize the parent roles and to use the instructor's unique ability to minister in the home by creating important opportunities for the purpose of strengthening parent-child relationships.

STATEMENT OF NONDISCRIMINATION

Staff and General

Owasso Preparatory Academy makes no distinction in its employment decisions, student admissions, and/or operating policies with regard to an individual's gender, race, color, or national and ethnic origin because we recognize that there can be no preferential treatment with God (Romans 2:11).

Christian schools constitutionally and by statute may make employment decisions on the basis of religion, requiring employees to serve as Christian role models. Sex as used herein does not mean sexual identity, gender identity, sexual orientation, transgender or gender stereotyping discrimination.

Academy Admissions

Owasso Preparatory Academy admits students of any gender, race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

PROGRAM SUPPORT POLICIES

FINANCIAL POLICIES

Application and Registration Fees

OPA assesses the following fees during the admissions process. **These fees are nonrefundable.**

- A \$50.00 application fee is assessed per family.
- A \$50.00 annual registration fee is assessment per student.
- For returning families registering within the specified registration period, the annual registration fee is reduced to \$25.00 per student.
- The placement testing fee is \$75.00 for full battery testing, \$50.00 for placement testing for grades 3-6, and \$25.00 for readiness testing for grades Pre-K-2.
- The University Model Schools International® (UMSI) fee is \$25.00 per student per semester.
- In addition to tuition, most courses have classroom supply fees which are also non-refundable.

Only parents or legal guardians may submit enrollment/re-enrollment documents. We do not accept enrollment or course changes from students.

Tuition Accounts

All payments are due on the first of the month. For your convenience, payments may be made according to OPA's payment schedule. Tuition payments made may be refunded only if:

- a specific course for which a student has registered moves its scheduled time or day or is canceled altogether.

Tuition calculations are pro-rated. Tuition refunds are also pro-rated. All other fees are not refundable.

Receipt of Payments

Payments may be mailed to the post office box or hand-delivered to the front office. Please do not leave a payment on school property unattended or after hours. We must receipt all payments and cannot guarantee the safe handling of payments not received and receipted by office staff.

Payment Plans

OPA conducts re-enrollment for existing families in February for the next school year. A down payment is required during re-enrollment, based on the selected payment plans as follows:

1. Year payment plan: 5% discount on tuition only, due July 1st.
2. Half-year payment plan: 5% discount on tuition only, 50% due July 1st and

- 50% due November 1st;
3. Ten-month payment plan: payments due July 1st through April 1st;
 4. Twelve-month payment plan: payments due May 1st through April 1st.

Only families enrolling or re-enrolling by the month of April will qualify for the twelve- pay plan, unless accelerated payments are made in accordance with the plan.

New families who register after the onset of monthly payments will have their total tuition and fees divided by the number of months through April 1st.

- No student may attend class without having at least one payment applied to his or her account.

For courses added after the onset of payments, annual fees will be submitted with the add/drop form, and the tuition will be allocated over the remaining monthly payments. For courses dropped during the add/drop period, any tuition credit will be allocated over the remaining monthly payments. Adjusted payment vouchers will be generated and provided to the family.

Payment Schedule Guidelines

- All monthly tuition payments are due on the first (1st of each month and will be counted past due after the 5th of each month.
- If payments are received in the front office after the fifth (5th) of the month, the account is considered delinquent and a \$25.00 late fee is charged. If the fifth of the month falls on a weekend or holiday, the payment must be receipted by a designated staff member by the following school day.
- Should the payment for a full-pay tuition account be received after the deadline, the account will be converted to a payment plan and a late fee of \$25.00 will be assessed for each month of missed payment(s).
- Tuition account balance statements will be mailed mid-March for the April final monthly payment, or upon request.
- Should a credit or course change affect the monthly payment plan, new payment vouchers will be issued. The final tuition payment statement will reflect any nominal changes.
- A charge of \$25.00 will be billed for any checks returned for "Insufficient Funds." The reissued invoice will be due upon receipt.
- If, for any reason, families need to withdraw student(s) before the end of the semester, the family is still responsible for all enrollment/registration, class and supply fees on their account balance. We have made commitments to our staff and cannot replace the student. However, tuition fees may be pro-rated and refunded accordingly.
- All tuition account balances must be paid in full before before report cards will be issued to the family.
- No child with an outstanding tuition balance shall be graduated from the

- school without consent of the Board.
- If the school cancels a class, only those enrolled in that class at that time will be eligible for a tuition and fee refund.
- All payments made with credit card will be assessed a 3% processing fee.

Student Discounts

The following discounts will apply during registration for each family and for each semester:

- | | |
|----------------------------|-------------|
| 1. First child | 0% Discount |
| 2. All additional children | 5% Discount |

Tuition Delinquent Payment Policy

Most of our families make timely payments to their tuition accounts, but occasionally, we do have accounts that are exceedingly late on a regular basis. Please make note of the following delinquent account policy:

- Should a tuition account become two months' past due, educational services will not be offered to the affected students until the account is brought current. The student(s) will not be permitted to attend classes, receive instructional content, or access ClassReach until the account, including late fees, is paid to date.
- For families who have been denied education services listed in #1, the following re-enrollment policy will apply:
 - During the February re-enrollment period, 1/12 of the annual fees & tuition will be collected.
 - The remaining eleven (11) payments will be automatically drafted monthly from the family's bank account. OPA will require bank draft authorization from the family.
 - Once a family has demonstrated the willingness to abide by established finance plans and their payment history honorably restored, they then may elect any payment plan with or without automatic bank drafting.

Refund Policies

1. Application Fees: These fees are 100% refundable if the student is not accepted to the academy.
2. Registration Fees: These fees are 100% refundable prior to April 1st for the fall semester and October 1st for the spring semester and are not refundable after these dates unless the student does not receive any of their requested classes.

3. Tuition Deposit: Class tuition deposits are non-refundable unless a specific course for which a student has registered moves its scheduled time or day is canceled altogether, or if the student is on a waiting list. In such cases, the student may withdraw from the class with a 100% deposit refund for the specific class(es) in question or may transfer the deposit to another course.
4. Semester Tuition: (a) All tuition refunds will be made less the course deposit. (b) All tuition refunds will be made based on the scheduled payment due dates. All payments required by the due date will be non-refundable and will represent an obligation due the academy if not paid. All prepaid tuition in excess of the amount required at each due date will be 100% refundable. (c) All course tuition payments will be 100% refundable for any course that is canceled by the academy. Parents will have an option for any class that is moved to a different time-slot. They can either receive a refund or can select to attend at the new time.
5. Curriculum/Supply Fees: Curriculum/supply fees are refundable prior to May 1st for the fall semester and October 1st for the spring semester.
6. School Apparel & Gear: The manner in which these refunds are to be handled will be determined by the school administrator.
7. Athletics or Other Extra-Curricular Activities: No refunds, partial or otherwise, may be given to students temporarily barred from participation in athletic or other extra-curricular activities due to academic or disciplinary problems. The manner in which refunds for other reasons are to be handled will be determined by the School Administrator.

Non-Acceptance of Post-Dated Checks

Checks accepted for payment of goods and services must be dated the date of receipt. Post-dated checks are not legal tender and will be refused and/or returned.

Discounts

- Parents who elect to pay the full tuition amount on or before July 1 will receive a five percent discount.
- Existing families enrolling during the February registration period will qualify for the early registration discount for each child.
- Existing families enrolling more than one child are allowed a five percent discount on the annual tuition amount for each subsequent child (non-compounding).

Books/Materials Fees

OPA is responsible for purchasing all textbook materials, except for grade novels. A novel list for each grade will be provided to parents by August 1st, prior to the start of school. All grade novels must be purchased by parents no later than first central class day of each academic year, unless otherwise specified by teaching staff.

School Supplies

OPA furnishes a list of supplies required for each class. Teachers may periodically require additional supplies for special projects or assignments. Parents will be responsible for purchasing each student's supplies.

Uniform Costs

Parents are responsible for providing the specified OPA student uniform. See the "Dress Code" section of the Family Handbook for uniform details.

Athletics and Academic Extra-Curricular

Athletic and academic extra-curricular fees will be assessed per sport or activity. These fees are to be paid prior to participation. No refunds will be given to students temporarily barred from participation resulting from academic or disciplinary problems.

Schedule Change Fee

Student schedule changes after enrollment will incur a \$25 administrative fee per family change. School-initiated schedule changes are exempt from this fee.

Additional Fees

There are a number of fees associated with academic services, which may include transcript fee, letter of recommendation fee, counselor evaluation fee, etc. Please contact the office for more information.

There will be a fee of \$1/minute for any student who is not picked up within 15 minutes of the completion of his school activity. This fee applies to, but is not limited to, academic courses, athletic practice and games, and school-sponsored activities.

In the event a student has damaged property, the student's account will be billed

accordingly.

SCHOLARSHIP AND FINANCIAL AID

This academy currently does not have a financial aid fund. This academy does, however, allow individuals from within the academy (staff and parents of students) to directly bless other students with financial assistance (this can be done anonymously) so long as the gift is not considered a donation (since it is directed to a specific individual).

If a gift should be occasionally made to the academy for the specific purpose of blessing an *unidentified* student by helping with their school expenses, then the gift would be considered a donation. The School Board of Directors, will determine the recipient of the financial gift. If such gifts become common, then the academy will move toward developing a financial aid program for its students.

HEALTH POLICIES

General School Health Services Policies

The school health services program will function as an integral part of the total education program at Owasso Preparatory Academy and provide a program of services for all students. Services of a nurse are available to facilitate this program when necessary.

Limitations of School Health Policies

The school is limited to provision of first aid to injuries or illness that occur while the student is in school. The providing of medical care is the responsibility of the parents and cannot be assumed by the school. The school is not permitted to diagnose diseases. Parents should not send students to school with symptoms still existing. This is especially true of rashes or conditions that might be contagious.

General First Aid Procedures

The front office staff will serve as the primary avenue for general first aid assistance during the school day. This is where the first aid supplies will be maintained as well as arrangements for sick children waiting for their parents.

The front office staff will also have records of on-campus personnel who may be equipped to provide first aid assistance beyond the ability of the front office staff.

All medical records for the students as well as general first aid information will be maintained in the front office, in addition to a list of any available school contacts with medical professionals.

Sending Students Home from School for Health-Related Conditions

Students will be sent home when the administration deems it necessary. As a general rule when a student has a fever of 100 degrees Fahrenheit or above, or exhibits symptoms severe enough to prevent him/her from being in the classroom, the student will be sent home. Most children do not perform well when not feeling well. Since contagious diseases are most communicable during the fever stage, students should stay home until free from fever for twenty-four (24) hours, without medication (i.e. Tylenol, Motrin).

Medication Policy

All medications should be taken outside of school hours unless directions indicate a frequency requiring dosages during school hours.

General Guidelines:

- a. No medication will be accepted in Ziploc bags or other unlabeled, temporary containers.
- b. Parents or guardians are responsible for transporting the medication to and from school.
- c. Parents or guardians must sign and complete a medication permission form each school year for every medication to be given at school.
- d. Students will not be allowed to be in possession of any medication except asthma inhalers and Epi pens.
- e. All medications, excluding self-administered asthma inhalers, will be given by the school office personnel.
- f. No student may at any time give or sell medication to another student. If a student does give or sell medication to another student, disciplinary action will be taken.

Prescription Medication:

- a. All prescription medications should be in a properly labeled prescription bottle.

- b. If asthma inhalers are needed at school, the parent/guardian must complete a medication permission form as well as provide a physician's statement signed by the physician stating that the student may self-administer the medication at school or at school related events.

Non-Prescription Medication:

- a. All over-the-counter medication must be brought in the original container.
- b. All medications will be stored in a locked cabinet except those requiring refrigeration.

Immunization Policy

All students must have proof on file in conformance to the immunization requirements of the State of Oklahoma. Failure to comply could result in suspension from school until requirements are met. Your child's immunizations will need to be updated according to his/her age. We will need dates for Hep A, Hep B, Varicella (chicken pox), MMR, DTaP or DTP, POLIO, Hib and the boosters.

Health Screening Programs

Students will have the benefit of vision, hearing, and other screenings whenever these can be scheduled. These tests are not diagnostic. When results are not within normal limits, students will be referred to their private physicians. Parents not wishing their students to participate in these programs should advise the school in writing.

Control of Communicable Diseases and Parasites

Please report all contagious diseases/parasites to the school. This is of great help when other students in the class develop symptoms. These would include:

Chicken Pox	Mononucleosis
Impetigo	Measles
Ringworm	German Measles
Mumps	Meningitis
Hepatitis	Scarlet Fever
Strep Throat	Whooping Cough
Upper respiratory Infections	Lice
Scabies	Intestinal Parasites
Gastroenteritis (vomiting and/or severe diarrhea)	

When your child has been ill over the weekend or has been sent home from

school due to illness or fever, please do not return the student to school until symptom free and no fever for twenty-four (24) hours without the use of ibuprofen or Tylenol. No child with a communicable disease is allowed to attend class.

Medical Emergency Procedures

At the beginning of each school year, all parents are asked to complete the information on a Medical Consent Form which includes the name and phone number of the doctor to be notified, as well as the name, address, and phone number of the parents and an alternate person to be notified if the need should arise. It is the responsibility of the parent to see that this information is on file. In case of serious illness or injury, this information may be used before consultation with the family if this is felt necessary. In case of minor illness, students may be sent to the office where they may receive care. In case of more serious illness, the family will be contacted by phone, and the parents will be requested to come to the school to pick up the ill child.

In the event of a medical emergency, students should be transported to St. John Owasso Hospital accompanied by a school representative. Parents should be notified about the incident and the transport. If the emergency takes place off campus, the student should be taken to the nearest hospital emergency room. Off campus incidents should be reported to the OPA office and the School Administrator so parents can be notified immediately by the office personnel.

NOTIFICATION OF PARENTS IN THE EVENT OF AN EMERGENCY

Notification of Parents in the Event of an Emergency

The School Administrator is responsible for assigning appropriate administrative staff to contact parents via ClassReach, email, and/or phone in the event of an emergency or school closure. School emergency notifications, closures or early/delayed dismissals may also be posted to school social media accounts.

OFF-CAMPUS SUPERVISION & TRANSPORTATION POLICY

School Sponsored Field Trips and Public Events

Supervision and transportation for all field trips and public events is the sole responsibility of each student's parent(s).

Off-Campus Practices, Games, and Other Competitions or Performances Policy

It is the parent/guardian's responsibility to supervise and transport their student participant to and from off-campus practices, games, and meets. Carpooling amongst parents is allowed, but it is handled independently by the parents, not OPA. With the exception of a relative, students may not ride with other students unless an authorization form is filled out.

SCHOOL-HOME COMMUNICATIONS

ClassReach

One primary means of communication is a parent portal. ClassReach is a parent portal used for communication between the school and home, and should be checked daily. Parents will receive school updates, information about activities, events, and meetings, as well as receive course lesson plans and classroom assignments, view grades and teacher's notes. Instructions for accessing the portal are provided at the time of registration and training is available at the start of school.

Lesson Plans

Communication between the school and the home is vital in any healthy academic setting, but because we function in something of a team-teaching situation with the parents, they are especially important in the University-Model® school. Besides the usual channels of communication utilized by almost all schools, a University-Model® school has devised other methods, such as lesson plans, to enhance the quality and clarity of school-home communications. Admittedly, some of these methods require some added effort from both parents and school staff; they are, however, well worth that effort in the long run, and ultimately increase, rather than decrease our efficiency. All members of the school community are encouraged and expected to make proper and on-going use of any communication methods the school may devise, in accordance with any relevant school guidelines.

INTERNET POLICY AND RESTRICTION PROCEDURES

This academy will maintain security and screening of internet use as follows:

1. A screening program or service will be selected and implemented by the Media Coordinator, with School Administrator approval, for general screening of all computers with internet access at the academy. This includes internet access by both students and staff.
2. An additional screening program or service will be selected and implemented by the Media Coordinator, with School Administrator approval, for all computers with internet access that are used by, and available to, students.
3. This academy will also have additional security measures in place which provide lockable separations between staff use and student use computers with internet access. In addition, security codes will be used on all staff computers with internet access.
4. Regarding school internet and computer usage, the following are not permitted (this list of prohibitions is not meant to be exhaustive):
 - a. Displaying or sharing offensive messages, pictures or site addresses;
 - b. Damaging computers, computer systems, computer networks or computer services;
 - c. Violating copyright laws;
 - d. Downloading, uploading or distributing software;
 - e. Using obscene language;
 - f. Harassing, attacking or insulting others;
 - g. Cyberbullying in any form.

SOCIAL MEDIA POLICIES

Guidelines Regarding Use of Social Media: Staff, Parents, and Students

Owasso Preparatory Academy recognizes that access to technology in school gives students, parents and teachers greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st-century technology and communication skills.

To that end, this policy outlines the guidelines and behaviors that users are expected to follow when using school technologies or when using personally-owned devices on the school campus.

Students, parents and teachers are expected to follow the same rules for good behavior and respectful conduct online as offline.

Misuse of social media can result in disciplinary action.

Owasso Preparatory Academy makes a reasonable effort to ensure students' safety and security online, but will not be held accountable for any harm or damages that result from misuse of social media technologies.

We encourage teachers, students, staff, and other school community members to use social networking/media (Twitter, Facebook, etc.) as a way to connect with others, share educational resources, create and curate educational content, and enhance the classroom experience. While social networking is fun and valuable, there are some risks you should keep in mind when using these tools. In the social media world, the lines are blurred between what is public or private, personal or professional.

We've created these social networking/media guidelines for you to follow when representing the school in the virtual world.

Please do the following:

- Use good judgment: We expect you to use good judgment in all situations. You must know and follow the school's Code of Conduct and Privacy Policy. Regardless of your privacy settings, assume that all of the information you have shared on your social network is public information.
- Be respectful: Always treat others in a respectful, positive and considerate manner.
- Be responsible and ethical: If you are approved to represent the school, unless you are specifically authorized to speak on behalf of the school as a spokesperson, you should state that the views expressed in your postings, etc. are your own. Stick with discussing school-related matters that are within your area of responsibility. Be open about your affiliation with the school and the role/position you hold.
- Be a good listener: Keep in mind that one of the biggest benefits of social media is that it gives others another way to talk to you, ask questions directly and to share feedback. Be responsive others when conversing online. Provide answers, thank people for their comments, and ask for further feedback, etc. Always be doing at least as much listening and responding as you do "talking."

Don't share the following:

- Confidential information: Do not publish, post or release information that is considered confidential or not public. If it seems confidential, it probably is. Online "conversations" are never private. Do not use your birth date, address, and cell phone number on any public website.
- Private and personal information:
 - To ensure your safety, be careful about the type and amount of personal information you provide. Avoid talking about personal schedules or situations.
 - NEVER give out or transmit personal information of students, parents, or co-workers
 - Don't take information you may receive through social networking (such as e-mail addresses, customer names or telephone numbers) and assume it's the most up-to-date or correct.

- Always respect the privacy of the school community members.

Please be cautious with respect to:

- Images:
 - Respect brand, trademark, copyright information and/or images of the school (if applicable).
 - You may use photos and video (products, etc.) that are available on the school's website.
 - It is generally not acceptable to post pictures of students without the expressed written consent of their parents.
 - Do not post pictures of others (co-workers, etc.) without their permission.
- Other sites:
 - A significant part of the interaction on blogs, Twitter, Facebook and other social networks involves passing on interesting content or linking to helpful resources. However, the school is ultimately responsible for any content that is shared. Don't blindly repost a link without looking at the content first.
 - Pay attention to the security warnings that pop up on your computer before clicking on unfamiliar links. They actually serve a purpose and protect you and the school.
 - When using Twitter, Facebook and other tools, be sure to follow their printed terms and conditions.

And if you don't get it right...

- Be sure to correct any mistake you make immediately, and make it clear what you've done to fix it.
- Apologize for the mistake if the situation warrants it.
- If it's a MAJOR mistake (e.g., exposing private information or reporting confidential information), please let someone know immediately so the school can take the proper steps to help minimize the impact it may have.

Netiquette

- Users should always use the Internet, network resources, and online sites in a courteous and respectful manner.
- Users should also recognize that among the valuable content online is unverified, incorrect, or inappropriate content. Users should use trusted sources when conducting research via the Internet.
- Users should also remember not to post anything online that they wouldn't want parents, teachers, or future colleges or employers to see. Once something is online, it's out there—and can sometimes be shared and spread in ways you never intended.

Personal Safety

- If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of

an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.

- Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission.
- Users should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others.

Cyberbullying

- Cyberbullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Don't be mean. Don't send emails or post comments with the intent of scaring, hurting, or intimidating someone else.
- Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Remember that your activities are monitored and retained by others.

Examples of Acceptable Use

I will:

- Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline.
- Treat social media carefully, and alert staff if there is any problem with their operation.
- Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
- Alert a teacher or other staff member if I see threatening/bullying, inappropriate, or harmful content (images, messages, posts) online.
- Be cautious to protect the safety of myself and others.
- This is not intended to be an exhaustive list. Users should use their own good judgment when using social media

Examples of Unacceptable Use

I will not:

- Use social media in a way that could be personally or physically harmful to myself or others.
- Engage in cyberbullying, harassment, or disrespectful conduct toward others—staff or students.
- Try to find ways to circumvent the school's safety measures and filtering tools.
- Use language online that would be unacceptable in the classroom.
- This is not intended to be an exhaustive list. Users should use their own good judgment when using social media.

Limitation of Liability

Owasso Preparatory Academy will not be responsible for damage or harm to persons, files, data, or hardware.

Violations of this Social Media Policy

- Violations of this policy may have disciplinary repercussions, including:
- Suspension of volunteer privileges
- Removal from positions of leadership within Owasso Preparatory Academy.
- Removal of student from Owasso Preparatory Academy.
- Additional consequences determined by Administration.

VISITOR POLICY

To enhance both student safety and operational efficiency, OPA will enforce the following guidelines governing the presence of visitors on campus during regular school hours. This policy does not include parents/guardians who are dropping off or picking up students. Students and parents should make potential visitors aware of this policy.

1. A visitor's pass must be worn at all times during the visit. All visitors must check in with the office staff upon arriving at the campus. At a minimum, visitors must identify themselves, explain their intended business, and indicate how long they expect to be on campus. A visitor's ID badge will be provided to volunteers and visitors with permission to be on-campus beyond the school office area. A written record of this information will be kept
2. A visitor's ID badge must be worn at all times during the visit. In addition to administration approval, any visitor who desires to sit in an OPA class must also obtain permission from the teacher of that class.
3. All visitors must be willing to comply with the rules and regulations governing student and staff conduct, including appropriate dress regulations.
4. Students or friends not attending OPA who drive on campus for the purpose of giving a ride to an OPA student may not loiter in the parking lot or enter the buildings, unless they obtain permission from the office.
5. All visitors, other than parents or guardians, must have prior parent approval to gain admittance to see a student and must be approved by the administration.
6. Siblings of students, who are under the age of 18, may be allowed to eat lunch with a student.

Anyone failing to abide by these provisions may be denied access to any and all

restricted areas or be required to leave the campus. Persons having no legitimate connection with the school or reason for being present on the school campus will be expected to leave immediately.

SCHOOL RECORDS POLICY

General

All school records, including attendance, will be maintained in a secure, professional, and confidential manner. With regard to student records, the academy will have an open records policy for the parent or legal guardian of the student whose record is to be reviewed. While these records will remain the property of the academy, copies will be made available to the parent upon written request. School attendance will be reported to parents via progress reports and report cards. Parents will be telephoned regarding serious attendance problems or unexplained absences.

INCLEMENT WEATHER POLICY

In case of ***inclement weather only***, please follow Owasso Public Schools for school closings and delays. If inclement weather arises during the school day, we will notify the parents via e-mail or call families for student pick-up.

Owasso Preparatory Academy follows a university academic schedule, **NOT** the Owasso Public School calendar. While many of the school holidays on the Owasso Preparatory Academy Academic Calendar are similar to Owasso Public Schools, parents must not assume that school day and holiday schedules will match Owasso Public Schools.

CHARACTER DEVELOPMENT PROGRAM POLICIES

ADMISSION POLICIES

Overview

This academy makes available individual courses for parents to select for their children, and only those children accepted for admission may register for the courses offered. Each student who registers for courses at the academy will have a transcript on file with the school, and a copy of this transcript will be made available to the student's parents upon request.

This academy is accountable only for the courses selected and attempted directly at the academy. Any course instruction received at other schools or instruction provided through home education is the responsibility of the parent. Transfer of credit to the academy for any such instruction may be granted if in accordance to academy policies concerning credit transfer.

Parent and Student Responsibilities

This academy is a Christian University-Model® school. Because of this, both parent involvement and student cooperation are essential if the academy is to successfully fulfill its mission, a mission that includes a vital spiritual element. Therefore, as a condition of acceptance to this school, the parents of each student applying for admission must be in agreement with the school's doctrinal position.

It also is necessary that this academy have parent and student guidelines to facilitate the acceptance of those students appropriately suited for a UMS format. Those guidelines are as follows:

Parent and Student Guidelines

1. Parents must provide OPA with a completed application for each child
2. applying for admission. Academic records, health forms, and other information as specified in the application packet must be included for each student.
3. Parents must be willing to provide continually updated immunization records or provide the Oklahoma State Certificate of Exemption for each child.
4. Parents must sign a form stating their acknowledgement of our Statement of Faith as an expression of who we are and what will be taught in the classroom and expressing their own personal commitment to Jesus Christ.
5. The family must be active participants in a supportive community of believers in Christ in keeping with Owasso Preparatory Academy's Statement of Faith.
6. Parents and students must be committed to the University-Model® learning experience and Christian environment of OPA.
7. Parents must be committed to the parental responsibility for providing a quality, Christian education for their children via partnership instruction in the home classroom on the days that the child is not attending OPA.
8. Parents and students must be in agreement with the school's purpose and

spiritual objectives, and be willing to abide by the school's rules and regulations. Parents and students must be willing to adhere to OPA's "Student Code of Conduct," "Dress Code Policy," and all other policies regarding student behavior. Parents and students must sign a form stating their acknowledgement of our Parent and Student Codes of Conduct.

9. Parents must be willing to sign a statement each school year indicating that they accept the primary responsibility for their children's behavior at school and student supervision at home.
10. Parents must also be willing to sign a statement each school year acknowledging that they are responsible to be familiar with and consult the policies of the school as published in the current school handbook and other official means of communication, and that they agree to any parent-education requirements that might be listed in the statement.
11. Parents must be willing to have each family's name, phone number, and address listed in the academy directory.
12. Parents must be willing to have their children's pictures in the school's yearbook.
13. Parents must be willing to use a Christian Conciliation Service if ever necessary.

Required Statement of Parent Responsibility

The following statement is to be included as a part of each year's registration forms and should require signature of parents, thus indicating their agreement:

In enrolling one or more of our children in Owasso Preparatory Academy, a school which affirms the comprehensive responsibility of parents for the education of their children, we acknowledge and accept primary responsibility for our children's behavior at school and their student supervision at home. We also acknowledge that we are responsible to be familiar with and consult the policies of the school as published in the current handbook and other official means of communication, such as monthly newsletters, before making decisions affecting our child(ren) or our family's relationship with Owasso Preparatory Academy. We further agree that should difficulties arise from our failure to be familiar with or consult published school policies (including, for example, the school refund policy, as stated in the school catalogue under "Financial Policies") when making decisions affecting our relationship or our child(ren)'s relationship with the school, we will accept full responsibility for the results of our decisions. In addition, we agree to attend parent meetings (possibly 1-4 meetings during the school year) that are intended to help parents better understand their role in a University-Model® school, and we agree to meet the parent requirements associated with the enrollment in a University-Model® school.

Admission Procedures

1. Attend an Information Meeting or School Tour: Parents are required to attend an on-campus meeting about the academy. Parents will receive their admission's packet of materials at this meeting. This meeting is required to equip parents to fully understand the expectations of their involvement in the education of their child at OPA. Parental involvement is mandatory.
2. Complete the Application Forms: The date each application is received is the date that will be used, if necessary, to determine order of admission in the event of class closure, because of space availability. There is a \$50 per family application fee required. This fee covers the admission's process and is kept to a minimum since this fee is non-refundable.
3. Reference Checks: An OPA staff member will begin processing the student and family reference checks.
4. School Admission's Family Interview: Each family applying for admission will be contacted to schedule an interview in order to confirm that OPA is the best educational option for the student(s), and ensuring that the family and student(s) will fit the OPA model. This meeting also enables the OPA Admissions Representative to answer any questions about OPA.
5. Testing and Evaluation: Placement testing is required for each student. Assessment fees cost and testing length of time depend on the grade the student is applying for. Other tests might also be required later, such as foreign language testing. Parents/students should also supply copies of any school grade reports and/or achievement testing (within the last 2 years) at the time of testing.
6. Academic Interview: Per results from the student assessment, a meeting may be held with either the School Administrator or the Academic Dean and the teacher conducting the assessment to discuss the academic requirements to be placed on the student and the family.
7. Acceptance/Non-Acceptance Notification: Once the previous steps have been completed, each family will receive a notification of acceptance or non-acceptance. An acceptance notification will not automatically confirm a requested course schedule. Once accepted, the student may be registered for classes.
8. High School Diploma Planning: The Academic Advisor must meet with all 8th-12th Grade students to discuss various diploma options for graduation. High school grade report copies and/or transcripts are required at this meeting.
9. Course Registration Meeting: The final step in the Admissions process is the Course Registration Meeting. During the Course Registration meeting at least one parent will meet with the Registrar to schedule courses, select a payment plan, and pay all registration fees. The first payment may be due depending on the date of registration. Once courses are selected and the registration payment submitted, the student is considered enrolled.

Student Priorities

Only students who have gone through the information, assessment, and admissions process can register for classes at the academy.

Priorities for New Students:

1. Sibling of Current Student Category – priority within this category is based on the date the student's Application for Admission is received.
2. Returning Student -- priority within this category is based on the date the student's Application for Admission is received.
3. New Student -- priority within this category is based on the date the student's Application for Admission is received.

Priorities for Current Students:

1. Student in Course Sequence – priority within this category is based on the date the student's registration forms are received.
2. Student not in Course Sequence – priority within this category is based on the date the student's registration forms are received.

Re-Admission Policy

If a family has been through the entire application process and has re-applied or re-enrolled within an 18-month period, they must update records, update references, take the placement testing, and repeat only the academic interview, unless there are extenuating circumstances. After the 18-month period has expired, the family must complete the full application process again. Any previous account balances written off must be paid before a family will be accepted for re-admission.

Academic Advising

All students entering 8th – 12th grades must undergo academic advising for the purpose of establishing a diploma plan. In addition, any requests for transfer credits must be assessed before a new student is allowed to register.

Exit Interview

OPA will conduct an exit interview with families who are not re-enrolling. This process will enable OPA to determine if there are areas that require attention and improvement.

STUDENT CONDUCT

Student Code of Conduct

“Train up a child in the way he should go, even when he is old he will not depart from it.”

(Proverbs 22:6)

“Even a child is known by his actions, by whether his conduct is pure and right.”

(Proverbs 20:11)

“Let no corrupt communication proceed out of your mouth, but that which is good to the use of edifying, that it may minister grace unto the hearers.”

(Matthew 7:12)

The purpose of the academy's Code of Conduct is to promote a Christ-like attitude in its learning environment and to encourage the development of positive Christian relationships among its students. Therefore, it is important that specific guidelines regarding behavior while attending the academy be set. While on-campus concerns are primary, the academy does reserve the right to address any off-campus conduct deemed to be significantly impacting on-campus relationships and/or the learning environment. Individuals should not allow others to break these codes and should follow the Matthew 18 principle in helping other persons come into alignment with these codes, to the point of bringing it to the attention of school administration. Thus, with agreement and support from home, OPA students must abide by the following rules of conduct:

1. Students should show respect to adults at all times. A title (Mr., Mrs., Coach, etc.) should, therefore, be used when addressing an adult.
2. Students should treat each other with respect, kindness, purity and compassion.
3. Bullying, intimidation, slander, verbal or physical abuse, or harassment of another student in any form is not tolerated. This includes text messages, internet social networking, and other forms of electronic communication. As God commands us in Matthew 7:12, “So in everything, do to others what you would have them do to you.”
4. The academy operates on an honor system with its students. This means that students are expected to be truthful, honest, and upright in their words and actions as a matter of personal conscience and beliefs. Violations of the honor system (consistent lying, dishonesty, impure speech or behavior) in matters pertaining to any facet of school life – academics, activities, and personal relationships – can result in consequences that lead toward

expulsion.

5. The school facility and grounds should be kept clean, orderly, and in a manner which shows an attitude of gratefulness.
6. Chewing gum is not allowed anywhere on campus.
7. Food or drink, other than water in a clear container, is not allowed in the classroom unless specifically authorized by the teacher and/or administration.
8. There will be no horseplay, running, or rough play during or between classes.
9. Use of profanity is not permitted on campus or at any OPA-sponsored event.
10. Public displays of affection between students of the opposite sexes such as frontal hugging, kissing, etc. are not permitted on-campus or at any OPA-sponsored event.
11. Romantic relationships between students of the same-sex are not permitted.
12. Tobacco or tobacco related products, illicit drugs, alcohol, or weapons are not allowed on campus or at any school-sponsored event.
13. Students are prohibited from using any tobacco or tobacco related products, illicit drugs, or alcohol at any time.
14. Students must abide by the Academic Integrity Policies stated later in this Policy Manual.
15. Students must show respect and not violate or damage another person's property while on campus, including, but not limited to, books, cars, clothing, personal items, or cellphones.
16. Any activity, by a OPA student in public, including, but not limited to, the posting of inappropriate sensually- or sexually-oriented pictures or language via blog rings, websites, instant messaging, text messaging, internet social networks, etc. which is inconsistent with this Code of Conduct and is brought to the attention of the administration may be considered for disciplinary evaluation.
17. Pre-K through 6th Grade students should not bring personal electronic devices to school unless specific permission is given by the school administration.
- 18⁷ 7th-12th Grade students are permitted to bring personal electronic devices to school without specific permission, granted that the student follows school policies on the use and storage of electronic devices.

Use of Property and Buildings

Students have the responsibility to be good stewards of the physical resources God provides for our use. The school facility and grounds should be kept clean, orderly, and in a manner that shows an attitude of gratefulness and an awareness of host church and their ownership of the facilities. Students should actively protect and take care of the school and church's property and assist the school staff in operating a school that is safe for everyone. Students must refrain from any action that degrades the physical appearance of the school or that may cause property damage (e.g., throwing trash on the grounds, leaving trash in the classrooms or lunch area, writing on tables, walls, or other property, sitting or standing on tables or chairs, walking on the gym floor outside of sports, etc.).

Classroom Conduct Rules

In addition to the Student Code of Conduct, classroom specific conduct rules may be instituted. Any such rules will be clearly communicated to the students by each classroom/course teacher.

Dress Code

There are clear Biblical principles that ought to govern choice for dress for all OPA students and those who are visiting the campus. Self-respect, school pride, and respect for others requires that sloppy or inappropriate attire be avoided at any school-sponsored function (1 Peter 3:3).

OPA's dress code is intended to encourage modesty and decency at all OPA-sponsored events. OPA staff will determine the appropriateness of a student's clothing or hairstyle. Any student who is not dressed appropriately will be asked to follow the steps listed under Dress Code Enforcement. The Administrator may grant exceptions to the uniform code for special dress days. Violations of the Uniform Code may at times seem subject to interpretation. The Administrator has final discretion on all uniform decisions.

Uniform General Guidelines:

- Good hygiene is expected.
- Hair should be neat and clean.
- Students must wear shoes. Shoes must have a sole and be tied if designed with laces. Shoes must be closed toe and heel, with heels no more than one inch.
- Leggings and tights must be solid red, white, grey, or navy.
- Shorts, leggings, or tights must be worn under dresses and skirts. Uniform clothing should not be excessively tight or excessively loose or immodest.
- Uniforms are to be kept clean and in good repair without any tears, rips, or holes.
- Any item of jewelry deemed to be unusually distracting, because of color, pattern, or size, is unacceptable for school wear.
- In the event a student has a pre-existing tattoo, it must be covered at all times.
- No caps, hats, or other head coverings, such as bandannas, may be worn in the building.
- Girls in elementary may not wear make-up. No black lipstick may be worn by any student.
- Clothes may not be immodestly tight or form-fitting.
- Skirts, skorts, and jumper lengths are to be worn to two inches above the

- knee or longer.
- Shorts are to be worn mid-thigh or longer.
- No cargo pants are allowed.
- Only approved outerwear may be worn in the classroom.
- Uniforms may be purchased at local or online clothing stores and must meet generally accepted uniform criteria (marked specifically as “uniform-grade”).
- If Student Identification is issued at OPA, it must be worn at all times while on campus. Replacement of Student Identification is \$5.00.

Below are listed all the options in the uniform.

Girls Basic Uniform

- Navy or Khaki Pants (Pleated or Flat Front), Shorts, Skort, or Jumper
- Navy or Red Polo or Collared Dress
- Administration approved Plaid Skirt or Jumper (see school office for list of current approved plaids)
- White Oxford, Polo shirts, Princess Blouses – Red, White, Navy (Short or Long Sleeve)
- T-Shirts w/OPA Logo (Administration-approved, on Spirit Days and Field Days only)
- Navy, brown or black belt (optional)
- For warmth, white, red, navy, or gray tights or leggings may be worn under skirts or dresses.

Boys Basic Uniform

- Navy or Khaki Pants or Shorts
- White Oxford or Polo shirts – Red, White, Navy (Short or Long Sleeve)
- T-Shirts w/OPA Logo (Administration-approved, on Spirit Days and Field Days only)
- Navy, brown or black belt (optional)

Outerwear Uniform Options (boys and girls)

- Cardigan Sweater, Fleece Vest or Light Jacket – Red, White, Navy, or Gray (no logos, designs, or lettering)
- Hooded Sweatshirts w/OPA Logo – Navy, Gray, or Red (Administration-approved)
- For warmth, a white, red, or navy turtleneck/long-sleeved shirt or mock turtleneck shirt may be worn under the uniform shirt.

Athletic Wear (7th-12 Grade)

- PE Shorts – Red, Navy, Royal Blue, or Gray with no lettering or designs
- Sweatpants – Red, Navy, Royal Blue, or Gray with no lettering or designs
- Any OPA T-shirt, Sweatshirt, or Hoodie

Spirit Dress Code

When allowed by the administration, the student may wear jeans or uniform pants/shorts with an OPA shirt. All clothes must meet the general guidelines listed above.

Casual Dress Code

When allowed by the administration, the student may wear any clothes that meet the general guidelines above.

- Pants/jeans may not have holes, tears, or decorations of any kind and may not be too short, tight, or loose.
- Non-uniform top/shirt may be untucked, but tops may not have inappropriate writings or graphics.
- Regulation shoes are still expected (i.e., no open-toe, backless shoes are allowed).

Formal Dress Code

When an event is deemed “formal” by the administration, the gentlemen must wear dress shoes, dress pants, belt, shirt, and tie with an optional jacket. Ladies must wear dress shoes, dress, dress pants or skirt with blouse that meets the length guidelines above and is modest in appearance.

Dress Code Enforcement

Violations to the dress code will be treated as follows, depending on the severity, at discretion of the administration:

1. The first violation will result in a warning and may result in a referral and require that the student have appropriate clothing brought from home.
2. The second violation will result in a referral and a parent conference.
3. The third violation will require a referral and the student to not attend school for the rest of the day and be picked up by a parent.
4. If additional violations occur, the matter will be addressed as a behavioral policy violation, and the Administration may choose to suspend or expel the student, or to deny re-enrollment to the student for the following semester and/or academic year.
5. If a student attends an event sponsored by OPA and is not in acceptable dress, he or she may be asked to leave the event by the administration or supervising school representative.

Student Use of Telecommunication Devices

Students may carry cell phones, and other such communication devices on campus, but they must be turned off and stored in bags, backpacks, etc. All student communications with parties outside the school should go through the central office while a student is on campus. Any variance to this policy must be granted by the Administration.

Electronic Devices

Students must not bring any electronic devices to school for the purpose of entertainment. Recording devices and laptops may be used in the classroom for academic reasons with the permission of the teacher and Administrator.

Cell Phones and Other Telecommunications Devices

In general, all student communications with parties outside the school should go through the main office during the course of the school day. Junior High and High School students, with administration approval, may leave such devices in their car, turned off in their locker/backpack, or in the school office.

- Personal cell phones are allowed on campus for those in the 7th – 12th grades. Phones may be used before 8:30 am and after 3:00 pm.
- Students may not listen to music or use headphones with cell phones or MP3 players during school hours.
- Any content that is viewed while on OPA campus is subject to review by the administration.
- Students may have a cell phone in class or chapel, but must be turned off. Any phone that is left on in class or chapel, even on vibrate or silent mode, will be confiscated.
- Repeated infractions of the phone policies may result in phone confiscation or the student not being allowed to bring a phone to school.
- If a phone is confiscated, a charge of \$5.00 may be assessed before the device is returned. Any confiscated device must be picked up by a parent.

Computer and Tablet Usage

- No downloads or loads from disk/CD/DVD without permission. This restriction includes instant messenger programs, wallpaper/screensavers, games, music, programs, applications, and updates.
- Web browsing/email use is only to be done with permission.
- Absolutely no objectionable content is to be viewed. Determination of what is objectionable will be made by the teacher and administration.
- While on OPA campus, any personal laptop or notebook computers must be approved by the teacher and administration and may only be used for school/class purposes.
- Electronic books may only be used if it has been approved for that class on the curriculum list.

School Internet and Computer Usage

Regarding school internet and computer usage, the following are not permitted (this list of prohibitions is not meant to be exhaustive):

- Displaying or sharing offensive messages, pictures or site addresses;
- Damaging computers, computer systems, computer networks or computer services;

- Violating copyright laws;
- Downloading, uploading or distributing software;
- Using obscene language;
- Harassing, attacking or insulting others;
- Cyberbullying in any form.

Guidelines Regarding Use of Social Media: Teachers, Parents, and Students

Owasso Preparatory Academy recognizes that access to technology in school gives students, parents and teachers greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st-century technology and communication skills.

- To that end, this policy outlines the guidelines and behaviors that users are expected to follow when using school technologies or when using personally-owned devices on the school campus.
- Students, parents and teachers are expected to follow the same rules for good behavior and respectful conduct online as offline.
- Misuse of social media can result in disciplinary action.
- Owasso Preparatory Academy makes a reasonable effort to ensure students' safety and security online, but will not be held accountable for any harm or damages that result from misuse of social media technologies.

We encourage teachers, students, staff, and other school community members to use social networking/media (Twitter, Facebook, etc.) as a way to connect with others, share educational resources, create and curate educational content, and enhance the classroom experience. While social networking is fun and valuable, there are some risks you should keep in mind when using these tools. In the social media world, the lines are blurred between what is public or private, personal or professional.

We've created these social networking/media guidelines for you to follow when representing the school in the virtual world.

Please do the following:

- Use good judgment: We expect you to use good judgment in all situations. You must know and follow the school's Code of Conduct and Privacy Policy. Regardless of your privacy settings, assume that all of the information you have shared on your social network is public information.
- Be respectful: Always treat others in a respectful, positive and considerate manner.
- Be responsible and ethical: If you are approved to represent the school, unless you are specifically authorized to speak on behalf of the school as a spokesperson, you should state that the views expressed in your postings,

etc. are your own. Stick with discussing school-related matters that are within your area of responsibility. Be open about your affiliation with the school and the role/position you hold.

- Be a good listener: Keep in mind that one of the biggest benefits of social media is that it gives others another way to talk to you, ask questions directly and to share feedback. Be responsive others when conversing online. Provide answers, thank people for their comments, and ask for further feedback, etc. Always be doing at least as much listening and responding as you do “talking.”

Don't share the following:

- Confidential information: Do not publish, post or release information that is considered confidential or not public. If it seems confidential, it probably is. Online “conversations” are never private. Do not use your birth date, address, and cell phone number on any public website.
- Private and personal information:
 - To ensure your safety, be careful about the type and amount of personal information you provide. Avoid talking about personal schedules or situations.
 - NEVER give out or transmit personal information of students, parents, or co-workers
 - Don't take information you may receive through social networking (such as e-mail addresses, customer names or telephone numbers) and assume it's the most up-to-date or correct.
 - Always respect the privacy of the school community members.

Please be cautious with respect to:

- Images:
 - Respect brand, trademark, copyright information and/or images of the school (if applicable).
 - You may use photos and video (products, etc.) that are available on the school's website.
 - It is generally not acceptable to post pictures of students without the expressed written consent of their parents.
 - Do not post pictures of others (co-workers, etc.) without their permission.
- Other sites:
 - A significant part of the interaction on blogs, Twitter, Facebook and other social networks involves passing on interesting content or linking to helpful resources. However, the school is ultimately responsible for any content that is shared. Don't blindly repost a link without looking at the content first.
 - Pay attention to the security warnings that pop up on your computer before clicking on unfamiliar links. They actually serve a purpose and protect you and the school.
 - When using Twitter, Facebook and other tools, be sure to follow

their printed terms and conditions.

And if you don't get it right...

- Be sure to correct any mistake you make immediately, and make it clear what you've done to fix it.
- Apologize for the mistake if the situation warrants it.
- If it's a MAJOR mistake (e.g., exposing private information or reporting confidential information), please let someone know immediately so the school can take the proper steps to help minimize the impact it may have.

Netiquette

- Users should always use the Internet, network resources, and online sites in a courteous and respectful manner.
- Users should also recognize that among the valuable content online is unverified, incorrect, or inappropriate content. Users should use trusted sources when conducting research via the Internet.
- Users should also remember not to post anything online that they wouldn't want parents, teachers, or future colleges or employers to see. Once something is online, it's out there—and can sometimes be shared and spread in ways you never intended.

Personal Safety

- If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.
- Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission.
- Users should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others.

Cyberbullying

- Cyberbullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Don't be mean. Don't send emails or post comments with the intent of scaring, hurting, or intimidating someone else.
- Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Remember that your activities are monitored and retained by others.

Examples of Acceptable Use

I will:

- Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline.
- Treat social media carefully, and alert staff if there is any problem with their operation.
- Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
- Alert a teacher or other staff member if I see threatening/bullying, inappropriate, or harmful content (images, messages, posts) online.
- Be cautious to protect the safety of myself and others.
- This is not intended to be an exhaustive list. Users should use their own good judgment when using social media

Examples of Unacceptable Use

I will not:

- Use social media in a way that could be personally or physically harmful to myself or others.
- Engage in cyberbullying, harassment, or disrespectful conduct toward others—staff or students.
- Try to find ways to circumvent the school’s safety measures and filtering tools.
- Use language online that would be unacceptable in the classroom.
- This is not intended to be an exhaustive list. Users should use their own good judgment when using social media.

Limitation of Liability

Owasso Preparatory Academy will not be responsible for damage or harm to persons, files, data, or hardware.

Violations of this Social Media Policy

- Violations of this policy may have disciplinary repercussions, including:
- Suspension of volunteer privileges
- Removal from positions of leadership within Owasso Preparatory Academy.
- Removal of student from Owasso Preparatory Academy.
- Additional consequences determined by Administration.

CLOSED CAMPUS DURING THE SCHOOL DAY

Because of its university class-scheduling format, students enter and leave the academy's campus at different times of day, depending upon their individual course schedule. Secondary students may be responsible for their own transportation to and from the campus.

1. Student attendance records will be kept for all courses and study halls.
2. Parents/guardians are required to sign students in and of out with the school office if their student arrives on campus after 8:30 AM or dismisses prior to 3:00 PM.
3. Pre-K through 8th Grade students leaving campus for a special purpose at any time during their regular school day must be signed out by a parent or guardian.
4. Secondary (9th through 12th grades) students are permitted to sign themselves in and out with the School Office when arriving at or leaving the school campus for regularly scheduled courses on central class school days.
5. Students enrolled in the lunch course may not leave campus during a lunch break. Students enrolled in study hall courses may not leave campus during the scheduled study hall. Seniors, if given off campus lunch privileges by the administration, may go off campus for lunch with parent approval, but must return for class on time and be present for chapel.
6. Students, during the school day, may not go to their car without permission from the office.
7. Students must be in the class for which they are registered when on campus.
8. Students are to be under supervision by being physically present in the class or study hall for which they are registered whenever they are on campus. Being present on campus but not in the class or study hall for which he or she is registered, or present on campus at a time when the student does not have a scheduled class or study hall may result in disciplinary action.
9. It is considered a discourtesy to the teacher and a disruptive influence to the learning environment for a student to leave a class or study hall in session before that class has been dismissed. Therefore, unless prior arrangements have been made or permission is granted by the instructor, leaving a class early will be considered a breach of good conduct and treated as a discipline issue.
10. After the school day has ended, students are released. Parents are responsible for arranging transportation for their children. Students will remain under the supervision of school personnel until they have been picked up or a parent, guardian, or individual designated in the student's file as an authorized pick-up arrives to assume responsibility for their children. If the authorized pick-up individual does not provide the dismissal car sign, the individual must present his or her I.D. to the school office and be verified as an authorized pickup in order to have the student(s) released into his or her care.

STUDENT DISCIPLINE PROCEDURES

Discipline Policy Goal

“In whatever you do in word or deed, do all in the name of the Lord Jesus, giving thanks through Him to God, the Father.” Colossians 3:17

The primary disciplinary goal of the OPA staff will be to practice “preventative” discipline through the use of good teaching techniques. As the need arises, however, the school may also employ mild forms of correction in order to encourage cooperation among the members of the student body. OPA does not practice corporal punishment. It is the position of OPA that parents are primarily responsible for dealing with discipline problems of an ongoing or more serious nature. The school will seek to control the negative impact of serious discipline problems on the school environment by limiting or withdrawing the participation privileges of uncooperative students. The Administrator has final discretion for interpretations of violations to the Student Code of Conduct or other conduct guidelines.

Note: This Student Discipline policy is considered to be an extension of the partnership between OPA and our families. The administration will seek, in good faith, to implement the terms of this policy with the agreement and cooperation of parents. In the event of disagreements between parents and the administration regarding policy implementation, the administration and board reserve the right to act in what they deem to be the best interests of OPA.

Discipline Procedures

OPA uses a referral process to document student behavioral issues. Any teacher or staff member may issue any student a referral during the school day or at a school sponsored activity. Each referral will be documented, and notification via e-mail or other means will be given to the parents depending on the severity of the violation. Violations of the Code of Conduct or Classroom Rules will be addressed by the school as follows:

1. Behavior requiring correction will be addressed first by the teacher/staff in charge based upon the applicable classroom or Code of Conduct standards. A verbal warning may be given.
2. If the behavior continues, the teacher/staff will issue a referral in ClassReach. The referral will document the nature of the offense and the associated circumstances in accordance with School Policy Manual guidelines. Notification will be provided to the parents via appropriate means (e.g. ClassReach, communication folder, e-mail, phone call, etc.).
3. The Administrator will review the referral, confer with the teacher/staff member if necessary, assess the level of the infraction (see Infraction Levels below), and assign demerits based on the nature and severity of the offense.
4. The Administrator will become directly involved if the behavior continues or if the behavior is of a serious nature. The Administrator will immediately contact parents via a phone call if there is a Level 3

Infraction.

5. Based on the nature of the offense and the number of demerits, the Administrator will determine which, if any, of the following discipline forms is warranted: (descriptions are listed below)
 - Detention
 - OPA Community Service
 - Suspension
 - Disciplinary Probation
 - Expulsion

Note: While every effort will be made to contact the parents directly when a referral is made, active involvement is expected on the part of the parents in maintaining awareness of their child's behavior at school. It is the responsibility of the parents to check ClassReach regularly, and discuss behavioral issues with their student(s) and the school administration as necessary.

Any OPA parent who observes an OPA student in violation of the Code of Conduct while on campus, at a school sponsored event, or elsewhere, is encouraged, at their discretion, to report the violation to the school administration for possible disciplinary consideration.

Infraction Levels

Definitions of infraction levels, examples, and possible consequences are given below. In all cases, the lists of example behaviors and possible consequences are not all inclusive. Determination of the Infraction level for behaviors not specifically listed will be made at the discretion of the Administrator.

LEVEL 1 INFRACTIONS: Offenses that prevent classroom order and instruction. Examples of Level 1 Infractions include but are not limited to:

1. Talking without permission
2. Failure to stay on task
3. Tardy to class
4. Dress Code violation
5. Not following the teacher's instruction

Possible consequences – Offenses may result in communication with parents via ClassReach, additional work, loss of class privileges, separation from the class, parent-teacher disciplinary conference, or student/administrator conference.

LEVEL 2 INFRACTIONS: Actions and attitudes that show a lack of respect for authority or others, or continued Level 1 Infraction misbehavior.

Examples of Level 2 Infractions include but are not limited to:

1. Defiance towards authority
2. Excessive talking
3. Excessive loud noises

4. Insulting, belittling or degrading others
5. Throwing items
6. Bothering/harassing another student
7. Abusing another's property
8. Actions that negatively affect the safety/security of the campus

Possible consequences – Offenses may result in removal from class, communication with parents via ClassReach, student/administrator conference, parent/administrator conference, detention, community service and/or suspension.

LEVEL 3 INFRACTIONS: Violation of Federal, State or local laws; activities that seriously threaten the safety of other students or teachers; activities that show gross lack of respect for authority or property; activities that violate Biblical moral codes of conduct; repeated occurrences of Level 2 Infractions.

Examples of Level 3 Infractions include but are not limited to:

1. Outright disobedience
2. Physical fighting
3. Lying
4. Stealing
5. Profanity
6. Possession of weapons, pornography, controlled substances

Possible consequences – Offenses may result in removal from class, communication with parents via ClassReach, Parent/Administrator conference, loss of participation privileges, detention, community service, suspension, disciplinary probation, non-re-enrollment, or expulsion.

Forms of Discipline

Depending on the number and nature of referrals, a student may be subject to one or more of the following forms of discipline. With the exception of expulsion, each of these discipline forms is intended as a corrective reminder to discourage inappropriate behavior.

1. **Detention:** Detention serves as a corrective reminder for low level offenses. A student will receive a detention for every behavior violation eight-week term. Detentions must be served within one week of being issued or an additional referral will be written. The nature of the detention will be determined by the Administrator.
2. **OPA Community Service:** OPA community service serves as a corrective reminder for higher level or multiple lower level offenses. Specific arrangements for serving OPA community service will be made between the family and the administration, but the service work must be served within three weeks of the violation or an additional referral will be written. The nature of the OPA community service will be determined by the Administrator.
3. **Suspension:** Suspension serves as a corrective reminder for serious or

repeated misbehavior. A student may be suspended in or out of school for what the Administrator considers continued misbehavior, a demonstrated lack of respect for authority, or other serious misconduct. Behavior warranting an in-school suspension will result in a Level 2 referral at a minimum. When a student is serving in-school suspension, class work may be made up during the time of the suspension. Behavior warranting an out-of-school suspension will result in a Level 3 referral. Work missed during any out-of-school suspension may be treated as an absence; a zero may be received. Any student serving out-of-school suspension will be restricted from participation in any school related activity unless expressly permitted by the Administrator. Disciplinary probation is automatically invoked when a student is suspended out-of-school. The nature and duration of any suspension will be determined by the Administrator.

4. Disciplinary Probation: Disciplinary probation serves as an additional corrective reminder for students who experience behavioral problems. A student will be immediately placed on disciplinary probation if he/she: 1) has an out-of-school suspension, or 2) receives a Level 3 referral. In addition, disciplinary probation may be invoked following the yearly student evaluation (see below) at the recommendation of the Disciplinary Review Committee and with the approval of the Administrator. When disciplinary probation is invoked, the Administrator will set a meeting with the student and the family to discuss the terms of the probation, which will be determined by the Administrator. The terms of the probation will be clearly defined and will be signed by the student and parents. Among the terms of probation will be: duration of the probation, behavioral expectations during the probation, and specific consequences for violation of the terms. The probation will begin immediately and as a minimum carry through the end of the next eight-week term. Participation in activities such as student offices, school contests, or programs, and extra-curricular activities while serving disciplinary probation are subject to the Administrator's discretion. No student on disciplinary probation at the time of re-enrollment will be eligible for financial assistance from OPA.
5. Expulsion: In the case of a severe breach of conduct, repeated problems with behavior or academic performance, or other circumstances involving a student deemed by the Administrator to be detrimental to effective classroom instruction or operation of the school, the Administrator will convene a Discipline Review Committee to consider the possible expulsion of the student. The recommendation of the Discipline Review Committee will be taken into consideration by the Administrator in making a decision concerning expulsion of the student. If a decision to expel the student is made by the Administrator, the student will immediately be placed on out-of-school suspension and a date for withdrawal from the school will be set. If the Administrator does not expel the student, an additional, more restrictive set of behavioral expectations may be imposed on the student. If a student is expelled, the parents are still

obligated to pay the full semester's tuition and that student will not be allowed to re-enroll at OPA for a minimum of 12 months.

Disciplinary Review Committee

The Administrator may assemble a Disciplinary Review Committee, consisting of the Administrator and/or Academic Dean, selected lead teachers, selected staff, and selected board members as required, to consider disciplinary actions related to level 3 infractions, disciplinary probation, yearly student evaluations, or expulsion from the school. The committee will give recommendations to the Administrator who will use that information to set an appropriate discipline course.

Yearly Student Evaluation

As a part of a yearly review all school operations, and prior to re-enrollment for the fall semester, each student will be evaluated by the Administrator to determine if there is any reason he/she should not be allowed to re-enroll at OPA. The Administrator will use the student's disciplinary and academic records, input from faculty/staff, and the advice of the Disciplinary Review Committee to make this determination. Disciplinary probation may be invoked at this time as a condition of provisional re-enrollment.

Disciplinary Action Appeals Process

Appeals regarding application or enforcement of the above discipline policies, except expulsion, will be made in the following order: Administrator, Discipline Review Committee, School Board. Appeals regarding expulsion will be made directly to the Board. In the case of an expulsion appeal, the Board will convene a special meeting as required to hear the appeal in a timely manner.

POLICIES REGARDING CONTROVERSIAL ISSUES

General Introduction

I appeal to you, brothers, in the name of our Lord Jesus Christ, that all of you agree with one another so that there may be no divisions among you and that you may be perfectly united in mind and thought. (1 Cor 1:10)

Therefore let us stop passing judgment on one another. Instead, make up your mind not to put any stumbling block or obstacle in your brother's way. (Rom 14:13)

Accept one another, then, just as Christ accepted you, in order to bring praise to God. (Rom 15:7)

Be completely humble and gentle; be patient, bearing with one another in love. Make every effort to keep the unity of the Spirit through the bond of peace. (Eph 4:2-3)

Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others. (Phil 2:3-4)

Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you. (Eph 4:32)

Each of the above admonitions in Scripture speaks to the issue of managing differences within the body of Christ. Differences of opinion and practice existed among believers in New Testament times, and they continue to be a fact of life today. Some differences demand that lines of fellowship be drawn because the issues underlying them strike at the very core of Christian teaching and moral practice (Rom 16:17; Tit 3:4-10; 1 Cor 5:9-13). Other differences, however, call for mutual respect, forbearance, and peace with one another in spite of even strong disagreement over individual applications of sound teaching (Rom 14:1-4; Acts 15:5-11).

This section on controversial issues assumes that there is agreement between school and home on the core elements of Christian teaching as summarized in the academy's statement of faith and guiding principles. On those foundational matters, the academy is obligated to stand firm with no "apology" or controversy. The term *controversial* will be in reference to issues that call for the practical application of Scripture, where disagreement can exist even among those known to be dedicated Christians. On those issues, the academy will seek to take positions that pave the way for informed and involved parental leadership.

Necessity of Parental Guidance

In the daily application of biblical principles to life, this academy will depend upon parents to give their own children specific guidance and oversight according to their personal convictions and preferences. The School Administrator, Academic Dean, and staff will serve to assist parents with helpful information and resources as needed and requested. The academy will then take the position of (1) encouraging students to follow their parents' leadership, (2) emphasizing growth in Christ-like character qualities, and (3) advocating an atmosphere of respect, acceptance, kindness, and compassion for one another as emphasized in the passages above.

Purpose of Position Statements

As parents lead their children in the application of Christian teaching, the academy will maintain principle-based policies and positions aimed at supporting parents and facilitating wholesome student relationships. Since Scripture counsels that the best strategy for overcoming many temptations is to “make no provision” (Rom 13:14) or “flee” (2 Tim 2:22), the academy’s policies will seek to define basic standards that help to limit the degree of temptation students will have to face, especially in matters relating to moral purity.

Position/Policy Regarding Public Displays of Affection (PDA)

While on campus and/or participating in school-sponsored activities or trips, students shall not engage in public displays of affection between sexes such as frontal hugs, kissing, etc. Though there may be occasion for limited and appropriate brother-sister hugs, the academy’s intent to encourage students to relate with one another at the fellowship and friendship levels.

Position on Dating Behaviors

The academy emphasizes the necessity of parental vigilance, guidance, and involvement with sons and daughters as they navigate the treacherous waters of teenage sexual temptation. Parents should make sure that proper extended time has been taken with each of their pre-adolescent children to prepare and equip them with an understanding of God’s perspective and ways. Then, as their children move through their secondary school years, parents should set and enforce appropriate guidelines, curfews, and accountabilities. Because of the great pressure on today’s youth to yield to sexual temptation, parents are wise to assume that their children will indeed feel that pressure and that they will need mentoring. For that mentoring to be effective, parents must consistently work at creating priority times for *positive* communication with their progressively “autonomous” teenagers, so that as needs arise there is freedom and context for talking about struggles.

Out of deference and respect for today’s conscientious parents, the academy will make every effort to encourage fellowship, friendship, and group activities rather than pairs so that the predictable pressure to “date” is minimized. The academy supports the position of postponing male-female “dating” relationships as long as possible in favor of encouraging the development of friendship, communication, and servant-leadership skills through the high school years.

Position/Policy Regarding Dances

In keeping with the above-mentioned priority of fellowship and friendship among students, the academy shall only sponsor dances where students are properly supervised and the music is carefully chosen (see policy regarding music). Proper compliance with a clearly defined student dress code will be prerequisite to attendance. Emphasis shall be placed on wholesome fun and relationships with one another.

Position/Policy Regarding Music

Music may be used in conjunction with this academy's events as a tool to enhance the spirit and purpose of that event. Music that does not glorify God or distracts from the main purpose of the event, should be avoided.

All controllable music choices should be in harmony with the overall vision of this academy, consistent with and not in contradiction to basic and normative Christian values. This does not mean that all music must have explicitly Christian lyrics. Nor does it mean that any song of any style that happens to have Christian lyrics will automatically be deemed appropriate. It does mean that the music must not glaringly stand out as questionable or contrary to the academy's primary purpose.

Music selections for any academy event should be evaluated by its leaders in light of (1) the event's primary *purpose*, (2) the event's *audience* (students, parents, grandparents, friends, etc.), and (3) the music's *lyrics, style, harmony (or dissonance), rhythm, and volume*.

Because the analysis of music is multifaceted and because interpretations of the combined effects of those facets vary so widely from individual to individual and from family to family, the final decision about what constitutes appropriate music at this academy's events shall be rendered as needed by the administration.

Position/Policy on Swimwear

On the occasion that any school-sponsored event or trip includes the option of swimming, there shall be a dress code for proper swimwear for all participants. For both males and females, swimwear shall cover their bodies sufficiently. Females shall wear either a one-piece suit or an appropriate equivalent garment. Adult sponsors are responsible for the supervision of swimwear, and students are responsible for proper response to their leadership and judgment.

CHAPERONE/SUPERVISION POLICY

On-Campus Supervision Policy

Students will be under the supervision of school personnel or persons appointed by authorized school personnel during school and school-sponsored events, including play/recess periods and lunch periods, as well during the school day and during extracurricular activities. Personnel supervising students may be certified employees, contracted employees, instructional coaches, activity group leaders, parent volunteers or other classified personnel approved by the administration. All school personnel shall supervise students in accordance with the duties prescribed by their employment functions and/or work agreements.

Parents/guardians are responsible for ensuring supervision of their children during non-school hours both before and after school, except for school-sponsored events. For safety reasons, security and/or law enforcement may be contacted regarding students on school property whose parents/guardians have not arranged appropriate before and after school supervision for their children. When such instances occur, school staff shall maintain care of students while awaiting the arrival of security and/or law enforcement. If a child has not been picked up within 15 minutes of dismissal, they must go to the school office so that their parents can be notified.

Off-Campus Supervision/Chaperone Policy

Parents are responsible for transporting students to all school activities, including off-campus activities. Parents are responsible for supervision of their students during off-campus school activities such as field trips and community service projects. While school coaches and activity group leaders are responsible for students during competitions, parents are still responsible for their student at these off-campus events.

USE OF THE TONGUE

*“So also the tongue is a small part of the body, and yet it boasts of great things.
Behold, how great a forest is set aflame by such a small fire.”
James 3:5*

We realize the tongue is one of the most significant threats to God's work at OPA. Therefore, we expect everyone involved with OPA to use the tongue in a manner that praises God, encourages and heals, speaks the truth, is sensitive to all faiths, and seeks to build and not destroy. When we fail, we will be eager to repent, forgive, or correct those offenses, as the Bible requires.

AUDIO VISUAL USE POLICY

This policy was developed out of respect for the different convictions we have as parents in what we choose to let our children watch. The policy in whole is as follows:

"Occasional use of visual media in classes can enhance the learning process by adding a visual dimension to the academic experience. This is especially true of visual media which are of an historical or literary nature. There may be times when teachers have opportunity to utilize excerpts from certain videos which, although carrying a rating of "R", powerfully bring the concepts presented in class to the students' awareness. Because we as a school administration have accountability both to God and the larger school community for all course content with which our students are engaged, all use of visual media will follow these guidelines:

1. All visual media utilized in school courses will relate directly to the content being studied.
2. All visual media utilized in school courses will be evaluated and approved by the department chair and/or Academic Dean or School Administrator prior to use, in keeping with our common vision of "Preparing Character Witnesses for Christ."

Prior written approval from parents will be obtained by the teacher for each student to watch, either in part or in whole, any video whose rating stipulates a higher age than the students to whom it will be shown. Students without written parental approval will be excused from class during the showing of the media."

PARENT CONDUCT

Overview

"May the words of my mouth and the meditation of my heart be pleasing in your sight, O Lord, my Rock and my Redeemer." Psalm 19:14

Just as students at OPA are held accountable for their words and actions, so, too, are the *parents* of those students—particularly regarding communication between home and school. Parents should model humility, gentleness, and spiritual

maturity to their students by treating the OPA faculty and staff with respect, both publicly and privately. Our communication to and about one another must be seasoned with grace, edifying to others and glorifying to God. If a parent (or student) acts or speaks in an unkind or disrespectful manner to any faculty or staff member at OPA, the matter will be taken up by the Administrator, who, according to biblical instruction, will give the offending party an opportunity to repent and to ask forgiveness of the offended party—thus encouraging unity and grace. If the offending party is unwilling to comply with these guidelines, the student(s) of that parent or parents may be withdrawn from the Academy, or barred from admission to the Academy for the following semester. In severe cases of slander or disrespect, a recommendation can be made to the OPA Board for immediate expulsion of the student(s) whose parents are unwilling to walk in a biblical manner in their relationship with OPA faculty and staff members. *This parental Code of Conduct also applies to OPA-sponsored events. While enjoying the event, participants and fans should exemplify Christ in all words and actions and therefore be peculiar in comparison to the world. The OPA Administration will “encourage” participants and fans that act unbecomingly to rethink their words and actions as witnesses of Christ, and may ask such participants and fans unwilling to change their behavior to leave the game immediately.*

Parent Participation

Each family is responsible to participate at OPA for 10 hours per semester for a minimum of twenty (20) hours per academic year. Hours will be tabulated each semester, from May 1st through December 10th and January 1st through April 30th. Single parents will receive a ten (10) hour reduction in their responsibility. At least one parent must attend Orientation Day before the fall semester, unless a waiver has been granted by the Administrator.

Parents who do not complete the minimum volunteer hours per academic year are required to pay \$10.00 fine per uncompleted hour.

Parent Education

Parent education is vital to the successful outcome of University-Model students. In light of this, parent education opportunities are scheduled throughout the school year. These opportunities include:

1. New Family Orientation: Required for all new parents
2. Orientation/Mock Day: Required for all parents
3. Specific academic workshops: Required per course/parent experience (example: Institute of Effectiveness in Writing Workshop for parents new to the teaching curriculum/method).
4. Specific character education workshops:

- a. Annual character education workshop during orientation is required for all parents.
 - b. Biblical worldview workshop required for all new parents.
5. Parent Education Workshops: Parents are required to attend two of the four parent education workshops scheduled per semester. Parents with verified work duties on workshop dates must make arrangements with the Academic Dean to meet these criteria.
6. Parent mentorship opportunities: New parents are assigned parent mentors at the start of each academic year.

Parent/School Communication Agreement

At OPA, we try to follow the guidelines that the Lord has set in handling problems, according to MATTHEW 18. We need you to be willing to confront when necessary. We expect you to address concerns with the individual and not with others.

If a problem should develop, we expect parents to discuss the problem in a Christ-like manner directly with the faculty or staff member. If the parent feels that the problem was not resolved, then we ask that you follow up in the biblical way and approach the Administrator about the situation.

NOTE: Although there may be times you do not agree with a situation, with a teacher, or with the school, it is important that the children see a unified front. We ask parents to be supportive of the school and the teacher.

Complaint Procedure

If you have a complaint:

1. Pray about it. Ask God to help you make your complaint in such a way that it will result in the betterment of our school, and thus in the glory and growth of His Kingdom. Read and think about such passages as Ephesians 4:1-3 and Colossians 3:12-13. Pray about it!
2. Express it promptly. Keeping it to yourself can cause ill feelings and friction which would decrease our effectiveness as a Christian. Jesus says that you cannot properly worship or serve God if there is a disagreement between yourself and someone else (Matthew 5:23-24). So, get it out of your system.
3. Tell it to the right person. Complaints against specific individuals should be expressed first to the individual in question, and expressed to the Administrator only if you cannot work it out between yourselves or if you feel he should know about it.
4. Express it clearly. Make sure the person to whom you are expressing your complaint knows all the details of the situation and exactly what you are

complaining about and why. Misunderstanding of complaints could lead to further problems and needless disunity.

5. Don't broadcast it. Express your complaint only to the person who should hear it. Unneeded worry, harm, and hard feelings result when problems and dissatisfactions are expressed to persons other than those directly involved with the problem and an impression of disharmony is presented.

If you overhear or are told a complaint:

1. Pray about it. Ask God to take care of the situation and use it for His glory. Don't share a bad report. Ephesians 4:1-3, Colossians 3:12-13.

If a complaint is made to or about you:

1. Pray about it. Ask for God's wisdom in solving the problem and His help in putting the solution into effect. Pray for the person who brought the complaint and ask God to help you love that person even more than before the complaint was made.
2. Analyze the complaint. Be sure you understand the specifics and why it is being made. Ask the person to clarify any areas of misunderstanding.
3. Give it prompt attention. Talk directly with those involved, using administrative counsel.
4. Make it a growth experience. Don't take offense, even if falsely accused. React in the opposite spirit. If the complaint is valid, strive to make correction immediately, seeking prayer and guidance even from the accuser. A wise man learns from counsel and reproof.

School and Home Communication

Communication is vital in the University-Model® school. OPA administration and teachers will communicate regularly with parents by ClassReach, telephone, website, e-mail, meetings, and, most importantly, the weekly OPA Family Newsletter. We encourage parents and students to contact teachers to clarify assignments or expectations. Parents and students must be respectful of a teacher's time and should never call or text a teacher before 8:00 AM or after 9:00 PM. Parents and students should attend all school meetings. If there are questions or problems within a particular class, the parent or student should first talk with the teacher.

If the issue cannot be resolved satisfactorily, the parent or student should talk with the Administrator. Our desire is to cultivate a positive and effective relationship with the parents to ensure the student's success. Any questions about events, school policies or guidelines, or other information should be directed to the school office. Promotional literature, other than OPA-sponsored activities, cannot be distributed at OPA.

Appeals Process

An appeals process has been established for any parent or employee of OPA. Any concerned party that feels his issues have not been addressed by the administration to his or her satisfaction may request an Appeals Form from the OPA office. This form must be filled out and submitted to the Administrator. The Administrator will pass it on to the Chairman of the Board, who will determine the appropriate action needed. The concerned party may be asked to appear before a committee or the board for a hearing for a specified amount of time.

Request for Assistance from Office Personnel

Parents may make requests for transcripts, administration of medication, homework requests, and attendance records, but should not request assistance in typing, filing, researching, or making phone calls on their behalf. Requests for unusual assistance must be made through the Administrator.

CHARACTER DEVELOPMENT PROGRAM PARENT ROLES

Interactive Discussion - In courses utilizing this role (ex. health courses), parents are expected to interact with their student on teacher-directed topics throughout the semester. Students will then reflect on those interactions through class discussions and written assignments. These courses are designed in such a way as to place emphasis on the parent-student relationship by emphasizing and reinforcing the values parents are teaching within their home. These courses also provide families with the opportunity to explore and interact on issues that are of importance especially during the teen years.

Primary Teacher/Discipler – Parents will serve as a discussion leader, teacher and guide as their student explores topics that are “parent-friendly” and that focus on biblical studies, Christian theology, Christian ministry, Christian missions or worldviews. The school will provide parent workshops to encourage and equip parents as a benefit for the student and family.

ACADEMIC PROGRAM POLICIES

STUDENT ENTRANCE POLICY

Annual and Semester Registration

Once a semester is under way, new students in grades 3rd through 12th may not be admitted (following the deadline to add courses) until the beginning of a new semester so that classes can make maximum progress. Pre-Kindergarten through 2nd Grade students may be admitted at any time during the course of the semester due to the foundational nature of their studies; however, mid-semester enrollments in these grades will be conducted on a case-by-case basis per the normal admissions process and additional administrative approval. Annual registration is available for all students, in order to maximize the limited financial and operational resources of the school staff. Semester-by-semester registration, is also available for students interested in mid-year enrollment.

GRADUATION REQUIREMENTS

General Requirements

OPA currently offers two diploma options. In order to receive one of the diplomas offered, all candidates must successfully complete the diploma requirements described below, along with the following:

- High school students, who are enrolled at OPA, must take a minimum of 6 units per academic year on average at OPA until graduation.
- Students must maintain a Grade Point Average of 2.0 or above and submit scores from either the ACT or SAT before graduating. Course requirements are listed below.
- Students will complete a minimum of eight (8) hours of community service each semester in attendance at OPA during the 9th through 12th grade years. Students may count hours during the summer before each year to count towards the next year's total.
- Core courses comprise those in the following areas: English, Mathematics, History, and Science.
- **A student must attend the academy for their junior and senior years in order to be named the class valedictorian or salutatorian.** Also, students must submit scores from either the ACT or the SAT (Scholastic Aptitude Test), as well as complete the course requirements that apply to their specific situation.

Recommended Diploma Plan

- English (4 units/24 credits):

- English I (1 unit/6 credits),
- English II (1 unit/6 credits),
- English III (1 unit/6 credits), and
- English IV (1 unit/6 credits) or
- College Composition 1 (1/2 unit/3 credits) and College Composition II (1/2 unit/3 credits).
- Mathematics (3 units/18 credits):
 - Algebra I (1 unit/6 credits),
 - Geometry (1 unit/6 credits),
 - Algebra II (1 unit/6 credits), or
 - Trigonometry (1 unit/6 credits), or
 - Pre-Calculus (1 unit/6 credits) or
 - College Math I (1/2 unit/3 credits) and College Math II (1/2 unit/3 credits).
- Laboratory Science (3 units/18 credits):
 - Biology I (1 unit/6 credits),
 - Chemistry (1 unit/6 credits),
 - Physics (1 unit/6 credits), or
 - Anatomy & Physiology (1 unit/6 credits) or
 - College Biology (1/2 unit/3 credits) and College Physical Science (1/2 unit/3 credits).
- History & Citizenship Skills (3 units/18 credits):
 - Cultural Geography (1 unit/3 credits),
 - Oklahoma History (1/2 unit/3 credits),
 - US History (1/2 unit/3 credits) and US Government (1/2 unit/3 credits),
 - World History (1 unit/6 credits) or
 - Economics & Financial Literacy (1 unit/6 credits) or
 - College Economics (1/2 unit/3 credits) and Financial Literacy (1/2 unit/3 credits).
- World or Non-English Language (2 units/12 credits) or Computer Technology (2 units/12 credits):
 - World or Non-English Language I (1 unit/6 credits) and World or Non-English Language II (1 unit/6 credits), OR
 - Computer Technology I (1 unit/6 credits) and Computer Technology II (1 unit/6 credits).
- Fine Arts (1 unit/6 credits):
 - Music I (1/2 unit/3 credits) and Music II (1/2 unit/3 credits), OR
 - Art I (1/2 unit/3 credits) and Art II (1/2 unit/3 credits), OR
 - Drama I (1/2 unit/3 credits) and Drama II (1/2 unit/3 credits), OR
 - General Fine Arts I (1/2 unit/3 credits) and General Fine Arts II (1/2 unit/3 credits).
- Speech/Oral Communication (1 unit/6 credits):
 - Oral Communication I (1/2 unit/3 credits) and Oral Communication II (1/2 unit/3 credits).
- Bible (2 units/12 credits):
 - Survey of the Old Testament Literature (1/2 unit/3 credits),

- Survey of the New Testament Literature (1/2 unit/3 credits),
- Christian Worldview & Culture (1/2 unit/3 credits), and
- Christian Apologetics (1/2 unit/3 credits).
- Interpersonal Relationships (1 unit/6 units):
 - Interpersonal Relationships I: Social Relationships (1/2 unit/3 credits) and Interpersonal Relationships II: Professional Relationships (1/2 unit/3 credits).
- Life Skills (1 unit/6 credits)
 - Personal Financial Literacy (1/2 unit/3 credits)
 - Career Exploration and Planning, including CPR (1/2 unit/3 credits)
- Electives (2 units/12 credits):
 - Elective courses may be chosen from any of the above listings or an approved college course which is not already in the student's assigned course plan.
 - Internship I (1/2 unit/3 credits) and Internship II (1/2 unit/3 credits)
 - Physical Education/Interscholastic Sports (1/2 unit/3 credits per sports season). Students are encouraged to participate in multiple sports teams per Academic year; however, only a total of 2 units may be awarded to each student's high school diploma.

Total Units: 23 (138 credits)

**The following classes taken in eighth grade at OPA, if offered, will count toward high school credit: Algebra I and Spanish I. Additional courses may be approved by the Academic Advisor.*

***Some of the above listed courses may be taken for dual college course credit when approved by the Academic Advisor.*

Requirements for Homeschool Students Participating in OPA Graduation

If an OPA student wishes to participate in the OPA graduation ceremony as a homeschool graduate, he or she must speak with the Academic Dean to inquire of the qualifications which must be met to participate in the ceremony.

UNITS AND ATTENDANCE POLICY

Definition of High School Units

In general, one (1) unit in the Elementary and Junior High program is equivalent to a full year's instruction in a given course of study. The Standard Per-Unit Requirement (PUR) for all Elementary and Junior High courses offered at OPA

will be 32 weeks of instruction for each unit earned. Therefore, the fall and spring semesters for OPA will be scheduled for 16 weeks of instruction.

In general, 1-unit (or 6 credits) in the high school program at Owasso Preparatory Academy is equivalent to a full year's instruction in a given course of study. Courses are earned on a semester-by-semester basis, with some courses qualifying as ½-unit or semester courses. Each ½-unit high school course requires 48 hours of instruction. Each 1-unit high school course requires 96 hours of instruction. High school courses are offered as 90-minute Tuesday/Thursday courses or 180-min. Monday courses. Secondary P.E. courses will be awarded ½-unit per season for each sport involving interscholastic competition; however, only a total of 2 units may be awarded to each student's high school diploma.

High School Minimum Per Unit Attendance Requirement

The Minimum Per Unit Requirement for all High School courses offered at the academy will be 42 hours of instruction per semester for each ½ unit earned or 84 hours of instruction per year for each unit earned. Units, therefore, will not be awarded to students in attendance below this requirement. For example, a student enrolled in a ½-unit course cannot miss more than 6 hours of instruction and a student enrolled in a 1-unit course cannot miss more than 12 hours of instruction.

A variance to this requirement may be granted by the administration to a properly enrolled student when that student has been unable to meet the attendance requirements of the course or courses in which he or she is properly enrolled due to circumstances beyond the family's control (such as an extended illness), provided that the student has, in the judgment of the instructor overseeing his or her work, achieved minimum mastery of the course content, as defined by the relevant school and curriculum policies and standards. Any cases in which the administration is in doubt concerning the appropriateness of granting a variance to this policy may be referred to the Academic Affairs Committee for consideration. Any units approved for courses taken at the academy will be handled as standard units.

Transfer of Units

Students may transfer high school units from another public or private school by providing a complete transcript from the previous school(s). Homeschooled students may apply for credit by following the guidelines set forth by the school. The student will be given the following credit if the course(s) is deemed comparable to courses required for a OPA diploma:

- one complete semester course at a full-time school = ½-unit;
- one complete yearly course at a full-time school = 1-unit;

- each complete semester course in a home school or umbrella school program will be individually determined for transfer of units.

While units may be granted for transferred courses, the academy will not recognize actual course grades earned at any other institution, including a home school. Therefore, actual course grades earned at any other institution, including a home school, will not be averaged into the student's GPA. Students who have taken courses at a public or private full-time school will not be granted transfer credit unless their grade is a "C" or above. Students will be assessed fees for transfer of unit courses.

Auditing of Classes

The academy does not allow the auditing of classes. Any student enrolled in any class at the academy will receive a grade reflecting his level of achievement in the class.

Athletic Related Units

1. Units for PE or Athletics will be awarded on the same basis as other school credits. No more than a total of two units will be awarded for participation in competitive sports.
2. Athletic units may fulfill any graduation requirements relating to PE.
3. Students may earn PE units by serving as a manager or trainer for school athletic teams.
4. Jr. High PE and athletic students are to be evaluated by the same graduating practices and standards employed in other school courses.

ADDING AND DROPPING COURSES

Courses may be added to a student's initial registration no later than the end of the second full week of classes, provided that the student is in good standing with the school and that space for him/her is available in the desired course. A student may drop a course as late as one week following the issuance of the first progress report in any given semester without having the dropped course affect his/her GPA or appear on his/her transcript. Should he/she drop a course after this time, a record of his/her enrollment will appear on the transcript and he/she will receive a grade of WP (withdrew passing) or WF (withdrew failing). This grade will have no impact on the student's GPA. Students who withdraw completely from the academy may, at the discretion of the administration, receive

grades of I (incomplete) for all courses dropped at the time of withdrawal. (For more information on the financial impact of adding or dropping courses, please refer to "Financial Policies" in the "General Information" section).

ATTENDANCE REQUIREMENTS

Attendance will be recorded for each class and turned into the office. Students are marked absent if they are not present at the beginning of class. If students arrive to class during the first half-hour, the absence will be changed to a tardy.

Parents must contact the school when their child is absent from class. The school will contact the parent when the student is absent and no contact from home has occurred. Students must regularly attend classes in order to successfully complete a course.

Students may not be absent more than:

- two periods during a semester for a course meeting one period a week.
- four periods during a semester for a course meeting two periods a week.
- six periods during a semester for a course meeting three periods a week.

Students failing to meet these attendance requirements will not be recognized as having completed the course. They will be awarded a grade of incomplete, and, in the case of unit-bearing high school courses, denied credit for the course. Parents may appeal this incomplete to the Academic Advisory Committee. The Academic Advisory Committee will review the case and any information the parents and student present. The committee will then make a recommendation to the Administrator. The Administrator will have the final determination if the course should be given credit.

In most cases, a failure to successfully complete a course because of excessive absences will also prevent a student from being able to register for the next course in the sequence. Removal of the incomplete can be done by the granting of a variance, refer to the previous policies under "Definition of Units" and "Minimum Per Unit Attendance Requirement", or by make-up course work prescribed by the school.

In cases of school related absences, in order for those absences not to count towards the attendance requirement, the student must obtain and have all teachers sign a pre- approved absence slip. This form must be returned to the office by 3:00 PM the school day prior to the absence. This policy covers all sports events, academic meets, senior trips, and up to two (2) college visit days during the junior and senior years. All pre- approved absences must be approved by administration first.

Absences

Teachers may, at their discretion, require from parents a note explaining the reason for a student's absence before allowing the student to make up work or escape late penalties. Only those absences due to circumstances beyond the immediate control of the student or his or her parents will normally be considered excused.

Tardy Policy

Attendance will be recorded for each class and turned into the office. Students are marked absent if they are not present at the beginning of class. If students arrive to class during the first half-hour, the absence will be changed to a tardy. In general, a tardy will be treated as a discipline problem. When a student accrues three tardies, an absence will be recorded for the semester. For each unexcused tardy thereafter the student will be referred to the Dean of Academics by use of a Behavioral Report Form. In order to be excused, a student must supply a note signed by a parent or guardian or a school staff member to the teacher of the affected class when reporting to class. Only those tardies beyond the immediate control of the student or his or her parents or guardians will normally be considered excused.

If a student is absent because of his/her direct participation in a school-related event, he/she is not counted absent on either the attendance recording forms or the grade book (though the individual teacher may choose at his/her discretion to make some other notation in his/her grade book to help in collecting assignments or other classroom paperwork issues). Siblings of these students who are also absent, but are not participating in the event, should be counted absent as usual.

Make-Up Work

Parents should first check ClassReach for assignments related to make-up work. For additional questions related to make-up work, parents should email the teacher directly.

GRADING, EVALUATION, AND FEEDBACK

Philosophy

We at OPA view and present grades as an accurate reflection of the quality of a student's work in a given subject at a given time. At OPA, grades serve four basic purposes:

- to help us teach, correct, and train;
- to help us in the on-going placement of students at a level and in subjects responsive to their needs, background, and abilities;
- to provide us with a just and legitimate means of holding students accountable for the quality of their work; and
- to provide a means of communicating a student's progress and achievement to his parents and other parties, such as college entrance boards or other schools to which the student may transfer.

We will establish just and objective standards based on legitimate expectations. This principle means that students will be graded by comparing their level of accomplishment against reasonable expectations of what they should be able to accomplish, and to give credit based on a common standard. We will make every reasonable effort to place students properly, basing placement upon their background and abilities, rather than any social criteria (such as age). OPA will use grades to encourage disciplined academic study and to encourage student progress in both learning and achievement.

The grading standards themselves will be oriented toward the work of the student rather than the student him- or herself. They will recognize multiple levels of legitimate achievement, so that less is expected of lower level students (e.g., elementary) than of upper level students (e.g., secondary). They will be objective and evenly applied within a given class. They will also allow for individual differences by defining minimum passing standards in terms that allow for a range of acceptable achievement. The ultimate purposes of these standards will be to define what ought to be, as opposed to what is, and so give the student and his/her parents valid and meaningful feedback, to encourage a disciplined approach to academic study, and to encourage the student to progress in learning and achievement.

Grading Standards, Grade Point Average (GPA), and Class Rank

Courses at OPA are graded on a scale of 0-100 (the exception being courses graded on a pass/fail basis). The course grade itself represents a percentage of content mastery, which is then used to determine the grade value of individual courses. The grade value of a given course is calculated by converting the course grade (0-100) to a 4.0 scale.

1. The letter grade equivalents for the secondary system are as follows:

A grade of 90-100, and cumulative GPA of 4.0, is equal to an A

A grade of 80-89, and cumulative GPA of 3.0, is equal to B
A grade of 70-79, and cumulative GPA of 2.0, is equal to C
A grade of 60-69, and cumulative GPA of 1.0 is equal to D
A grade of 0-59, and cumulative GPA of 0.0 is equal to F

2. The letter grade equivalents for the elementary system are as follows:

A grade of 90-100 is equal to an A
A grade of 80-89 is equal to a B
A grade of 70-79 is equal to a C
A grade of 60-69 is equal to a D
A grade of 0-59 is equal to a F

No grade points are awarded for any failed course, even though the course may have a grade value above 0, since no credits are earned for a failing grade (the course grade points are calculated by multiplying the course grade value by the number of credits earned from the course).

Other grades recognized by the academy are I (incomplete), WP (withdrew passing), WF (withdrew failing), NG (no grade given for course), and P (passing; applicable to a restricted number of courses, such as secondary P.E., which is graded on a pass/fail basis). A student may drop a course as late as one week following the issuance of the first progress report in any given semester without having the dropped course affect his or her GPA or appear on his or her transcript. Should he or she drop a course after this time but before the final exam, a record of his or her enrollment will appear on the transcript and he or she will receive a grade of WP (withdrew passing) or WF (withdrew failing); this grade will have no impact on the student's GPA. Students who withdraw completely from the academy may, at the discretion of the administration, receive grades of I (incomplete) for all courses dropped at the time of withdrawal. Grades of I, P, WP, WF, and NG are not calculated into the student's GPA at any time, nor will credits transferred to this academy be included in the determination of a student's grade point average.

Specific criteria for assessing grades in any given course will be defined by the instructor in that course. All such criteria must honor any standards, requirements or limitations imposed by curriculum guides and other relevant policies for the establishment of grading criteria within a given course.

Auditing of Classes

This academy does not allow the auditing of classes. Any student enrolled in any class at the academy will receive a grade reflecting his/her level of achievement in the class.

Class Rank

Class rank will be based on the student's GPA from all courses that are taken at OPA for credit.

Reporting of Grades (5.008.d)

OPA issues one progress report within each semester, occurring at the end of week eight (8). Should parents have concerns based on their student's progress report or at other times during the semester, teachers and the School Administrator or Academic Dean are available for phone or in-person consultations. Teachers will contact parents whose student is performing at an average below 70 percent in any class at any time during the semester.

- Teachers will utilize ClassReach by updating grades at the end of each grading period as well as at the end of each semester.
- Students will receive progress reports, via ClassReach, at the end of week 8 and semester report cards at the end of each semester.
- Parents and Teachers are required to meet for Parent/Teacher Conferences at each mid-semester.
- Grades for classes will be averaged for each progress report. The final semester grade will be a cumulative average of the semester grades.
- Grades for classes will be averaged for each progress report. The final semester grade will be a cumulative average of the semester grades.
- Annually, all students enrolled in eighth grade and above meet individually with the Academic Advisor to select the appropriate diploma plan for the student's needs. Annual meetings are necessary to monitor the student's progress toward his or her chosen diploma and to facilitate any necessary adjustments in the plan.

Honor Roll Classification

Each semester, OPA will publish the honor roll. Students must be enrolled in at least three courses of which two must be core academic courses to be eligible for the honor roll. To be eligible for the A honor roll, a student must earn only A's in all classes at OPA during that term. To be eligible for the A-B honor roll, a student must have all A's or B's with no C's, D's, or F's during that term.

Grade Level Classification

Elementary and Junior High Promotion

In order to be promoted in grades K5 – 6th, students must take and pass the core courses each year. Core courses are language arts, math, science, and history. If not taken at OPA, core course completion must be demonstrated to the Academic Advisory Committee prior to the start of the new school year.

Beginning High School Classification

In order to encourage academic advancement, OPA students in grades seven and eight may take courses that earn high school credit without being classified as a high school student. However, there is a maximum of 4 units that can be earned before their classification changes. Once a student begins his or her 5th unit (including transfer units), the student will then automatically be classified as a high school student (ninth grade). From that point on, the student will only have four years of high school eligibility in academic, fine arts, and athletic competition.

In addition, a seventh or eighth grade student who is taking high school level courses must have an equal or greater number of courses classified as seventh or eighth grade level in order to receive the lower classification. Such classification must be noted on the student's high school transcript.

NOTE: This policy applies to academics only. To determine implications for athletics, please see "Eligibility Requirements for Extra-Curricular Activities."

Ninth – Twelfth Grade Classification

A high school student's grade level classification will be determined by the course numbers of the high school level courses that are being taken each semester. The grade level will be assigned corresponding to an equal or greater number of courses classified on the appropriate grade level.

Advancing in Secondary Classes

A secondary student may advance up to two classes. To be eligible for advancement, a student must be in good academic standing (i.e., a GPA in core academic classes of 2.0 or above) and have completed the prerequisite for the course as listed in the course descriptions in the Academic Catalogue. Diploma requirements must still be completed.

To achieve advanced placement in English or math, the student must pass the appropriate placement test for English or math to advance to the desired grade level (and meet the prerequisites for the course). Placement for history or science courses will be based on student performance in the previous course within the department and recommendation from the instructor.

Placement for foreign language or computer courses will be determined by performance on appropriate department tests and approval by the instructor. All advanced placement is subject to approval by the or Academic Dean.

Study Hall

Study hall will be offered for students remaining on campus but not enrolled in another class. Students may register for any hour of study hall during the class

day, but may not register for more than two periods on the same day. Registration in a study hall is required for any student expecting to be on campus but not in class during school hours. A study hall will be offered only during each class period.

Standardized Testing

During spring, OPA Preparatory Academy administers the Terra Nova Achievement Test as a standardized annual assessment for all enrolled students in grades one through ten. All students enrolled in grades 1 through 10 academic courses are required to take the test.

Those students who take at least three hours of class per semester will not be charged for the TerraNova Test. Those OPA students who take less than three hours of class per day and siblings of current students will be charged \$50.00. Cost of TerraNova testing for non-registered students is \$75.00, due at test time.

Once annual assessment/performance data is available, the Academic Advisory Committee is responsible for developing a plan to improve deficiencies through intervention strategies and curriculum and/or programmatic changes.

Tenth and eleventh grade students are required to take the PSAT (administered at OPA). The cost for PSAT testing is \$25 for all students.

Academic Standing

Students must earn a semester GPA (grade point average) of 2.00 or above each semester in attendance at the academy in order to remain in good academic standing. A student whose semester GPA falls below 2.00 at the completion of the semester may at the discretion of the Academic Dean, be placed on academic probation. A student placed on academic probation must raise his/her GPA to a 2.00 or above (as indicated on progress reports or the final grade report) in order to return to good academic standing. If a student should earn a GPA less than 2.00 for two consecutive semesters, he/she may be blocked from further enrollment in classes at the academy, or be required to retake any classes in which he/she earned a grade less than 70.

Any sequential course required for graduation that a student fails, must be successfully repeated before the student will be allowed to enroll in the subsequent course. When the student successfully completes the failed course, the passing grade earned will absolve the failing grade, which will be struck from the transcript. When a failing grade has been absolved in this manner, both attempts at taking the course will be noted on the transcript, but only the passing grade will be recorded, and only the passing attempt will affect the GPA. On the

transcript, the failing grade of an absolved failed course will be replaced with NG.

Students may attempt to absolve a failing grade in another academic setting, such as another school or a home school. In this case, students must request transfer credit through the usual channels following the successful completion of the course, should they desire to have the course credit recognized by this academy. If such credit is granted, it will absolve the failing grade on the student's transcript; however, both attempts will be noted, and neither the original failed course nor the transferred credit will be calculated into the student's GPA. Any student, including one who has been granted transfer credit, must take a placement test to be able to enroll in any course for which placement testing is required, unless he has successfully completed at this academy the previous course in the course sequence.

Courses for which a student earns an A, B, or C may not be repeated. A secondary student who earns a D (a numerical grade of 60-69 on the 100-point scale) in a course but is not required to repeat the course by reason of being on scholastic (academic) probation may nonetheless elect to repeat the affected course before continuing in the course sequence in which the D was earned. However, his or her enrollment in the course will be permitted only if there is sufficient space available for him after all other existing students who have earned the right to register for the course have had the opportunity to do so. Should a student elect to retake a course in which he or she has already earned a D, and the grade earned during the second attempt is passing, both attempts at taking the course will be reported on the student's transcript but the grade earned during the first attempt will be replaced with a grade of NG (no grade) and will then cease to affect the student's GPA (no credit will be awarded for any course in which a student has been given NG as a grade). If the grade earned during the second attempt is failing, both attempts at taking the course and both grades earned will be reported on the student's transcript, and both grades will be used to calculate the student's GPA.

Impact of Withdrawing from Courses on Academic Standing

Should a student drop a course no later than one week following the issuance of the first progress report in any given semester, no record of his/her original enrollment in the course will be indicated on the student's transcript. Should he/she drop a course after this time a record of his/her enrollment will appear on the transcript and he/she will receive a grade of WP (withdrew passing) or WF (withdrew failing); this grade will have no impact on the student's GPA. Students who withdraw completely from the academy may, at the discretion of the administration, receive grades of I (incomplete) for all courses dropped at the time of withdrawal. Grades of I, WP, WF, and P are not calculated into the student's GPA at any time, nor will grades from credits transferred to the academy be included in the determination of a student's GPA at any time.

Late Work Policy

Whoever loves discipline loves knowledge, but he who hates correction is stupid. (Prov. 12:1)

Diligent hands will rule, but laziness ends in slave labor. (Prov. 12:24)

But the fruit of the Spirit is . . . self-control, against such things there is no law. (Gal. 5:22-23)

Owasso Preparatory Academy, desiring to promote both godly character qualities and high academic standards, has adopted the following general principles concerning student assignments turned in past their due date. These principles are designed to promote the development of godly character qualities such as self-discipline, diligence, and self-control in the lives of our students and to give all faculty members a framework within which they may formulate their individual class policies.

An academic (i.e., grade) penalty will be assessed for any work turned in late, unless the teacher feels that the student had sufficient reasons for turning the work in late or unless prior arrangements have been made. In general, "sufficient reasons" are events or conditions, such as illness, whose initiation or termination is outside of the immediate control of either the student or his family. This principle was adopted as a means of encouraging our students to adopt and cultivate the biblical values of self-discipline, diligence, and self-control.

Unless prior arrangements have been made with the individual teacher or unless there are sufficient reasons for turning the work in later, no late work will be accepted more than two weeks beyond its due date, or any time after the end of the semester in which it is due. This principle was adopted in order to assure that a student's grade at any given time is a reasonably accurate reflection of both his actual level of work and achievement up to that time and his current standing in the course.

- Due at the beginning of the central classroom course period.
- 10% deduction per central classroom day late.
- No credit after 2 calendar weeks late (14 calendar days after the assignment due date).

These principles were adopted in order to assure that students would know how a given teacher intends to hold them accountable for any demonstrated lack of appropriate responsibility, diligence, or self-discipline.

Absences and Make-up Work

Teachers may, at their discretion, require from parents a note explaining the reason for a student's absence before allowing the student to make up work or

escape late penalties, as the case may be. Only those absences due to circumstances beyond the immediate control of the student or his or her parents will normally be considered excused. Whenever possible, arrangements for making up work should be made with the teacher prior to the absence.

Academic Incompletes

Students may be awarded a grade of "I" (incomplete) when circumstances beyond their control render them incapable of fulfilling all of the requirements for completing a given course by the end of the semester in which it is offered. All "academic incompletes" must be approved by both the course instructor and the administration, and must be filed with the administration according to current guidelines and procedures governing such situations.

All course requirements must be fulfilled by the date determined by the course instructor and the administration. Any required work not completed by that date will be awarded a grade of "0." The student's final grade will be calculated after the date given for completion of the course using whatever grading system was employed for all other students in the course (unless other arrangements have been previously made) and including all grades earned up to that time. Course instructors must provide the administration with a description of the grading system to be used as well as any and all evaluation materials (e.g., tests and keys) necessary for completing the course.

STUDENT PROMOTION POLICY

Student Promotion by Individual Course

Even at the elementary level, student promotion is to occur by individual course rather than by complete grade level. This ensures mastery of all subject matter in each area of study. The school's master course schedule will, when financially feasible, provide for the flexibility needed during course registration for students to advance more quickly in areas where they are gifted and/or repeat areas when necessary. Both will regularly occur when student promotion is based on individual courses rather than complete grade level. This flexibility also makes careful diploma planning essential.

MODIFICATIONS TO STANDARD INSTRUCTIONAL OR EVALUATION PRACTICES

This academy is not currently equipped to modify its instructional or evaluation practices or procedures in response to a student's learning disabilities or other special challenges. This academy can provide minimal accommodations such as permitting or requiring typed submissions in place of written submissions in certain subjects/assignments, etc. The permitted accommodations allow students to learn the same material and meet the same expectations as their classmates and can be easily provided by teaching staff. All students will receive (or not receive) credit based upon what they have (or have not) done relative to a common standard.

SUPPORT Program

Owasso Preparatory Academy provides opportunity for students with special needs to participate in certain courses and/or services through the SUPPORT Program.

Owasso Preparatory Academy's vision is to provide Christian education for children with special needs. It is ultimately our desire—and we believe God's desire—to reach out and serve all the children that we can, including those with learning challenges. Our staff, teachers and aides love children and feel called by the Lord to serve Him in this area.

We are not able to service every child with special needs due to limitations on our finances, expertise, size, facilities, etc. Admission will be based on the extent to which our resources can help each child succeed. The parent/guardian's communication about the student's needs and submission of records and testing information will help OPA better determine our ability to accommodate his/her challenges. In an effort to make the most informed decision regarding our ability to serve a student, testing will be required prior to admission into the SUPPORT program. In general, significant struggles of a behavioral nature are more difficult for our program to accommodate. All OPA students, even those with learning challenges and special needs are required to meet the behavioral standards of OPA students as outlined in the Family Handbook and School Policy Manual. In addition, non-academic services and therapies (such as speech and occupational therapy) are not provided by Owasso Preparatory Academy and must be arranged by the parent with another organization.

As a private school, OPA does not receive government funding for special needs programs. Therefore, OPA is not legally bound to follow existing educational plans; however, the goals and recommendations contained in IEPs and other education plans will be considered in the development of a Personalized Learning and Accommodation Notice (PLAN).

In our desire to do all things to the glory of God, Owasso Preparatory Academy will seek to:

- Obtain and review all pertinent previous data regarding your child's educational history, evaluations and services provided in order to create the most appropriate PLAN for your child. This plan may include student goals, accommodations, recommendations, and other information that will communicate the methods by which progress will be made.
- Perform academic achievement assessments;
- Request further evaluation (Information about suggested testing options can be provided);
- Provide academic and other necessary interventions and supports for each student in the central classroom and feedback and input on interventions and supports for the teaching parent to provide to each student in the home classroom;
- Advocate for each student;
- Communicate with parents/guardians regularly regarding progress;
- Pray with and for each enrolled family.

The program structure will depend on the students and their needs. It is also dependent on the number of enrolled students. We tailor our program to the individual students who enroll. It is a team effort. We get input from parents, teachers, and previous testing, and use assessment tools to help us design an appropriate PLAN. Schedules are coordinated with the elementary and secondary faculty to ensure the amount of classroom time that is appropriate. We want each student to have the individual attention they need, but also offer as much interaction with peers as possible in the central classroom.

Upon evaluation of each student's needs, the following placement recommendations will be made:

Level 0 – No Services Needed.

Level 1 – Minimal Accommodations. Accommodations usually provided for one specific subject or need. The PLAN will be primarily developed and implemented in the central classroom by the student's primary teacher(s).

- No additional tuition charged.

Level 2 – Aide Necessary. Level 2 SUPPORT Program students will be assessed to determine appropriateness of enrollment in courses on a course-by-course basis. OPA will seek to hire an aide based on the student's level of need. The SUPPORT aide must apply for the position and undergo an interview. If hired, the aide would be an employee of Owasso Preparatory Academy.

No OPA classroom may facilitate more than one aide at a time. Students are served on a first-come, first-serve basis.

Students enrolled in the Level 2 SUPPORT Program may not be eligible for the OPA certified/accredited diploma but may request to participate in OPA graduation ceremony as a homeschool graduate. The student's parent/guardian must speak with the Academic Dean to inquire of the qualifications which must be met to participate in the ceremony.

- Parents of Level 2 SUPPORT Program students are responsible for all typical registration fees, supply fees, and tuition costs for the courses in which their student is enrolled in.
- Additionally, the aide's compensation is the responsibility of the parent and would be paid directly to Owasso Preparatory Academy. A financial agreement must be signed by the student's parent/guardian and returned before the aide will be hired.

Level 3 – Academic Plans Only. Parents whose students do not qualify for enrollment in age-appropriate academic courses may request enrollment in the Level 3 SUPPORT Program: Academic-Only Plans. Students will not attend or participate in academic course classroom instruction; however, the parents may be provided with the grade academic course plans for the student's equivalent academic ability level. Parents of students enrolled in the Level 3 SUPPORT Program will be required to follow the Academic Plans and submit all assigned work to teachers on the assigned due date. OPA staff will provide appropriate academic progress assessments of Level 3 SUPPORT students a minimum of twice a semester.

Level 3 SUPPORT students and their families are recognized as fully enrolled members of the OPA school community and may participate in appropriate social activities and events. Level 3 SUPPORT students are not eligible for school activities or events which are dependent upon classroom participation. Questions regarding participation in specific activities may be directed to the Academic Dean.

Students enrolled in the Level 3 SUPPORT Program may not be eligible for the OPA certified/accredited diploma but may request to participate in OPA graduation ceremony as a homeschool graduate. The student or parent(s) must speak with the Academic Dean to inquire of the qualifications which must be met to participate in the ceremony.

- Parents of Level 3 SUPPORT Program students are responsible for all typical registration fees, supply fees, and tuition costs for the courses in which their student is enrolled in.
- It is the responsibility of the parents of Level 3 SUPPORT Program students to pay all fees for required progress assessments.
- It is the responsibility of parents of Level 3 SUPPORT Program students to pay any additional fees incurred in supporting the needs of their student.

Dual Level 2 & 3: Aide Necessary & Academic Plans Only. Some students may meet the criteria as Level 2 for non-academic courses and Level 3 for academic courses. These students will be required to follow the policies regarding both program levels.

- Parents of Level 2 & 3 SUPPORT Program students are responsible for all typical registration fees, supply fees, and tuition costs for the courses in which their student is enrolled in.
- It is the responsibility of the parents of Level 2 & 3 SUPPORT Program students to pay all fees for required progress assessments.
- It is the responsibility of parents of Level 2 & 3 SUPPORT Program students to pay any additional fees incurred in supporting the needs of their student.

If a parent is unwilling or unable to agree to the level of services recommended by Owasso Preparatory Academy, the school may recommend that a different school may be more suitable for the student's needs.

At Owasso Preparatory Academy, we count it a privilege to partner with families in providing quality Christian education.

POLICY ON ACADEMIC DISHONESTY

"The integrity of the upright will guide them, but the perversity of the unfaithful will destroy them." Proverbs 11:3

"A truthful witness gives honest testimony, but a false witness tells lies." Proverbs 12:17

"Righteousness guards the man of integrity, but wickedness overthrows the sinner." Proverbs 13:6

Philosophy

OPA will not tolerate academic dishonesty (i.e., cheating). Academic dishonesty is both a serious breach of personal integrity and a serious hindrance to real student learning.

We exhort our students and their parents, therefore, to adhere to high standards of personal integrity, both in school and in the home. I Chronicles 29:17a reminds us that God "tests the heart" and is "pleased with integrity." We want to encourage and equip our students to become disciples of Christ committed to serving and pleasing God in all the student may do.

Significance and Purpose

One of the major goals of this academy is to aid parents and other Christian ministries in making disciples of the students admitted to the academy. We also wish to provide our students with a high quality academic education, which we understand in terms of real spiritual, intellectual, and emotional growth. Among other things, this demands that we require our students and their parents to adhere to high standards of personal integrity, and provide corrective disciplinary action when they fail to do so. Academic dishonesty in any form is both a serious breach of personal integrity and a serious hindrance to real student learning. Because of this, the academy has developed this policy, which is intended to curb and, when necessary, correct academic dishonesty, in order to better help the institution minister to the needs of its students.

Definitions

Having academic integrity means valuing and demonstrating positive regard for:

- Intellectual honesty
- Personal truthfulness
- Learning for its own sake
- The creations and opinions of others (i.e., intellectual property)

Students act with academic integrity to the extent that they demonstrate these values, and in particular:

- Take full credit for personal work, and give full credit to others who have helped or influenced their work, or whose work is incorporated into their own.
 - Represent their own work honestly and accurately.
 - Collaborate with other students only as specifically directed and authorized.
 - Report breeches of academic integrity to a teacher, principal, or administrator.
1. *General:* Academic dishonesty is broadly defined as any attempt on the part of a student or parent, whether realized or not, to falsely represent the student's level of achievement or mastery in a given course or with regard to any element of that course. This includes but is not limited to:
 - a. Claiming or indicating in any form or fashion that the student has fulfilled any assignment or other academic responsibility, such as reading assigned texts or engaging in assigned study, when in fact he has not done so,
 - b. Using any assistance, including but not limited to copying the work of other students, in taking quizzes, tests, or examinations without the direct and explicit authorization of the course instructor,

- c. Using any resources, including but not limited to solution manuals and teacher edition textbooks, other than those authorized by the course instructor in writing papers, preparing reports, solving problems, or completing other course assignments,
 - d. Obtaining quizzes, tests, examinations, or other academic materials or evaluation instruments created by or belonging to an instructor, other staff member, or the academy itself, including but certainly not limited to such materials properly used and in the possession of students currently or previously enrolled in the course, without the explicit authorization of the course instructor,
 - e. Engaging in plagiarism, which includes but is not limited to "the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment" and "the knowing or negligent unacknowledged use of materials prepared by another person or agency"² which customarily sells or offers free of charge term papers or other academic materials,
 - f. Altering a graded paper or project for the purpose of disputing the accuracy of the grade, and
 - g. Collaborating without explicit authorization with another student or students during any quiz, test, or examination or in the fulfillment of any other academic assignment or responsibility.
2. *Specific:* The following guidelines define the academy's standard application of the general definition given above to (a) quizzes, tests, and other examinations, (b) homework, and (c) major papers and projects. Individual course instructors may grant exceptions to these guidelines, but must do so explicitly, as indicated by the relevant policy statements given below. Any academic assignments, which, by their nature, are not addressed by these guidelines, will be governed by whatever guidelines are provided by the course instructor with regard to such an assignment.
- a. Quizzes, tests, and other examinations: All quizzes, tests, and other examinations, whether conducted in the classroom or in some other location, must be taken at a single sitting and without outside assistance of any sort, including but not limited to books, notes, other individuals, reference works, and audio or visual media. Any exception to these guidelines must be given in writing by the instructor on assignment sheets, the evaluation instrument itself, or other written instructions disseminated to all of the students in the class.
 - b. Homework: Homework should be done by the student alone and without assistance of any sort, including but not limited to information provided in teacher edition textbooks, unless such assistance is authorized, either orally or in writing by the instructor in the course, or by the catalogue or an approved curriculum guide's description of parent role for the course. The course instructor may grant such authorization, either in conjunction with the giving of the assignment or in response to student requests, at any time and for any duration to all of the students in the class or to selected

students only, provided that the instructor feels it is in the best educational interests of the student(s) receiving such authorization.

- c. Major papers and projects: Major papers and projects should be completed only by the student or by the members of a student group constituted by the instructor for the purpose of completing the paper or project in question without other assistance of any sort, except as explicitly authorized by the instructor. This authorization may be articulated either orally or in writing when granted in the classroom directly under the supervision of the instructor, but must be given in writing on assignment sheets or other written instructions disseminated to all of the students in the class when granted for work to be completed outside of the classroom setting.

Enforcement

1. Discovery and Determination of Academic Dishonesty: Determination of academic dishonesty may be made by the instructor the course in which it was deemed to have been committed. Other school officials, including proctors or other instructor substitutes, may alert the instructor to the possibility of academic dishonesty should they acquire or become aware of credible evidence, including but not limited to eye witness observations, which indicate that cheating, plagiarism, or other dishonest acts have taken place. Once the instructor has determined that academic dishonesty has indeed taken place, he/she shall inform the affected student(s) of his/her finding and, in conjunction with the relevant school officials, shall impose the proper penalties as described below.
2. Appeals Process: Should a student desire to appeal the determination of the course instructor, he or she must request in writing a hearing with the Academic Dean, who will arrange for a conference with the student, one or both parents (or guardians), and the instructor of the course. During this conference, all relevant evidence will be presented and examined. Following the conclusion of the conference, the Academic Dean will render a determination in the matter based on his/her assessment of the weight and credibility of whatever evidence is presented for review. Should the student desire to appeal the determination of the Academic Dean, he or she must request in writing a hearing before the Academic Affairs Committee, which shall be chaired by the School Administrator. During this hearing, only that evidence that was presented and examined during the previous conference with the Academic Dean shall be reviewed; should new evidence having a serious bearing on the matter surface during the hearing, the matter shall be referred back to the Academic Dean for a new hearing to be conducted according to the procedures described above. The Academic Affairs Committee shall be responsible for determining the admissibility of any new evidence. Following the conclusion of a hearing before the Academic Affairs Committee, that committee, excluding the Academic Dean and any other member who has been a part of any earlier conferences or discussions regarding the matter,

or any member who feels he/she may have a conflict of interests in the matter, will render a determination in the matter based on its assessment of the weight and credibility of whatever evidence is admitted for consideration. In all cases, the determination of the Academic Affairs Committee will be final. If that committee finds the student guilty of academic dishonesty, it shall impose the proper penalties as described below.

3. **Consequences:** The primary intentions of the imposition of consequences against students found guilty of academic dishonesty are to (a) act as a deterrent against such conduct, (b) to enhance the integrity of grades awarded by the academy, and (c) to place pressure on an erring student in the hope of motivating him/her to abandon this destructive behavior. Discretion in the administration of penalties may be exercised by the instructor in consultation with school officials in the event that a student voluntarily acknowledges academic dishonesty rather than being discovered. Otherwise, the penalties described below are to be dispensed automatically, once dishonesty is confirmed. The penalties are assessed according to the number of occurrences the student has been discovered to be engaged in academic dishonesty over the course of a full academic year (at least two full semesters).
 - a. **First offense:** a first offense will result in (1) a written warning from the teacher to both the student and his/her parent(s), (2) a grade of zero (0) for the assignment affected by the academic dishonesty, and (3) a written report placed in the student's file.
 - b. **Second offense:** a second offense will result in (1) a written warning from the Academic Dean to both the student and his/her parent(s), (2) a grade of zero (0) for the assignment affected by the academic dishonesty, (3) a conference between the Academic Dean and student and the parent(s) of the student, (4) behavior consequence as determined by the Academic Dean (i.e.; community service, detention, etc.) and (5) a written report placed in the student's file.
 - c. **Third offense:** a third offense will result in (1) a grade of zero (0) for the assignment affected by the academic dishonesty, (2) temporary removal of all participation privileges for extra-curricular activities, including those unaffected by the academy's policies on scholastic probation, (3) a conference between the Academic Dean and student and the parent(s) of the student, (4) any additional disciplinary action deemed appropriate by the School Administrator for serious offenses and (5) a written report placed in the student's file.
 - d. **Additional offense(s):** subsequent offenses will result in a minimum consequence of a third offense and may also result in expulsion from the academy.

PERSPECTIVES AND POLICY GUIDELINES REGARDING DIFFICULT OR CONTROVERSIAL ISSUES AND TOPICS

Introduction

One area of particular concern for Christian schools is the relationship between sound academic instruction and the treatment of difficult or controversial issues. In order to provide our school community with some common guidelines regarding our school's approach to this matter, the board officially adopted the following statement defining, in broad terms, the school's stance. Anyone having questions regarding the application of this position to specific classes, lessons, or materials should consult with the principal.

In the World but Not of It

In His prayer for His followers, as recorded in the seventeenth chapter of John, Jesus requests of the Father that He keep believers safe in the midst of the enemy territory into which Jesus Himself is going to send them:

I do not pray that You should take them out of the world, but that You should keep them from the evil one. They are not of the world, just as I am not of the world. Sanctify them by Your truth. Your word is truth. As You sent Me into the world, I also have sent them into the world ... I do not pray for these alone, but also for those who will believe in Me through their word. (John 17: 15-18; 20; NKJV)

It is largely from this prayer that the Church has come to understand that it is to be in the world, but not of it. Were it not for the direct intervention of the Father, working through His grace in response to the prayer of His dearly beloved Son, such a goal would be impossible to achieve or maintain; even with divine help it is no small challenge. There is no doubt many reasons why the Lord has placed His children in such a difficult circumstance, but there is at least one which bears directly upon one of the fundamental issues involved in bringing up children "in the training and admonition of the Lord" (Eph. 6:4b; NKJV) and so is of tremendous significance to Christian education, both in theory and practice. Specifically, we are referring to the Lord's express desire to build His kingdom through the activity of His disciples.

The Great Commission and the Training of Disciples

When we talk about training up a child in the nurture and admonition of the Lord, we are, in essence, talking about making disciples. This, of course, is simply an

application of the Great Commission to parenting and education. The Great Commission defines, in large part, the purpose of the Church in the World today: "Go . . . and make disciples of all the nations, . . . teaching them to observe all things that I have commanded you . . ." (Matt. 28: 19, 20; NKJV). If we are to train our children to become true disciples it is necessary that we understand what it is, exactly, God wants to see in a disciple, and what He desires to accomplish through a disciple. If we do not take time to understand His purposes, we will undoubtedly fall far short of the full measure of cooperation that He desires from us as He works in our lives and the lives of our children. And to the degree that we fall short of cooperating with Him as He works toward His goals in discipleship, we are falling short of obeying both the Great Commission and the instructions given us in Ephesians 6.

The main qualities that God desires to see in a disciple are love and loyalty ("baptizing them in the name of the Father and of the Son and of the Holy Spirit"; baptism was and is a sign of deep commitment to a person) and obedience ("teaching them to observe all things that I have commanded you"). This, of course, is the affirmative side of His desire that his children not be of the world. The main work that God desires to accomplish through His disciples is, essentially, spiritual reproduction ("Go therefore and make disciples of all the nations . . . ") and is apparently one of the primary reasons He not only places His children in the world, but actually sends them to the world. Thus, a Christian education, if it is to be fully in line with God's word, must seek to cooperate with Him in producing disciples who do not retreat from the world, nor join in the values of the world, but who are prepared in such a way that they can effectively and triumphantly invade enemy territory and thus aggressively extend the reach of the Kingdom of God into an unbelieving world.

The Instructions

The educational instructions given us in the word include both normative standards and pedagogical principles. By normative standards we mean standards against which all other beliefs or practices are to be compared and evaluated. Instruction we would classify as normative standards would include all teachings relating to moral absolutes, doctrinal positions, church practices, and so forth. It would go far beyond the purposes of this position statement to enumerate all of the standards of belief and conduct which the Lord has revealed in His word; sufficient for our present purposes is a frank acknowledgment and acceptance of His word, and His word alone, as the source we will employ for evaluating the moral, theological, or practical quality of all with which we come into contact. Instruction regarding the way in which those standards are built into the thinking and lives of our children, on the other hand, we might classify as pedagogical principles, or divinely established means for communicating and instilling God's normative standards to and in our children. These divinely appointed means for communicating the truth of God's word can largely be

summarized as teach constantly and teach completely, treating from a godly perspective all of life's realities, both the good and pleasant and the sinful and ugly.

The Model

It is this idea of dealing with not only the good and pleasant but also the sinful and ugly which has often caused a good bit of discomfort to many sincere believers, and which at times has also been a topic of fierce debate among godly Christians on both sides of the issue. Be that as it may, it is impossible to avoid the fact that God's word, which was intended for the instruction and training of His children, confronts all aspects of life, including a wide range of sins and sinful human passions. For example, when presenting the life of King David, the scriptures treat bluntly and directly his admirable qualities but also his adultery, his deception, and his planned murder of an innocent man. Indeed, good and godly principles are often taught using sinful and ugly realities as a point of comparison and contrast (see Hebrews 3 and 4, for example). If we take the wisdom and goodness of God seriously, then we cannot blithely assume that a godly approach to education is one, which assiduously avoids dealing with uncomfortable or controversial subjects; to do so would be tantamount to accusing God Himself of ungodliness! Out of respect for the Lord and His word, then, we must ponder the nature and contents of the exemplary "textbook" He has given us to better understand His approach to instructing His children in matters pertaining to life and godliness.

Principles and Policy Guidelines for Treating Difficult or Controversial Topics

Out of respect for the purposes and instructions of the Lord, and for the educational example He has given us, this academy recognizes the following principles for treating difficult or controversial topics and adopts the accompanying policy guidelines which we believe faithfully reflect and implement those principles.

Principle 1: One of God's purposes in the training of disciples is to equip them to reach others with the gospel of Jesus Christ and to then teach them to obey all that He has taught us.

Policy Guideline 1: We will not encourage our children to retreat from contact with a sinful world, but rather train them to effectively reach out to unbelievers.

Principle 2: In order to effectively reach others, we must learn to build personal and cultural bridges, to in effect follow in the footsteps of the apostle Paul by "become[ing] all things to all men" (I Cor. 9: 19-23) for the sake of the gospel. This means that our students must develop the ability to understand

others and their cultures and thought forms, and to use that understanding for the purpose of effective communication.

Policy Guideline 2: We will from time to time engage in the study of other peoples, cultures, and thought forms, including godless cultures and thought forms, so that our students might be better able to understand and so communicate with all with whom the Lord, in His sovereign authority, may bring them into contact.

Principle 3: God explicitly warns His children against becoming worldly in their thought and attitudes. This does not mean that they are to avoid all knowledge or study of difficult, unpleasant, or sinful realities (or indeed they would have to avoid much of the word itself), but rather that they are to become increasingly proficient in distinguishing between good and evil and increasingly inclined to reject the evil in favor of the good by learning to evaluate all with which they come into contact by the standards and examples contained in the word of God. By doing so they will develop the ability to reach others without sacrificing those habits of thought, attitude, and conduct which are distinctively Christian and necessary for true obedience to the Lord.

Policy Guideline 3: Whenever they are brought into contact with difficult or controversial realities, students will be taught and encouraged to evaluate and correctly respond to those realities in light of God's word, so that they may be able to confront the world without becoming stained by the world.

Principle 4: Dealing effectively with difficult and controversial issues and topics generally requires the use of higher order thinking skills, such as analysis and evaluation. Thus, these issues and topics can and should be used to develop these skills. Furthermore, the scriptures encourage us to develop wisdom, which includes the exercise and application of higher level thinking skills.

Policy Guideline 4: Teachers will use the pedagogical opportunities presented by the treatment of difficult or controversial issues to challenge their students to develop skills in analysis, evaluation, synthesis, and proper applications, and to apply those skill to godly purposes.

Summary

At this academy, we do not intend to shield our students from all of the sin and ugliness inherent in a fallen world, but rather to teach them to confront those realities openly and honestly and, especially, from a God-centered perspective, so that they might be in the world--and have an impact on the world--without becoming of the world. All disciples, including our students, are and will continue to be engaged in warfare. We believe it is our responsibility to train them under controlled but not unrealistically soft circumstances so that they might be able to take ground for the Kingdom without becoming casualties.

INSTRUCTIONAL METHODS

Academic Standards

Owasso Preparatory Academy aims to provide academic rigor in every class by:

- meeting or exceeding local and state laws that govern education,
- integrating a Biblical worldview into the curriculum,
- employing multiple learning methods in the classroom.
- utilizing integrated technology to increase learning opportunities, and
- emphasizing high standards which emphasizes character and a strong work ethic.

Owasso Preparatory Academy utilizes the Oklahoma Academic Standards (OAS) as a part of ongoing curriculum development and alignment process of all instructional methods and materials. The academy aims to meet or exceed the OAS, except when these standards contradict or do not address Biblical principles. For example, in our Science curriculum, OPA teaches Intelligent Design and presents evolution as a theory rather than a fact; OPA social studies and history curriculum incorporates Biblical, church, and world history as it relates to the development of a Biblical worldview, principles which are not addressed by OAS.

Pacing

Teachers decide how to pace the course based on the departmental scope and sequence and the course overview. The previous year's curriculum guide is an established plan that will indicate the amount of material that can be covered in each grading period. This may be adjusted based on the ability of the current class and/or changes to the curriculum that have been approved by the Supervisor. Teachers are not expected to pace the course with the goal of "finishing the textbook." Textbooks, and other class materials, are simply resources that enable the students to achieve the learning objectives of the course.

Teachers should make every effort to complete the required elements of the course, as indicated by the course overview, without sacrificing adequate instruction and practice. The pace of the course should provide enough instruction and practice to challenge the *majority* of the class. This *is* a college-prep school; therefore, students are expected to perform to high standards. Students are *not* expected to succeed without adequate instruction and opportunity to learn.

Content

Teachers will not have time to cover all of the material in the textbook. The scope and sequence for each course will guide the teacher in selecting those topics that are most important. The classes at OPA are expected to build on one another; therefore, teachers on each level are contributing only a part of what the student will master by the time of graduation.

Our teachers are a “living” curriculum, bringing experience and knowledge to the classroom. Teacher editions, support materials, and other sources should be utilized to achieve the course objectives. Also, teachers will integrate Biblical truth and application to the subjects whenever feasible, using the Bible as a frequent source to enhance other teaching materials.

Biblical Integration

Teachers should pray before preparing lesson plans or teaching their lessons. Our primary goal is to use education to make disciples of Christ. Therefore, every subject area must be taught **according** to Christ. We will integrate the Bible in every class, and at every grade level, of the school. Teachers may integrate the Bible in a variety of ways:

- Bible devotion (character-building, prayer),
- Bible application (discussion of subject matter based on what the Bible says), or
- Bible example/principle (comparing or contrasting class material to an example or principle in the Bible).

Denomination Issues

Periodically, issues will come up during class discussion, projects, or research that offer an opportunity for differences in understanding and interpretation based on students’ personal beliefs reflecting denominational differences (e.g., missions, prayer practices, evolution vs. creation, “losing” one’s salvation, etc.). Teachers should strive to predict these occurrences based on the content of the unit or textbook and be aware of the potential impact on the class based on the grade level.

- If it is not related to learning a presented concept, teachers should “control” the issues and refer students back to the parents and church.
- If the issue does relate to understanding a concept better and there is benefit attached to sharing or debating different thoughts on the issue, then the teacher should make sure that opinions or information be shared in a non-judgmental and objective way by all students.

Lesson Plans: Home Assignment Expectations

Home assignments are completed on Mondays, Wednesdays, and Fridays. Students should spend approximately one to two hours each for English and Math. Science and Social Studies should take no longer than one hour. There should be limited science or social studies on Wednesday to make it easier for families who attend church on this day.

Secondary home assignments are completed on Mondays, Wednesdays, and Fridays. Students should spend approximately one to two hours at home per hour in class. However, English and math assignments may take longer. Long-term reading assignments would be in addition to the normal home class time.

Home Assignments During Holidays

Teachers should not schedule home assignments during school holidays. Students may choose to work on long-term assignments (e.g., read a book, complete a project, etc.) during holiday time; however, teachers should allow ample time (without the holiday) to complete the assignment.

- Elementary students are not expected to work on home assignments on any day that OPA has a scheduled holiday (i.e., Labor Day or Good Friday).
- Elementary students are expected to complete home assignments on the Friday before and the Monday after Thanksgiving break and spring break (but not during the week).

Classroom Celebrations and Holiday Guidelines

In the UMS model there is no wasted time. Every class will be full of fun and hands-on-learning experiences. Each class period will be needed to accomplish the subject by the end of the semester. Therefore, holiday and end-of-the-year celebrations will be brief and follow holiday guidelines outlined in this handbook.

Holiday Guidelines:

- **Halloween** will not be celebrated. The focus will be the Fall Harvest.
- **Thanksgiving** will be celebrated with an annual Thanksgiving Lunch on the last class day prior to Thanksgiving break.
- **Christmas** will focus on the birth of Jesus Christ.
- **Valentine's Day** will focus on the love of one another and family, rather than boy/girl relationships.
- **Easter** will focus on the death and resurrection of Jesus Christ.

Test and Project Schedules

The following policies should guide teachers in scheduling tests and projects:

- There should be no more than two test or projects due on the same day.
- Teachers must collaborate prior to the first week of the term to set up the test and project calendars.
- Please take into consideration OPA extra-curricular activities when scheduling test and projects.
- If there are more than two test or projects due on a day, the Academic Dean and Administrator must give approval.
- Early Elementary students may not have more than one project due at one time.

ACADEMIC ADVISING POLICY

All students entering high school are required to undergo academic advising for the purpose of establishing a diploma plan. Copies of all high school grade reports or a high school transcript will be required at this meeting. Students not planning to graduate from the academy must still confer with the Academic Advisor in order to clarify their purposes for attending the academy. In addition to this, any requests for transfer credits may need to be assessed before new students are allowed to register. Please contact the Academic Advisor's office for more information.

ACADEMIC PROGRAM PARENT ROLES

Primary Teacher - This role is usually for parents with children in Pre-Kindergarten through 2nd grade. The classroom teacher will introduce new concepts and the parent will ensure that the student is learning the concepts through detailed instruction given via weekly ClassReach assignments. The parent can opt to spend additional time on a given concept to ensure the student is grasping the new concept and/or learning the concept by knowing when the child has mastered the concept while still maintaining the daily assigned work in order to keep the student moving along with the class. The teacher(s) are available via ClassReach on satellite home classroom days on a pre-arranged schedule.

Co-Instructor - Parents with this role will receive detailed instructions from the classroom teacher outlining homework assignments, follow-up study over covered material, and preparation or review needed for their next class via lesson

plans posted weekly to ClassReach. They will also bear the primary responsibility for direct instruction in some aspects of the course, such as spelling, and monitoring their child's academic progress (including the timely submission of all assignments). The teacher(s) are available via ClassReach on satellite home classroom days on a pre-arranged schedule.

Private Tutor - In courses involving this role, parents receive instructions from the classroom teacher via weekly lesson plans posted to ClassReach outlining homework assignments, follow-up study over covered material, and any preparation or review needed for their next class. Courses utilizing this role will usually be at the elementary level.

Guide for Dependent Study - This role will usually relate to parents with children in grades 7-10. These students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parent to make certain that their son or daughter keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Guide to Independent Study - Academic courses at the 11th and 12th grade level will usually involve this role by the parent. Here, the parent has the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. Courses offered by a UMS at this level should mimic that of a community college program where independent study skills and disciplined planning for completing homework assignments are necessary.

Interactive Discussion - In courses utilizing this role (ex. Health courses), parents are expected to interact with their student on teacher-directed topics throughout the semester. Students will then reflect on those interactions through class discussions and written assignments. These courses are designed in such a way as to place emphasis on the parent-student relationship by emphasizing and reinforcing the values parents are teaching within their home. These courses also provide families with the opportunity to explore and interact on issues that are of importance especially during the teen years.

Course Monitor - Some courses will involve equipment or expertise which necessitates that teaching be done in the classroom and leaves little for the parent at home. This role, therefore, will require the least amount of time by the parent, but its importance cannot be understated. The primary responsibility of the parent is to track the progress of their son or daughter and to monitor how well they are doing. Are they becoming discouraged? Are they enjoying the class? What are the activities being done each day in class? What are they learning? In short, parents need to show an interest and express this to their

children. If problems should develop, then the teacher needs to know immediately.

Project Assistant - Some courses utilizing this role would include different grade levels of drama or music. The primary responsibility of the parent is to track the progress of their son or daughter and to monitor how well they are doing. They need to have a sincere interest in their child's class activities and express that interest to their children. Furthermore, help at home might be needed occasionally in support of a particular project. If problems should develop, then the teacher needs to know immediately.

Parent Coach - The role of the parent coach is to provide individual practice and instruction to their son or daughter at home. The director or team coach will organize the group activity (choir, band, team sport, etc.), direct practices, and communicate to the parent-coaches information and directions concerning regular home practice on individual skills. This role is used primarily for competitive extracurricular activities in grades 1-8.

The Active Supporter - This parental role usually involves competitive class or extracurricular activities designed for high school students. In competitive high school programs preparing students for college, conditioning training, practice, and work on individual skills goes beyond the expertise of most parents. As a result, parents are instead required to actively support their children through regular attendance at games, performances, and even at practices or rehearsals. Parents are also encouraged to show their support by participating in supportive activities that usually play a vital role in supporting high school extracurricular programs. At a time when older students are beginning to increase their time away from home as they move gradually toward independence, high school athletics offers parents a regular avenue through which to remain an active part of their child's life and interests.

STUDENT/TEACHER RATIO LIMITS POLICY

The following student/teacher ratios are to be used as limits for standard core classes during each semester's registration. These ratios can differ for non-core classes, and exceptions to these ratios can be temporarily granted by the academy board (examples: gradual preparation to expand school enrollment). In addition, this academy does recognize a two-student registration buffer to protect its enrollment during the add/drop period at the beginning of each semester.

Pre-Kindergarten	16 Students / 2 Teachers
Kindergarten	16 Students / 1 Teacher
Elementary Grades 1-6	16 Students / 1 Teacher

Middle School Grades 7-8
High School Grades 9-12

18 Students / 1 Teacher
22 Students / 1 Teacher

ACADEMIC PROGRAM COMMUNICATION POLICY AND PROCEDURES

Communication is vital in the University-Model® school. OPA administration and teachers will communicate regularly with parents by ClassReach, telephone, website, e-mail, meetings, weekly lesson plans, and the weekly OPA Family Newsletter. We encourage parents and students to contact teachers to clarify assignments or expectations. Each teacher is required to schedule a daily time on MWF to respond to parent communication. Parents and students will be notified of each teacher's communication schedule on School Orientation Day. Parents and students must be respectful of a teacher's time and should never call or text a teacher before 8:00 AM or after 9:00 PM. Parents and students should attend all school meetings. If there are questions or problems within a particular class, the parent or student should first talk with the teacher. The primary means of communication with teachers is through ClassReach. The primary means of communication with School staff is via the School Office, either by phone or in person.

Our desire is to cultivate a positive and effective relationship with the parents to ensure the student's success. Any questions about events, school policies or guidelines, or other information should be directed to the school office. Promotional literature, other than OPA-sponsored activities, cannot be distributed at OPA.

Orientation

Academic course teachers will meet with students and parents during orientation at the beginning of the fall semester. Each teacher will discuss course information and go over the first lesson plan, and explain co-teacher role for the course.

ClassReach

One primary means of communication is a parent portal. ClassReach is a parent portal used for communication between the school and home, and should be checked daily. Parents will receive school updates, information about activities, events, and meetings, as well as receive course lesson plans and classroom assignments, view grades and teacher's notes. Instructions for accessing the

portal are provided at the time of registration and training is available at the start of school.

Lesson Plan Communication

Effective, consistent communication between the teacher and co-teacher is vital and is accomplished primarily through the lesson plan. Teachers develop daily or weekly lesson plans based on the departmental standard provided by the supervisor.

ACADEMIC COURSE PREREQUISITES AND ACADEMIC DEPARTMENTS

Early Elementary: Pre-Kindergarten – 2nd Grade

COURSE PREREQUISITES

Satisfactory performance on the appropriate entrance test, successful completion of the preceding course in the OPA sequence, or permission of the instructor is required for the next level. Early elementary students must also evidence appropriate ability to follow classroom behavioral guidelines and engage and learn in a classroom setting with their peers.

ACADEMIC DEPARTMENTS

Early Elementary Language Arts

The primary purpose of the Language Arts program is to develop foundational phonics skills and to promote a love of reading and writing. Emphasis will be placed on early reading and writing proficiencies.

Early Elementary Mathematics

This program focuses on teaching students on the foundational elements of numbers and computing. Importance is placed on learning basic math skills and facts during the early years, in order to provide a strong foundation for upper elementary mathematics.

Early Elementary Science

The primary goals of the science program are to expose students to essential scientific concepts, skills, and methodologies; to encourage the development and appropriate use of foundational thinking skills; and to help students better understand the Creator-creation relationship. In the elementary courses, students will be presented with the information and skills needed to understand and appreciate the miracle of God's creative genius.

These courses will lead students continually from the known to the unknown by teaching important scientific concepts within the context of the things they can see and recognize. As students study the environment, creatures of the environment, the universe, space, and matter, emphasis will be placed on the entire universe as the direct creation of God, and the man-made idea of evolution will be refuted.

Early Elementary Social Studies

The curriculum for social studies focuses on the social aspects of human existence and experiences. This study specifically examines the origin, development, relationships, and problems of various societies and their cultures. The primary goal of the program is to give students a broad knowledge of people and their diverse societies, governments, and geography, while teaching biblical citizenship that will be useful for whatever life situation the Lord should deem appropriate for His service. Elementary courses will provide students with a study of society, culture, politics, social studies, and geography, beginning with a biblical analysis of man as created in the image of God. Instruction then will move outward from the individual to the family, and then to increasingly larger groups, such as the city, state, nation, and world.

Early Elementary Spanish Department:

Students will learn Spanish vocabulary through songs and games, and Bible memorization activities. The teacher incorporates Spanish phrases with translation, encouraging students to listen and learn to use them appropriately as well. In class, students will learn vocabulary words, verbs and phrases with correct pronunciation. Videos and songs are provided for practice at home.

Early Elementary Art Department:

In art, students will be encouraged to think outside the box. Like Pablo Picasso said, "Learn the rules like a pro, so you can break them like an artist." Students will learn the color wheel, as well as study the lives and works of master artists such as Picasso, Van Gogh, Michelangelo, and Monet. Students will practice various types of art- painting, drawing, mosaics, collages, sculpture as well as learning about Impressionism, color theory, and abstract.

Early Elementary Music:

This program focuses on teaching music appreciation that will enable students to better understand various aspects of music genres and the importance of music in our daily lives. Through learning in a fun and relaxed environment, the students will participate in games and activities that teach music theory, rhythm, singing, instruments, and music history. Students will have the opportunity to learn from guest musicians and will also learn the importance of music in relation to worship.

Early Elementary Physical Education:

The goal of the physical education program is to empower all students to sustain regular, lifelong activity in a manner that glorifies our Creator and as a foundation for a healthy, productive and fulfilling life. Physical education courses will provide students with a wide variety of physical activities and challenges that will contribute to the development and maintenance of their physical, spiritual, and mental well-being.

Upper Elementary: 3rd – 6th Grades

COURSE PREREQUISITES

Satisfactory performance on the appropriate entrance test, successful completion of the preceding course in the OPA sequence, or permission of the instructor is required for the next level. Upper elementary students must also evidence appropriate ability to follow classroom behavioral guidelines and engage and learn in a classroom setting with their peers.

ACADEMIC DEPARTMENTS

Upper Elementary Language Arts

The primary purpose of the Language Arts program is to develop and refine student skills in both oral and written communication and to promote understanding of and appreciation for fine literature. Emphasis will be placed on reading and writing proficiencies, as well as evaluating the world's great literature against the standard of scriptural truth and wisdom.

Upper Elementary Mathematics

This program focuses on teaching students structured mathematical systems that will enable students to think logically and analytically. The math curriculum will have a strong applications emphasis, encouraging students to view God's world through precision and structure. Importance is placed on learning basic math skills and facts during the early years, in order to provide a strong foundation for secondary mathematics.

Upper Elementary Science

The primary goals of the science program are to teach essential scientific concepts, skills, and methodologies; to encourage the development and appropriate use of higher-level thinking skills; and to help students better understand the Creator-creation relationship. In the elementary courses, students will be presented with the information and skills needed to understand and appreciate the miracle of God's creative genius.

These courses will lead students continually from the known to the unknown by teaching important scientific concepts within the context of the things they can see and recognize. As students study the environment, creatures of the

environment, the universe, space, and matter, emphasis will be placed on the entire universe as the direct creation of God, and the man-made idea of evolution will be refuted.

Upper Elementary Social Studies

The curriculum for social studies focuses on the social aspects of human existence and experiences. This study specifically examines the origin, development, relationships, and problems of various societies and their cultures. The primary goal of the program is to give students a broad knowledge of people and their diverse societies, governments, and geography, while teaching biblical citizenship that will be useful for whatever life situation the Lord should deem appropriate for His service. Elementary courses will provide students with a study of society, culture, politics, social studies, and geography, beginning with a biblical analysis of man as created in the image of God. Instruction then will move outward from the individual to the family, and then to increasingly larger groups, such as the city, state, nation, and world. The studies will then focus specifically on American history, the eastern hemisphere by geographical regions with an introduction to worldwide missions, and a study of the western hemisphere including recent United States and worldwide events.

Upper Elementary Spanish Department:

Students will learn new Spanish vocabulary while building on the vocabulary they already know. The teacher speaks in Spanish, translating into English, in order to provide an immersion experience. In class, students will learn to speak in phrases and sentences, ask questions, give commands, and practice speaking with correct Spanish pronunciation. Students practice at home with videos which cover the vocabulary for the unit and supply students with bible verse, prayer, and song in Spanish.

Upper Elementary Art Department:

In art, students will be encouraged to think outside the box. Like Pablo Picasso said, "Learn the rules like a pro, so you can break them like an artist." Students will learn the color wheel, as well as study the lives and works of master artists such as Picasso, Van Gogh, Michelangelo, and Monet. Students will practice various types of art- painting, drawing, mosaics, collages, sculpture as well as learning about Impressionism, color theory, and abstract.

Upper Elementary Music:

This program focuses on teaching music appreciation that will enable students to better understand various aspects of music genres and the importance of music in our daily lives. Through learning in a fun and relaxed environment, the students will participate in games and activities that teach music theory, rhythm, singing, instruments, and music history. Students will have the opportunity to learn from guest musicians and will also learn the importance of music in relation to worship.

Upper Elementary Physical Education:

The goal of the physical education program is to empower all students to sustain regular, lifelong activity in a manner that glorifies our Creator and as a foundation for a healthy, productive and fulfilling life. Physical education courses will provide students with a wide variety of physical activities and challenges that will contribute to the development and maintenance of their physical, spiritual, and mental well-being.

Junior High Department: 7th – 8th Grades

COURSE PREREQUISITES

Satisfactory performance on the appropriate entrance test, successful completion of the preceding course in the OPA sequence, or permission of the instructor is required for the next level. Junior High students must also evidence appropriate ability to follow classroom behavioral guidelines and engage and learn in a classroom setting with their peers.

ACADEMIC DEPARTMENTS

At OPA, the primary goal of the academic program is to prepare students for effective ministry and useful citizenship within whatever life station or geographical location the Lord should deem appropriate for their service.

Junior High Language Arts

The primary purpose of the English program is to develop and refine student skills in both oral and written communication, and to promote understanding of and appreciation for fine literature. Emphasis will be placed on reading and writing proficiencies, as well as evaluating literature against the standard of scriptural truth and wisdom. Junior high courses will give students the opportunities needed to improve reading, composition, and higher-level thinking skills. Emphasis will be placed on reading comprehension and analysis, vocabulary and spelling, mechanics of grammar, components of various types of compositions, including the beginning stages of a research paper, and an increasing knowledge, understanding, and appreciation of literature. Students will be taught the principles that literature should be evaluated by biblical standards and that lessons learned through the study of literature should be applied to life.

Junior High Mathematics Department:

The mathematics department exists to help students learn to appreciate the orderliness of the creation and, therefore, the Creator, even as they learn to think logically and analytically using highly structured mathematical systems. A concurrent focus on the development of problem solving skills and methodologies gives the math program an important applications emphasis.

Junior High Science Department:

The primary goals of the science department are to teach essential scientific concepts, skills, and methodologies, to encourage the development and appropriate use of higher-level thinking skills, and to help students better understand the Creator-creation relationship, while balancing the acquisition of scientific knowledge with the application of valid problem-solving skills and methodologies.

Junior High Social Studies Department:

History has as its primary interest the social aspects of human existence and experience. Specifically, this study examines the various institutions, relationships, ideas, and problems related to the specific cultures and societies. Students must develop the ability to understand and utilize general facts and ideas to sift and evaluate a given culture's values and traditions through a biblical grid. Understanding the essential information and concepts associated with history (e.g., history, government, economics, geography, etc.), the student will be taught to apply effective communication, research, and critical thinking skills.

Junior High Spanish Department:

This program focuses on building a deep vocabulary base, teaching grammar and Spanish rules, as well as pronunciation and sentence formation. Students will be expected to present each semester on a project that they have decided upon, speaking both English and Spanish to the audience. This curriculum utilizes a variety of teaching videos, songs, and simple readers to help expose your student to the syntax of the Spanish language, and to encourage the four areas of language learning: speaking, reading, writing, and listening.

Junior High Art Department:

In art, students will be encouraged to think outside the box. Like Pablo Picasso said, "Learn the rules like a pro, so you can break them like an artist." Students will learn the color wheel, as well as study the lives and works of master artists such as Picasso, Van Gogh, Michelangelo, and Monet. Students will practice various types of art- painting, drawing, mosaics, collages, sculpture as well as learning about Impressionism, color theory, and abstract.

Junior High Music:

This program focuses on teaching music appreciation that will enable students to better understand various aspects of music genres and the importance of music in our daily lives. Through learning in a fun and relaxed environment, the students will participate in games and activities that teach music theory, rhythm, singing, instruments, and music history. Students will have the opportunity to learn from guest musicians and will also learn the importance of music in relation to worship.

Junior High Physical Education:

The goal of the physical education program is to empower all students to sustain regular, lifelong activity in a manner that glorifies our Creator and as a foundation for a healthy, productive and fulfilling life. Physical education courses will provide

students with a wide variety of physical activities and challenges that will contribute to the development and maintenance of their physical, spiritual, and mental well-being.

High School Department: 8th – 12th Grades

COURSE PREREQUISITES

Satisfactory performance on the appropriate entrance test, successful completion of the preceding course in the OPA sequence, or permission of the instructor is required for the next level.

ACADEMIC DEPARTMENTS

At OPA, the primary goal of the academic program is to prepare students for effective ministry and useful citizenship within whatever life station or geographical location the Lord should deem appropriate for their service.

High School English

The primary purpose of the English program is to develop and refine student skills in both oral and written communication, and to promote understanding of and appreciation for fine literature. Emphasis will be placed on reading and writing proficiencies, as well as evaluating literature against the standard of scriptural truth and wisdom.

High school courses will provide students with the opportunities needed to improve reading, composition, and higher-level thinking skills. Mechanics of grammar, components of compositions, vocabulary and spelling, and reading comprehension and analysis will be reinforced. At this level, emphasis will be placed primarily on detailed analysis of various selections from American literature, world literature, and British literature. All readings will be evaluated by biblical standards, and students will begin to see the correlation between an author's worldview and how it affects the work produced. Compositions will focus on students' analysis of literature, with special attention placed on communicating in a manner worthy of a Christian who desires to influence a world in need of Christ. Students will also have the opportunity to enhance and refine their oral communication skills through participating in dramatic readings, persuasive and extemporaneous speeches, and class discussions.

High School Mathematics

The mathematics department exists to help students learn to appreciate the orderliness of the creation and, therefore, the Creator, even as they learn to think logically and analytically using highly structured mathematical systems. A concurrent focus on the development of problem solving skills and methodologies gives the math program an important applications emphasis.

High School Science

The primary goals of the science department are to teach essential scientific concepts, skills, and methodologies, to encourage the development and appropriate use of higher-level thinking skills, and to help students better understand the Creator-creation relationship, while balancing the acquisition of scientific knowledge with the application of valid problem-solving skills and methodologies. The computer sciences program employs a hands-on approach to encourage students to develop a working knowledge and mastery of skills required for operating the computer in the academic and business communities.

High School History

As the term indicates, history has as its primary interest the social aspects of human existence and experience. Specifically, this study examines the various institutions, relationships, ideas, and problems related to the specific cultures and societies.

Students must develop the ability to understand and utilize general facts and ideas to sift and evaluate a given culture's values and traditions through a biblical grid. Understanding the essential information and concepts associated with history (e.g., history, government, economics, geography, etc.), the student will be taught to apply effective communication, research, and critical thinking skills.

CONCURRENT ENROLLMENT PROGRAM

Definition

Concurrent enrollment partnerships provide high school students the opportunity to take college credit-bearing courses. Specifically, concurrent enrollment is the subset of dual enrollment courses taught by college-approved high school teachers. Concurrent enrollment partnerships and early college programs successfully transition students from high school to college. Students gain exposure to the academic challenges of college while in their supportive high school environment, earning transcribed college credit at the time they successfully pass the course.

Concurrent enrollment also facilitates close collaboration between high school teachers and college faculty that fosters alignment of secondary and postsecondary curriculum.

Eligibility

Students interested in applying for admissions in the academy's concurrent enrollment program must submit their application to the Academic Advisor a minimum of one month prior to the start of the semester in which the course he/she is interested in enrolling in begins. Students must demonstrate the academic ability to competently complete the intended course(s) by the following means:

- a. The student completes the Concurrent Enrollment Program Application.
- b. The student has not been on Academic Probation for a minimum of one academic year.
- c. The student has a cumulative GPA of 3.0 or higher.
- d. Parent approval is demonstrated via the Concurrent Enrollment Program Application Form.
- e. The student provides required testing scores.
- f. The student provides the required teacher recommendation letters.

STUDENT ACTIVITY PROGRAM POLICIES

EXTRA-CURRICULAR INFORMATION

Philosophy for Extra-Curricular Activities

At Owasso Preparatory Academy, our desire is that our sports program and other extra-curricular activities be fully supportive of our school mission and statement of philosophy. To that end, the purpose of any extra-curricular activity at OPA is:

- to partner with parents to develop spiritual maturity in each student,
- to provide each student with an opportunity to participate in extracurricular activities, and
- to learn and demonstrate Christ-like character and behavior during interaction with each other, as well as other groups outside of the school.

We believe extracurricular activities are a vital resource for the training of young minds and hearts. These activities provide opportunities outside the classroom for students to practice and experience biblical principles taught at home and in the school. We expect that, through these parent/school sponsored activities, our children will learn:

- the benefits and proper disciplines of competition;
- the right rewards for hard work and preparation;
- how to submit to and follow scriptural authority subjecting personal interests to those of the leader and the team;
- the benefits of working together in unity under leadership and the appropriate expression of individual talent for the benefit of the team;
- the value of camaraderie and the friendships that result;
- the value of experiencing both victory and defeat;
- how to celebrate or to express disappointment with Christ-like dignity (good sportsmanship), demonstrating honor and respect to coaches, parents, officials, and other competitors; and
- the benefits of experiencing new challenges.

General Policies

1. For sports teams, any determination of starting position, playing time, and duration of play is to be determined by the head coach. Being in a sport does not guarantee any amount of playing time during a game or competition.
2. For clubs, such as drama club, any assignment of roles is to be determined by the club leader or coach. Being a part of the club does not guarantee any particular role or responsibility.
3. All OPA athletics and extra-curricular clubs/activities personnel, whether paid or not by the academy, who work with OPA students in any capacity on or off the field/court during the regular course of an athletics season, including off-seasons or in-season practices, **must** fill out an Activity Volunteer Application and clear a background check performed by the administration.
4. The only personnel allowed courtside, on the sidelines, or any other location typically dedicated to coaches or players are OPA approved coaches and student-athletes, or volunteers appointed by the Head Coach for the purpose of keeping team stats, play-by-play announcing, etc.
5. All athletes in grades 9-12 will receive a letter grade and credit hours in accordance with each sport they play. The grade given will reflect 60% game/meet participation and attitude and 40% practice participation and attitude. In keeping with school policy, athletes are allowed to miss 12.5% of games and practices before credit will not be given for the class. Please note that points will still be deducted from the student's grade for each absence recorded (excused or unexcused).
6. Student-athletes are expected to be at all practices and games, on-time and ready to practice or compete. The only acceptable reasons for missing practices or games are: (a) illness, (b) school-sponsored activities approved by coach through activity sponsor (**See added policy concerning possible conflicts in the next section**), or (c) emergencies.

Policy Established Concerning Possible Conflicts Between Established Athletic Classes, Practices, and Games with Sponsored School Functions

All sponsors of school activities or functions should be very aware of the priority for committed athletes/participants with dual participation. Any schedule conflicts must be first discussed with the coach/club leader of the sport or club the student/s is committed to. It is the responsibility of the coach/club leader to speak to the sponsor of said school activity or function should a conflict arise. In all cases, students should not be directed to miss a practice or game until conflict is resolved as directed by the coach and sponsor.

1. If a student-athlete/club participant is going to be absent from or late to a practice or game, he/she must notify the coach as soon as possible on the day of the absence.
2. After each reporting period, if a student participant fails a class, he/she must sit out 2 weeks beginning the following week of school at 8:30 AM. The grades will then be checked weekly. If the grade is passing, the student participant will be able to compete again. If the grade is not passing, the student participant will be out another week and so on until the grade is passing. Student participants that are not competing in games/meets/competitions are still required to sit on the bench/attend meets/competitions.
3. For team unity, support, and instruction, an injured student-athlete is expected to be at all practices and games, whether or not he is able to participate. The only exception to this is if an arrangement has been made with the coach.
4. Student-athletes that participate in outdoor sports will meet even if the weather does not permit; practices may be moved indoors to an approved venue. The coaches will communicate with student-athletes when such changes in practice occur. For Cross Country and Track, please check www.weather.com at 6:00 AM for an accurate assessment of the weather (39 degrees and below will be moved indoors).
5. Student-athletes and club participants are expected to attend class and turn in all academic work due on time; an athletic/competitive event is not an excuse for academic sloth. In the event that a team must miss all or a portion of a school day to travel to a distant location, athletes/student participants will need to get a "Pre-Approved Absence Form" signed by their teacher(s) and turned back in to the office 2 days prior to the event. If no form is turned in, the absent will be unexcused. If students will be leaving early from a class, they are not permitted to leave the room until picked up by a parent or coach.
6. Student-athletes and club participants are accountable for the uniforms and equipment provided by OPA. If uniforms or equipment are not turned in when requested by the coach/club leader, or by the end of that sport/club season, the student participant will be required to pay for the

cost of replacing that uniform or equipment (at a much higher amount than originally paid due to the fact that the cost of replacing one item is more expensive than OPA's cost in purchasing an entire team's), and the student-athlete may be barred from re-enrollment in or graduation from the Academy, as well as have transcripts withheld.

7. Each OPA athletic team has a day designated for team photos. Whether purchasing or not, a student-athlete is expected to participate in these team photos.
8. To participate in sports at OPA, student-athletes must have a physical exam each year (form available in the front office). High school athletes are also required to sign and have on file an Acknowledgment of Rules form which should be turned in no later than the first day of practice.

To discuss athletic-related issues, please set an appointment with the School Administrator. Please refrain from walking in the office and discussing matters publicly.

CONDUCT POLICIES

Staff Conduct Policies

"Let not many of you become teachers, my brethren, knowing that as such we will incur a stricter judgement." (James 3:1)

It is incumbent upon Christian leaders to model Christ in everything they do, to reflect the fruits of the Spirit and provide an example of godliness to students. Thus, directors and coaches are held to a higher standard than those they lead, including but not limited to:

- **Spirituality**—Director, coaches and club and activity leaders must possess and cultivate a personal, saving relationship with Jesus Christ, and bring that relationship into every aspect of their leadership and coaching. Students should view all OPA personnel, both paid and volunteer, as substantive, Christ-centered role models.
- **Speech**—Director coaches and club and activity leaders should employ language that is wholesome, engenders a spirit of love and humility, and even when properly disciplining a student on or off the field/court is dedicated to the training up of that young person in Christ. Directors coaches and club and activity leaders should also refrain from demeaning, sarcastic, or accusatory language directed toward players, officials, other coaches, and fans (e.g., it's one thing to respectfully let an official know they've made a questionable call, it's quite another to declare inflammatory and personal remarks).

- *Physicality*—Director coaches and club and activity leaders should treat students under their guidance with respect, and therefore refrain from any physical touch that would clearly indicate abusiveness (e.g., a strong pat on the helmet is one thing, slapping or violently grabbing a student is quite another). Male directors coaches and club and activity leaders are to take great care in how and where they offer physical support to female athletes; in principle, male coaches should not touch a female athlete unless it is required for training purposes (e.g., positioning an athlete's feet or arms for a proper swing), or to congratulate an athlete for an accomplishment (e.g., a "high-five" or pat on the helmet).
- *Community*—Director coaches and club and activity leaders must foster unity among the OPA staff, parents, and students by resolving issues in a biblical manner and cooperating with the OPA administration. Athletics (or athletes) must never be viewed as separate from the academic and spiritual life of the academy—we *all work together* for the glory of the Lord.
- *Witness*—Director coaches and club and activity leaders are representatives of Owasso Preparatory Academy on and off the field/court and, therefore, should endeavor to maintain a proper witness of Christ. *Any* behavior unbecoming to Christ or the Academy is unacceptable and can result in disciplinary action. We are, *first and foremost*, ambassadors of Jesus Christ and His kingdom.

Student Participant Conduct Policies

"Whether, then, you eat or drink or whatever you do, do all to the glory of God." (1 Corinthians 10:31)

It is a privilege to participate in athletics and extra-curricular activities and clubs at OPA and, therefore, student participants are expected to perform to the best of their physical and mental abilities for the sake of the team, school, and, ultimately, the Lord. They are also charged with the responsibility to walk in a manner that upholds the biblical standards of the academy, and to do all things to the glory of the Lord, including but not limited to:

- *Spirituality*—Student participants must cultivate a personal, saving relationship with Jesus Christ, and bring that relationship into every aspect of their athletic involvement at the academy.
- *Speech*—Student participants should employ language that is wholesome, engenders a spirit of love and humility, and even when frustrated reflect peculiarity to the world. Student participants should also refrain from demeaning, sarcastic, or accusatory language directed toward other participants, players, officials, coaches, leaders, and fans.
- *Community*—Student participants must foster unity among the athletic and club/activity teams, parents, and coaches/leaders by resolving issues

in a biblical manner and cooperating with the OPA Administration. Student-participants are first students and therefore must never view themselves as separate from the academic and spiritual life of the academy—we *all* work *together* for the glory of the Lord.

- *Witness*—Student participants are representatives of Owasso Preparatory Academy on and off the field/court and, therefore, should endeavor to maintain a proper witness of Christ. **Any behavior unbecoming to Christ or the academy is unacceptable and can result in disciplinary action.** We are, *first and foremost*, ambassadors of Jesus Christ and His kingdom.

Parent/Spectator Conduct Policies

“Start children off on the way they should go, and even when they are old they will not turn from it.” (Proverbs 22:6)

As supporters and encouragers of our athletes and club/activity participants, it is important that parents and friends attend the games and competitions of their children. It is also important to model the proper attitude and character on the sidelines of those events.

- *Speech*—Parents and spectators should employ language that is wholesome and encourages others. They should also refrain from demeaning, sarcastic, or accusatory language directed toward any player/participant, officials, coaches/leaders/staff, and other fans.
- *Community*—Parents and spectators must foster unity among the OPA family.
- *Witness*—Parents and spectators are representatives of Owasso Preparatory Academy and God to their children and others at school events. Therefore, they must endeavor to maintain a proper witness of Christ. **Any behavior unbecoming to Christ or OPA may result in being asked to leave the game or competition.**

ELIGIBILITY REQUIREMENTS AND POLICIES

All students who desire to participate in extra-curricular activities must meet the following requirements to remain eligible for participation. Participation in these activities requires additional time and effort that does not supersede the student’s responsibilities to represent OPA and their fellow students with excellence and properly prepare for academic success. Extra-curricular activities do not, at any time, take precedence over the academic program.

Performance Standards Related to Extra-Curricular Eligibility

All students who desire to participate in extra-curricular activities during any given semester must maintain a GPA of 2.0 in the core academic classes and maintain acceptable student conduct, or the student may have limitations to participation applied until the grades improve or the discipline problems have ceased. No refunds may be given to students temporarily barred from participation in extra-curricular activities related to academic or disciplinary problems. Students who are on academic or student conduct probation may be barred from participation in extra-curricular activities. It is our hope that the possibility of non-participation will further motivate students to focus on the importance of their academic studies. No athlete, who has been ineligible due to grades for more than three weeks during a season, will be eligible for district honors.

Grade Level Classifications

Once beginning high school classification is achieved, OPA secondary students (ninth through twelfth) will compete on the grade level that is consistent with the grade level designation of their courses (i.e., must have an equal or greater number of courses classified as the grade level at which they desire to compete).

Age Limitation Affecting Eligibility

Students who turn 19 years of age by September 1 of their senior year are not eligible to participate in Conference competitions (including academic, fine arts, and athletics).

DRESS CODE POLICIES

Staff

This policy is designed so that staff display a professional, Christ-honoring image. Staff are expected to adhere to this policy during their working hours. Violations of the Staff Dress Code Policy may at times seem subject to interpretation. The Administrator has final discretion on all Staff Dress Code decisions.

The guideline for staff dress at Owasso Preparatory Academy is business casual. Practically, a good rule of thumb is to dress as well or better than the student uniform requirement.

For men, this means dress shirts, polo shirts, or business casual shirts and Dockers style pants or dress slacks. For women, appropriate wear includes business casual Capri pants. Hair should be clean and well groomed. Immodest clothing is not permitted. Shoes should be either dress or casual. Sandals are permitted, flip-flops are not.

OPA t-shirts and jeans may be worn by staff on monthly Spirit Days, in addition to days determined by the School Administration.

Leisure attire and sweats shall not be worn by staff during working hours. Appropriate athletic wear is permitted for staff involved in athletic activities or events such as the annual Walk-A-Thon and annual Field Day.

Practices

OPA t-shirt or sleeveless shirt, modest shorts within dress code specifications, and appropriate footwear.

Not Allowed

Non-OPA t-shirt, immodest form-fitting attire, jewelry during athletic practice/competition.

Game Day

No dressing up before any games/meets. Regular school uniforms are to be worn during the school day.

OTHER POLICIES

Transportation

It is the parent/guardian's responsibility to transport their student participant to and from practices, games, and meets. Carpooling amongst parents is allowed, but it is handled independently by the parents, not OPA. With the exception of a relative, students may not ride with other students unless an authorization form is filled out.

Equipment

Uniforms and equipment for each team are ordered by the Athletics Director or School Administration Staff. The head coach or activity/club leader is also responsible to distribute and receive back all uniforms/equipment from student participants, and keep on file an inventory of current uniforms/equipment owned by the school.

Finances

All purchases and expenses to be paid by OPA must be cleared by the School Administrator. Purchases made without this approval will be the sole responsibility of the person ordering the item(s). OPA athletics expenses cannot exceed the annual budget established for the Athletics Department and Extra-Curricular Activities Department by the OPA administration.

Picture Day

Head coaches and activity/club leaders are responsible to schedule and coordinate a day and time for team/group pictures, as well as communicate this information to student participants, parents, and assistant coaches/leaders. Team/group pictures are mandatory for all student participants, whether or not they intend to purchase photos.

Team Practices

Head coaches are responsible to provide student-athletes with proper training and practice in the sport over which they have authority, including but not limited to: (a) a practice schedule and plan, (b) providing proper communication with student-athletes and parents regarding this schedule and plan, (c) fostering Christ-centered motivation and attitudes among players and coaches, (d) regular team prayer or Bible instruction.

Philosophy of Playing Multiple Sports and Participating in Multiple Extra-Curricular Activities/Clubs

Because OPA is small school and has a limited number of students from which to draw, it is common for students to compete in multiple sports as well as participate in additional extra-curricular activities. While the school encourages this participation (in fact, to remain competitive, desires this), ultimately, it is a decision made by the parents and supported by the OPA Administration and Athletics Department. We believe student participants benefit from participation in multiple sports and activities/clubs, not only in physical, but also in character

development, learning to consider and support others in the team effort to achieve success.