

Live Oak Academy

Student / Parent Handbook

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

Isaiah 61



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Section I: General Information

Educational Philosophy

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

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

The Grammar Stage

Teaching solid factual foundations.

The Logic Stage

Focusing on sound reasoning and critical thinking skills.

The Rhetoric Stage

Empowering students to express themselves with clarity and confidence.

Classical Education

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

Our Christian Foundation

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

Section I: General Information

Statement of Faith

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

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

The Nicene Creed

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

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

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

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

Section I: General Information

Home and Academy Partnership

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

Live Oak Academy is an educational service, providing comprehensive academic assistance to the schooling process. The role of parents in the partnership changes somewhat with the age of the student, as described in Appendix A. As students mature, they themselves contribute more to the partnership. We aim to challenge our students, and we expect them to take vigorous responsibility for their studies.

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

Mental Discipline

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

Academic Responsibility

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

History and Governance

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

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

Section I: General Information

Faculty and Staff

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

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

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

Our current faculty members are listed on our Internet web site, LiveOakAcademy.org, along with a brief biography stating their background, educational credentials, professional qualifications, and interests. We invite you to get acquainted with them both online and in person.

Section II: Academic Program

School of Grammar

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

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

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

Section II: Academic Program

School of Logic

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

Grade	Literature and Composition	History and Geography	Mathematics	Science	Latin	Christian Studies	Electives/Enrichment ¹
7	Literature and Composition	World History, Ancient Civilizations	Pre-Algebra	Physics	Latin I or II	Nicene Creed	Public Speaking Classic Choir
8	Literature and Composition	World History, Medieval and Renaissance	Algebra I	Earth Science	Latin I or II	Evidence for the Faith	Ensemble Fine Arts 7/8

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

¹ As offered.

Section II: Academic Program

School of Rhetoric

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

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

Grade	Literature and Composition	History and Geography	Mathematics	Laboratory Science	Language	Christian Studies/ World Views	Electives/ Enrichment ¹
9	World Lit & Comp	World History, Modern	Geometry	Biology Chemistry Physics AP Biology AP Chem. AP Physics	Latin (appropriate level)	Introduction to Exegesis of the Bible	Public Speaking Classic Choir
10	American Lit & Comp	US History, AP U.S. History	Algebra II		Latin (through AP Latin) or Other Foreign Language	Introduction to Christian Apologetics	Ensemble Studio Art AP Studio Art
11	Lang and Comp or AP Lang and Comp	Intellectual History I, II (Western Civ) Junior Thesis	Trigonometry/ Pre-Calculus/		Integrated into Intellectual History course	Micro or Macro Economics Intro to Computer Programming	
12	Lit and Comp or AP Lit and Comp	Intellectual History I, II (Western Civ) Senior Thesis	Calculus		Integrated into Intellectual History course	AP Statistics 10 th -12 th Grade: AP US Govt 11 th -12 th Grade: AP Eur Hist	

¹ As offered.

Section II: Academic Program

Fine Arts

Studies have shown that children of all ages have increased their overall capacity to learn as a result of their continued participation in music and the fine arts. Participation in the fine arts is encouraged at Live Oak Academy. A Primary Choir for grades 1-2, an Elementary Choir for grades 3-6, a Classic Choir for grades 7-12, and a Choir Ensemble for High School students is offered, with concert performances scheduled during the year. Art activities are provided in the Kindergarten and First Grade classes throughout the school day, and a Fine Arts class is offered for grades 2-12. In all our art activities, students are encouraged to recognize God as the source of all creativity, joy, and beauty. Throughout our curriculum we give praise and worship to God through song, poetry memorization and Bible memorization, art projects, and dramatic performances.

Enrichment Activities

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

Study Hall

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

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

Note: Eating *is* permitted in Study Hall.

Section II: Academic Program

Placement Policy

Live Oak Academy staff and faculty will determine grade level and course placement based upon several criteria, listed below:

1. Nationally recognized test scores and transcripts
2. Live Oak Academy administered tests and evaluations
3. Student's performance, including grades, completion of assignments, etc.
4. Student's developmental and learning strengths and weaknesses
5. Faculty assessment(s)
6. Parental assessment and recommendation
7. Successful completion of prerequisites, when applicable

We believe that God has created every child to be uniquely equipped for His purposes. This equipping includes gifts, talents, temperament, interests, and a unique pace of development. Our desire is to educate the child as a whole person. We strive to place students in classes that will balance their need for academic challenge and growth with our desire to avoid subjecting them to undue frustration or pressure. In addition to evaluation of individual students, our placements also take into consideration the best interests of the class as a whole.

Accordingly, careful evaluation of new students occurs through the application and assessment process. Both new and continuing students are evaluated for placement in spelling, language arts, math, science, and Latin (or other foreign language). School of Rhetoric students who wish to take Advanced Placement (AP) courses must meet all course prerequisites.

Section II: Academic Program

Home Assignments Policy

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

School of Grammar and School of Logic classes are comprised of two days of classroom and three days of home instruction each week. School of Rhetoric classes meet for three days of instruction each week, with two days of home instruction.

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

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

Late or Missing Assignments

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

Teachers

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

Section II: Academic Program

Late or Missing Assignments (continued)

School of Grammar and School of Logic Parents

- Parents of lower and middle school students are responsible for managing the combined family, church, academic, and enrichment workload of their students. In grades K-8, the parent must request an extension to the assignment.

School of Rhetoric Students

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

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

Parent/Teacher Meetings and Classroom Visits

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

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

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

Section II: Academic Program

Grading, Credits, and Promotion Policies

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

All grade reports will provide a narrative assessment. In grades 7-12, quantitative measurement is also mandatory. Quantitative measurement of course performance is provided as a numerical or percentage score. Both grade points and letter grades may be derived from the score. If a letter grade is assigned by the classroom teacher, it will be based upon the academy-provided grading scale. For purposes of creating their own student's transcript, parents may use a personalized scale based upon their homeschool's assessment of student performance.

Credits - Credits for completed classes are recorded by the Academy only if a passing grade (D or better) is earned. Credits are important at the School of Rhetoric level for college transcripts or when transferring to another high school. The Academy's policy on assigning credits is described in more detail in the section titled "School of Rhetoric Graduation Requirements," page 15.

Promotion - Students who complete a course with a grade of C or better will be promoted to the next level. Students earning an F are required to repeat the same level and earn a passing grade before advancing.

The family of a student earning a D grade may petition the headmaster, requesting permission to advance. Appeals are reviewed by the headmaster, department head, and teacher. If the appeal is granted, conditional milestones will be established to track specific performance goals, which must be met in order to remain in the advanced level class. The Academy reserves the right to charge a fee to cover the incremental administrative costs of this oversight. If the provisions of the appeal are not met, the student will be removed from the advanced class but may transfer to the lower level class on a space-available basis. In these instances, the normal class change fees will apply. Students earning an F must repeat the same level; no appeal is available for a failing grade.

Section II: Academic Program

Grading Scale

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

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

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

²*An assessment of I or W requires academy approval prior to end of semester. An Incomplete also requires a coursework completion plan. A Withdrawal is limited to medical or family emergencies. Both may be replaced by a letter grade if the course is completed at a later time.*

Section II: Academic Program

School of Rhetoric Graduation Requirements

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

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

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

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

- Pass the equivalent of 18 academic courses. (4-5 classes each year.) Course, credit, and grading requirements are described in detail on pages 15-17 of this document.
- Earn an overall grade point average of “C” or higher. No more than 20% of classes taken toward graduation may be graded on a pass/fail basis.
- Pass a minimum number of required classes in certain subject areas, as listed in the table below.
- Perform and document a community service project.

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

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

Students who qualify to walk in the Live Oak Academy commencement ceremony, but who do not qualify to receive an academy diploma, receive a diploma from their family’s homeschool.

Section II: Academic Program

School of Rhetoric Graduation Requirements

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

Table of LOA Diploma Requirements

<i>Subject</i>	<i>Required Class-Years</i>	<i>Recommended Class-Years</i>	<i>Univ. of CA A-G Reqmts¹</i>
A. English	4	same	4
B. Foreign Language	Latin	3	2
	Foreign Language (or Latin)	—	(3 recommended)
C. History & Social Science	4	same	2 (1 year world history, 1 year US history)
D. Mathematics	3	5	3 (4 recommended)
E. Laboratory Science	3	4	2 (3 recommended)
F. Visual & Performing Arts	1	same	1
G. Electives ²	3	—	1
<i>Total (Including School of Logic courses)</i>	21	23	15 req. / 18 rec.
Available School of Logic courses ³	(3)	(3)	(3)
<i>Total School of Rhetoric Course-Years</i>	18	20	12 req. / 15 rec.

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

Source: <http://admission.universityofcalifornia.edu/freshman/requirements/a-g-requirements/>

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

³Available School of Logic courses are described in the General Notes that follow.

Table of LOA Diploma Requirements – General Notes:

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

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

Section II: Academic Program

School of Rhetoric Graduation Requirements

Requirements-

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

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

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

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

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

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

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

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

Section II: Academic Program

School of Rhetoric Graduation Requirements

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

The grading scale used by the Academy can be found on page 13. It is based on a four point scale, with letter grades A, B, C, D, or F being worth 4, 3, 2, 1, or zero grade points, respectively. Plus or minus marks change the grade by one-quarter of a point in either direction. A failing grade (“F”, which usually corresponds to a percentage grade of less than 60%) will prevent the student from acquiring course credits; otherwise full credits are conferred regardless of grade.

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

The Academy will accept credits and grades for equivalent courses taken at accredited schools. Course work at home, if carefully documented, may be accepted. Academy department chairs, working with the headmaster, must determine that the work is consistent with the Academy’s educational goals. In some cases they may also require testing or “catch-up” work.

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

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

Section III: Conduct and Discipline

Standards for Campus Conduct

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

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

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

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

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

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

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

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

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

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

Study Time: Use your study time well. Let other students work in peace. On campus, use laptops for study purposes only and only in permitted locations; it follows that no games are to be played on electronic devices on campus at any time. Likewise, headphones, earbuds, and other listening technologies should be used only at permitted times and in permitted locations. Please refer to page 21 for LOA's electronic devices policy.

Section III: Conduct and Discipline

Standards for Campus Conduct (continued)

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

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

Classroom Standards and Structure

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

Section III: Conduct and Discipline

Standards for Student Dress

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

General Standards for All Students

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

General Standards for Young Ladies

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

General Standards for Young Men

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

Section III: Conduct and Discipline

Use of Electronic Devices

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

Academic Use

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

Communication with Parents

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

Abuse of Electronic Devices and Applications

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

Academic Integrity and Plagiarism

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

Section III: Conduct and Discipline

Academic Integrity and Plagiarism (continued)

Students are permitted to use, but not plagiarize from, any supplemental materials to aid their studies. Students who use borrowed words, ideas, or concepts from any source in order to explain or support their own ideas must credit that source in accordance with MLA standards. Work submitted by students in which cheating or plagiarism occurs will receive a grade of zero.

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

Attendance

Attendance is taken at the start of each class. If a student arrives after class has begun, his/her arrival must be reported to the Academy office. If a student is absent for the day, it is the responsibility of a parent to notify the office and teacher(s), prior to the start of the school day if possible. If a student is absent for a portion of the day, he/she must be signed-in and/or signed-out by the adult who is accompanying him/her off campus. If approved in advance by a parent, School of Rhetoric students may sign themselves in and out. The sign-in / sign-out sheet is kept in the office.

Students who arrive after class has begun will be marked as tardy by the classroom teacher, and the tardy will be recorded in the student's record.

Leaving Campus

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

1. Parent Request

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

Section III: Conduct and Discipline

Leaving Campus (continued)

2. Student Request

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

3. Illness

If a student becomes ill during the school day, the office will notify a parent to pick up the student.

Harassment Policy

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

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

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

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

Section III: Conduct and Discipline

Harassment Policy (continued)

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

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

Student Discipline Policy

Discipline is a necessary component of child training and is instituted by God. The purpose of discipline is not punishment; it is reproof, correction, and training in right behavior and attitude. The Academy discipline policy is based on biblical principles such as apology and restitution from the offender, swift and measured consequences for an offense, and love, forgiveness and restoration of fellowship.

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

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

Section III: Conduct and Discipline

Student Discipline Policy (continued)

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

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

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

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

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

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

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

Section IV: Enrollment

Application and Admission

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

A link to the Student Application will be sent to the family upon submitting a *Getting to Know You* form, which is available on the Academy web site, LiveOakAcademy.org. A list of supplemental student information that needs to accompany the application is also provided. An application fee must be included with all applications. Applications for admission after the school year has started or after the scheduled deadline dates will be considered on a case by case basis.

Once an application is received by the Academy, the family will be contacted to schedule an assessment test if required. The Family Interview is the final step in the admissions process. Both parents, along with their applying student(s), will meet with the headmaster, department head and/or an admissions committee member. Following the interview, the Admissions Committee will notify the family of the admission decision.

When a student is accepted for admission to the Academy, the family must complete the registration process, described in the following section.

Registration and Enrollment Process

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

Section IV: Enrollment

Prerequisites and Enrollment Petitions

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

If admitted to a course above grade level, the student is subject to a probationary period at the headmaster's, committee's, and/or teacher's discretion. A student may be disallowed from the class at any point during that probationary period. Because the family is requesting the exception and asking that the Academy take a placement risk, the Academy requires that the family provide extra support for the student at home and share the risk financially by waiving their right to a refund in the event that the student discontinues the course. The Academy also reserves the right to charge a fee to cover the incremental administrative costs of this probationary oversight.

Auditing a Class

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

The price for auditing a class is the same as for full enrollment. Most parents choose to have their student audit a class when the child already has a heavy workload. Auditing gives the benefit of the teacher's influence without the typical increase in course workload. Parents can then augment the audit with selected assignments to create a suitable workload and course for their child.

Section IV: Enrollment

Class Changes (Adds/Withdrawals)

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

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

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

Private School Satellite Program

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

HSLDA Membership

Families of Live Oak Academy students are required to have current membership in the Homeschool Legal Defense Association. A special 15% group discount is available to academy families.

Section IV: Enrollment

Teaching Parents

Teaching families share in the teaching work of the Academy and pay a reduced rate of tuition. Families interested in this option must submit a Teaching Application (found on www.liveoakacademy.org).

Tuition and Costs

Tuition costs are adjusted each year to reflect our facilities, staffing and operating expenses. We strive to be wise stewards of the resources with which God and our families have entrusted us. Tuition alone does not cover our entire operating costs, and we fund many of our academy programs through special gifts, donations and fund raisers. Academy programs are also supported by the volunteer time and talents of our families. Monetary contributions to Live Oak Academy are tax-deductible.

Other Costs

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

Part Time Student Pricing

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

Section IV: Enrollment

Tuition Discounts and Scholarships

Tuition discounts and scholarships are available as follows:

- **Returning Family Discount**
For returning families who register during the Early Registration period, a discount is applied to the oldest full-time returning student. This discount may not be combined with the Teaching Family Discount except in the case of the oldest School of Rhetoric full time returning student.
- **Discount for Families with Multiple Full-Time Students**
For families who enroll multiple full-time students, a discount is applied to the second full-time student. A further discount is applied to the third and subsequent full time students. For purposes of this discount, the highest discount is applied to the lowest tuition.
- **Teaching Family Discount**
Academy students whose parents are members of our teaching staff receive a reduction in tuition, as listed in the Tuition Schedule. The discount for families with multiple full-time students does not apply to families who pay the teaching family tuition. Likewise, part time student pricing discounts do not apply to teaching families.
- **Early Payment Discounts**
Paying the full year tuition in a single payment by August 1 also qualifies families for a discount.
- **Ministry Family Scholarship**
Families employed primarily in ministry positions are eligible to receive a tuition scholarship equal to a percentage of total tuition.
- **Need Based Scholarships**
Families may apply for a need-based scholarship using the Scholarship Application available on our web site.

Section IV: Enrollment

Family Volunteer Service Policy

Families who are paying tuition for two or more non-enrichment (“core”) classes are required to participate in some capacity in the Academy’s Family Volunteer Service Program. Family service contributions are essential to the overall success of the Academy and serve a supportive and complementary role alongside faculty and staff.

Family Volunteer Service may be fulfilled by contributing labor or funds toward LOA-designated tasks, positions, and projects. Contributions of labor must total a minimum of 30 hours per year for families enrolled in four or more core¹ classes and 15 hours per year for families enrolled in two or three core¹ classes.

Contributions of funds are made at a predetermined hourly rate for all or some of the labor hours required per year. Families who are paying tuition for one core class are encouraged to serve in some voluntary capacity, but are not required to participate in the Family Volunteer Service program.

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

¹ For purposes of this discussion:

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

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

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

Section V: School Calendar

Required Instruction Days

The State of California requires students to complete 175 days per year of instruction, of which Live Oak Academy schedules 154 days. Parents are required to supply the additional 21 days of instruction to reach the required 175 days. Academy families have found this additional time to be useful for focusing on areas of special interest to the student and areas in need of additional practice or reinforcement. Live Oak Academy may offer standardized testing, summer classes and enrichment activities that can assist parents in fulfilling the additional instruction time requirements.

Academic Calendar and Special Events

The current Academic Calendar is available on the Live Oak Academy web site: LiveOakAcademy.org. The calendar is posted during the previous spring semester and is subject to revision as the need arises. Because changes are sometimes required, even after the start of the school year, please consult the web site for the most current calendar information.

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

August and September

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

Launch Day – This event begins our new academic year. For parents, workshops offer pertinent academy information and training. For students, this first day of school consists of an abbreviated schedule, which introduces students to their teachers and courses. A family and staff picnic on campus mid-day offers opportunities for family and faculty to enjoy one another in community.

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

Section V: School Calendar

Academic Calendar and Special Events (Continued)

October through May

Night at the Academy - Night at the Academy (NATA) events are an opportunity for students to demonstrate and celebrate the results of their academic work, and are an integral part of the classical education we offer at Live Oak Academy. These formal occasions provide opportunity to engage students in the rhetoric part of the Trivium of learning from Kindergarten onward. Over the course of their education at the Academy, students become comfortable standing before a large audience and delivering a polished oral presentation with confidence.

The objective is that every student will perform both individually and as a grade level group in an oral presentation at each NATA event. Presentations may take the form of poems, songs, skits, dramatic interpretations, and speeches or readings of student-composed material. The Academy choirs may also perform at NATA.

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

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

Science Fair – This April event is the culmination of individual or class projects completed by students. All students are invited to display their projects and have the opportunity to win prizes awarded by audience acclaim. Students who are selected by their science class judges to present their project at the Science Fair compete with other presenters for additional prizes and trophies. Refreshments are served while the projects are on display, and an awards ceremony concludes the evening.

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

Section VI: Appendices

Appendix A: Parent Partnership Responsibilities

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

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

1. Parents set family priorities that foster an environment of learning, diligence, and responsibility.
2. Parents provide a work space within the home conducive to academic activities.
3. Parents provide the necessary oversight and assistance to ensure their student's success, according to his/her individual needs.
4. Parents provide, maintain, and replenish the physical resources necessary to complete academic requirements. These include reliable and timely transportation, online access to posted home assignments and resources, a working printer, required curriculum, and all necessary supplies.

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

- Page 35 Parent Partnership Responsibilities, School of Grammar
- Page 36 Parent Partnership Responsibilities, School of Logic
- Page 37 Parent Partnership Responsibilities, School of Rhetoric

Section VI: Appendices

Appendix A: Parent Partnership Responsibilities, School of Grammar

Parent Partnership Role

School of Grammar

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

1. Establish Your Home School

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

2. Oversee Home Assignments

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

3. Partner with Classroom Teacher

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

4. Prepare for Classroom Instruction

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

Section VI: Appendices

Appendix A: Parent Partnership Responsibilities, School of Logic

Parent Partnership Role School of Logic

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

1. Establish Your Home School

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

2. Oversee Home Assignments

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

3. Partner with Classroom Teacher

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

4. Assist Your Student in Preparing for Classroom Instruction

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

Section VI: Appendices

Appendix A: Parent Partnership Responsibilities, School of Rhetoric

Parent Partnership Role School of Rhetoric

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

1. Establish Your Home School

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

2. Oversee Home Assignments

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

3. Partner with Classroom Teacher

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

4. Assist Your Student in Preparing for Classroom Instruction

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