



Oakdale Academy

PARENT HANDBOOK

2023—2024

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MISSION STATEMENT

The Mission of Oakdale Academy is to instill Character, Truth, and Wisdom in our students in order to prepare them for a life of service to God, family, community, and country through classical Christian education.

STATEMENTS & POLICIES

All families should ensure they continue to be in accord with all statements and policies signed during the admissions and enrollment phases that include, but are not limited to, the following, which all may be located on [our website](#).

- Statement of Faith
- Mission Statement
- Oakdale Academy Honor Code
- Statement on Religious Instruction
- Classical Christian Education
- Relationship to the Community
- Policy on Religious Character
- Policy on Marriage, Family, and Sexuality
- Statement on Life
- Non-Discrimination Policy

STATEMENT OF FAITH

We believe there is one God, eternally existent in three Persons: Father, Son, and Holy Spirit. He is omnipotent, omnipresent, and omniscient. He is the Creator, Sustainer, and Governor of everything that has been made. (Genesis 1:1, Exodus 20:2-3; Isaiah 43:1, 7, 21; Revelation 4:11, and 5:9-10)

We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory. (Luke 1:34-35; John 1:1, 14, 16-18, 5:17-30, 5:36-47; Acts 1:9-11, 2:22-36)

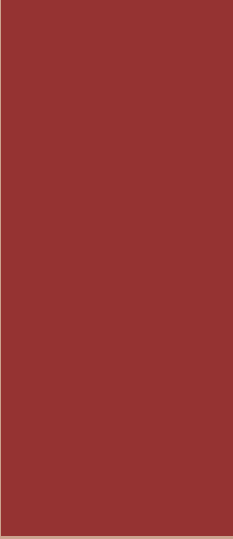
We believe in the indwelling of the Holy Spirit in those who have received Jesus Christ as Lord and Savior. He bears witness with our spirit that we are children of God and joint heirs to the throne of grace with Jesus Christ. He helps our weaknesses and makes intercession for us. (Romans 8:9-11, 8:16-17, and 26)

We believe the Bible to be the inspired, the inerrant, authoritative Word of God, and as such it is the final authoritative rule for faith, life, and standards of education. (Psalm 119:160; John 16:13; and 2 Timothy 3:14-17)

We believe that because of Adam's sin, all mankind is in rebellion against God. For the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary. Salvation is by grace through faith alone and faith without works is dead. (Romans 5:8, 12-21, 8:1-11; 2 Corinthians 5:9-10; Ephesians 2:8-9; and James 2:18-26).

PARENT & FAMILY HONOR CODE

Many of the concepts above are contained in the philosophy behind our Honor Code.



As a partner with Oakdale Academy, I strive honorably to support those who work in the lives of my children as we mutually seek to develop in them a life marked by virtue and dedication to the Lord.

United with Oakdale Academy, I steadfastly guide, mentor, and encourage my children in the pursuit of Truth, the love of the Good, the cultivation of Beauty, and the high calling of a liberal arts education so my family is prepared to serve God, family, community, and country.

Our Parent and Family Honor Code binds us as a community of Christians focused on the concepts and philosophy described in this document and reflects the commitments families have as part of Oakdale Academy.

The Parent and Family Honor Code is a first step for expectations on how we communicate, collaborate, and handle conflict with one another. It exemplifies the trust placed in the faculty and staff and reminds us of our calling to glorify God in all we think, say, write, and do.

Just as faculty, staff, and students are held to the standards of their Honor Codes, families voluntarily enter into this community bound by the Honor Code.

EDUCATIONAL PHILOSOPHY

Oakdale Academy represents a partnership among the administration, faculty, staff, parents, and students. These partners are committed to the common objectives outlined in the Mission Statement.

We believe that the holistic approach exemplified by the Classical Christian educational model is ideal in preparing students to retain knowledge, think logically and analytically, communicate effectively, and succeed in living out God's calling in their lives. Within that context, every teacher is passionate about his subject and has exceptional qualifications to perform this role with excellence. High academic standards are maintained for each student, with the expectation that each can succeed. Every child is encouraged to maximize his learning potential and develop a lifelong love for learning.

Students and parents respect Oakdale Academy teachers, not only as role models and instructors but also for their commitment to truth and their genuine concern for children. Intelligence, creativity, responsibility, and loyalty are characteristics of the faculty. Parents expect and appreciate direct and regular communication from faculty regarding their children. Reciprocally, parents are responsive to suggestions from teachers and administrators for helping students.



The Headmaster, under the authority of the Oakdale Academy Board, oversees the implementation of the Mission Statement in the school. In their capacities as policymakers and community leaders, the Headmaster and the Board advance the Academy's role as an institution dedicated to providing the best education for children.

By providing moral and ethical standards, Oakdale Academy prepares its students to accept the privileges and responsibilities of citizenship in a democratic society that honors and respects our Savior, Jesus Christ. Every child is capable of achieving his potential to the fullest extent when afforded respect, fairness, kindness, discipline, and appropriate instruction.

STATEMENT OF RELIGIOUS INSTRUCTION

Oakdale Academy's Judeo-Christian tradition broadly guides the course of study and instruction at Oakdale Academy. We offer instruction based upon traditional, inter-denominational biblical beliefs, principles, and virtues that seek to develop those qualities of life characteristic of man's understanding of his relationship to his Creator and his place in the world.

A weekly chapel service coordinated by a staff member addresses the spiritual needs of the students through Scripture, prayer, and song. Parents are welcome and encouraged to participate in these services.

HISTORY OF OAKDALE ACADEMY

A group of parents visited Hillsdale Academy in Hillsdale, Michigan, in May of 2011 and came away with a vision for bringing that same model of academic excellence and solid foundation of classical education back to the metro Detroit area. They learned about the curriculum and saw firsthand why the Hillsdale Academy model was so successful in producing graduates that were intelligent, articulate, well-read, and of great character.

When the group reconvened on June 11, 2011, they were called to carry out God's plan to bring Oakdale Academy to Waterford. All eight families voted unanimously to dedicate the time and resources to open Oakdale Academy in September 2011.

United in purpose, and through many challenges, God continued to show His faithfulness by providing a beautiful facility, an incredible staff, and students eager to learn and make new friends. The doors of Oakdale Academy opened on September 7, 2011, with offerings from Kindergarten through Grade 10. Each year thereafter brought grades 11 and 12 and, in 2013, a Junior Kindergarten program was added. Oakdale Academy presented its first graduating class in 2014.

God remains faithful as we continue to seek His will in this incredible undertaking. To Him be the glory!

LEADERSHIP STRUCTURE

Oakdale Academy is an independent, Board-governed school.

OAKDALE ACADEMY BOARD

Oakdale Academy is governed by a self-perpetuating Board. The overall responsibility of the Board, which is composed of appointed members, is to advance the long-term strategic viability of the school in accordance with our Mission.

HEADMASTER

The Headmaster is appointed by the Board and is the chief administrator of the school. The Headmaster is the only employee of the Board. All other employees are hired by the Headmaster and are responsible to the Headmaster in the performance of their duties.

ADMINISTRATION

The administrative team consists of the Headmaster, Dean of Academics, Athletic Director, Director of Marketing & Development, and the Academic Team. This team works together to lead, shepherd, and guide the school.

ACADEMIC TEAM

The Academic Team consists of the Dean of Academics and the Grammar, Logic, and Rhetoric School Department Heads who carry out the academics of Oakdale Academy.

SCHOOL ORGANIZATION

Oakdale Academy is divided into three distinct schools based on the classical education model. Each of these schools has a unique focus based on the age, maturity, and strengths of its students.

Grammar School

Jr. Kindergarten
— Grade 4

The Grammar School serves to capture the natural capacity of students to memorize and retain information in the teaching of underlying facts and relationships between disciplines in various classes. Teachers may use rhymes, memorization, jingles, chants, etc. to assist students in remembering. This is also a period of curiosity and creativity where we focus on the basics using phonics, reading, mathematics, grammar, history, Latin, science, and the connection between them all.

Logic School

Grades 5 — 8

In the Logic School, our students focus on organization, logical reasoning, and moving through their academic work from the finite to the abstract. Students develop the ability for abstract thinking as their knowledge base is expanded upon as we move them to eliminate ambiguity through the study of fallacies and syllogisms while continuing their development of mathematical and writing skills.



Rhetoric School

Grades 9 — 12

During this final phase of our classical education, our students build upon their foundational knowledge from both Grammar and Logic Schools to delve into the acquisition of wisdom while developing a clarity in expression and appreciation for the Good, True, and Beautiful. Students are immersed in the Great Books, rigorous mathematics, advanced ancient languages, history, and sciences. Their education culminates in Senior Capstone, a formal argumentative research paper with a public defense. Students in the Rhetoric School must complete our graduation requirements, which may be reviewed [at this link](#).

AFFILIATIONS

Oakdale Academy is affiliated as members of both the Association of Classical Christian Schools (ACCS) and the Society for Classical Learning (SCL).

Oakdale is also a registered Curriculum School with Hillsdale College and is a founding member of the Classical Schools Society of Michigan (CSSM).

OAKDALE PARENT ASSOCIATION

Oakdale Parent Association (OPA), established in 2012, exists to enhance the on-campus experience of all students, staff, teachers, and families by encouraging parental support of activities, fundraisers, fellowship events, and service opportunities. The primary goal of all OPA activities is to promote an environment that reflects the love of Christ to one another and upholds the mission of Oakdale Academy. OPA activities vary each year as the Lord calls different parents to serve and lead.

All parents and primary caregivers of Oakdale students are a part of OPA. OPA is led by an Executive Team made up of parents who serve under the direction of the Board and coordinate with the Headmaster. The Executive Team supports parents who are leading and serving by equipping them with the necessary information, communication, and financial assistance they may need to carry out their purpose.

Parent involvement is vitally important to the overall sense of pride and well-being of any school. While OA does not require volunteer hours of its families, our hope is that each parent/caregiver will lead and/or serve in one or more capacity to bless the school and our kids.

Current OPA Leadership

- **Stacey Roberts**
 - President
- **Brigitte Crawford**
 - Vice President
- **Sandra Morrow**
 - Treasurer
- **Nikki Humphrey**
 - Secretary



PARENT PARTNERSHIP

At Oakdale Academy, we believe education is a foundational process that begins the development of our students in preparation for a life of service. Partnership with our Christian parents who are themselves involved and invested in a thriving church community is essential to ensuring that cultivation takes place not only at school but at home and church. Through the work of all three—family, church, and school—we pray our students will be known as fully-devoted followers of Jesus Christ and will be recognized as such by the fruit they bear.

Partnership with our parents is at the very core of who we are as an interdenominational community of faith and learning. To that end, we enter into relationships with missionally-aligned families in a shared mission and vision where cooperation, collaboration, and understanding are hallmarks of our community.

That partnership depends on Shared and Agreed Upon Goals, Healthy Biblical Communication, and Parent Engagement.

SHARED & AGREED-UPON GOALS

At Oakdale Academy, our education has a clearly established “telos”, which is a Greek term for our goal and desired outcome. This is best captured in our Portrait of a Graduate and our Master Curriculum Map, where both clearly define our telos is to produce students who are prepared, through the instilling of Character, Truth, and Wisdom, to enter a life of service to God, family, community, and country.

To achieve those goals, we ensure our vision is one of committed Christians serving as teachers, who understand a classical method of instruction and work in loco parentis to disciple students through these formative years.

Our Shared and Agreed Upon Goals are formative and foundational and include our Statement of Faith, our Mission, the Honor Code, and the supporting policies and statements regarding Christian conduct, life, marriage, and our relationship to the community.

Part of that core is our classical nature with a firm commitment to instruction in Latin, logic, the Great Books, art, music, physical education, maths, sciences, and the cultivation of virtue, all pointing to God.

These documents and specifics cover 90% of what defines us as a school. The remaining 10% is approached with graciousness and flexibility, allowing us to set aside preferences in uniform details, snow day decisions, and the like. When we disagree on these non-central issues, there is opportunity to compromise, give preference to others before ourselves (Phil. 2:2-4), and to choose contentment.

HEALTHY, BIBLICAL COMMUNICATION

In a partnership, communication is key and biblical communication is essential from everyone in the community. As a school, we must communicate our goals and priorities, teachers must communicate about academic and social progress, and parents must communicate questions, concerns, or helpful information about their children.

A key to healthy communication is to understand the power of the tongue (and the keyboard) and take our words seriously. The tongue (and keyboard) is a tool that can be weaponized and can cause great good as well as great harm. It has, we are told, the power of life and death.

As Christians committed to a thriving community with one another, we should take great care that our words are life-giving, full of grace, focused on understanding rather than accusing, and a source of encouragement. When they are not, we should repent to God and to those we have offended.



PARTNERSHIP IN PRACTICE

To expound on these characteristics of partnership, below are several scenarios to guide our interactions with one another. They are not meant to cover all situations, as the concepts may be transferred to other situations.

CLASSROOM SITUATION

Concern or question about something in a classroom: Use email to ask a charitable, straightforward informational question or to set-up a phone/face-to-face meeting to discuss something more complicated.

ANOTHER CHILD

Parent-to-parent communication is the best place to start—share your concerns, beginning with such ideas as “I am sure I have only part of the story,” or “I would want to know about this situation if this were my child”, or “I wanted to speak directly to you first.”

ANOTHER PARENT

If you have met the other parent, have a personal conversation; if you don't know them, seek out assistance to have that conversation as we mutually build our community.

GOSSIP

The ideal approach is the one that takes the most courage—redirect the conversation away from gossip or slander. Gossip and slander consistently cause damage to a community and may harm individual members and is not in keeping with the teaching of Christ.

NON-CLASSROOM SITUATION

Concern or question about a non-classroom situation: Begin with the Patriot Post or Handbook and then, if a question persists, contact the appropriate faculty or staff member.

PARTNERSHIP & PEACEMAKING

Through this document and our Parent and Family Honor Code, there are typically times of agreement, especially during smooth times. Our commitment in the Honor Code is especially important when difficulties arise that can threaten partnership. Differences of opinion and other issues can lead to a need for repair and maintenance of a partnership. Whether or not full agreement is reached, relationships of partnership can survive and thrive when we treat one another virtuously and follow the proper process.

Everyone should assume that conflict is a normal event when one sinner is in contact with other sinners. In the thousands of interactions daily at Oakdale Academy, we strive to put others before ourselves and our own interests (Philippians 2), but we do so imperfectly.

To normalize conflict, we hear and believe the biblical message about our own hearts and desires, grant forgiveness and reconciliation, and rejoice in the healing work of the Gospel. A community that views conflict as an opportunity for the glory of God will be one whose partnerships are not derailed when concord is disrupted.

To that end, the following biblical principles govern our interactions here at Oakdale Academy and are in keeping with our Honor Code.

- Small offenses can be overlooked. Not every annoyance needs to result in conflict resolution. However, if an issue is still ‘raw’ after a few days, do not overlook it (conflict avoidance is not healthy either).

- We will believe the best of one another, giving the benefit of the doubt when misunderstandings or miscommunication occurs. We assume the best intentions of others, putting them before ourselves (Philippians 2).

- Our goals are truth, restoration, and partnership; these outweigh seeking vindication or the need to be right. We will remember that most conflicts are brought about by a confluence of peoples’ sin—a wrong action eliciting a wrong response. We will acknowledge that we all sin and that we do not know everything about any given situation.

- We will remember that both parental and school authority are not based on moral superiority but on position; before God we are equally destitute and in need of a Savior. The Gospel reminds us to be humble and vulnerable with one another and points the way to reconciliation.

- When we feel we should be self-defensive, we will listen longer and ask questions rather than begin talking. We remember the words of James 3:8 about our ability to tame our tongues; choosing not to speak is sometimes the wisest path.

- When appropriate, we will give one another space and time to consider the issue before us prayerfully, without demanding immediate answers and resolution.

- At all times, we will follow the biblical principles contained in Matthew 18 in our approach to conflict resolution.

PARENT ENGAGEMENT

Engagement is not the same as involvement. The involvement of parents—volunteering at school, attending events, etc.—is important and necessary. Involvement does fluctuate with seasons of life, but the engagement of our parents in learning and with other parents

READING

Read to your children and encourage their reading beyond the classroom—they should understand reading is more than a requirement at school but a joyful endeavor throughout life.

Parents and teachers should read and continue to grow in their spiritual and intellectual lives by studying God’s Word, the Great Books, and commentaries on the Christian life.

CHAPERONE TRAINING

Parents who wish to serve at Oakdale Academy as a chaperone on any field trip, outing, etc. must first complete a Chaperone Training session. Details of upcoming times will be sent out in the late-summer or early-fall of each school year.

and families is a great part of what continues to make the Oakdale Academy community strong. To be part of Oakdale Academy is to partner not only with the school but with other families God brought together for this important work.

How this looks again may alter during different seasons of life but involves some key points.

MODELING

Parents are the primary examples of a Christian life. While school will focus on demonstrating and teaching those things that are good, true, and beautiful, the daily witness of a parent is crucial. Students must see and experience alignment between three institutions of greatest importance—family, church, and school. Adults should be consistent, winsome, caring, and compelling.

PARTICIPATION

Throughout each year, we have several events for the purpose of maintaining communication, building community, and working together to fulfill our mission. It is critical parents take advantage of these expectations and ensure their attendance at such events as:

- Fall Convocation
- Fall and Winter Association Meetings
- Fundraising events (e.g., Walk-a-thon, Liberty Dinner)
- Winter and Spring Concerts
- Parent-Teacher Conferences
- OPA-sponsored events
- Oakdale U
- Academic Awards
- Baccalaureate Chapel
- Commencement Exercises



Oakdale Academy is not a perfect school seeking to partner with perfect parents who attend perfect churches. We do desire, however, humbly to honor God and His good and perfect gifts by together giving attention to that which is praiseworthy.



OAKDALE U

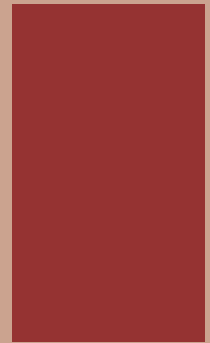
All families should intrinsically be involved in the life of the school to the allowance of their season of life. One set of areas beyond the volunteerism that typifies Oakdale Academy is “Oakdale U”, a series of classes and seminars focused on building a community in the understanding of classical Christian education.

Beginning with the 2023-2024 school year, each family is required to attend 1 class/seminar per year. Families who do not meet this partnership expectation may be ineligible for continuous enrollment and may incur a financial charge. A variety of courses and formats will be available for families as part of Oakdale U, with a detailed schedule released in late-summer or early-fall.

Topics will range from introduction to classical Christian education, specific book studies, family and parenting seminars, and college/life preparedness.

SCHOOL COMMUNICATION

Communication from Oakdale Academy to school families is facilitated through the Renweb FACTS system. Families should ensure their information is up-to-date in FACTS throughout the year in order to receive school communications. The main all-school communication will be the weekly Patriot Post, which is sent each Thursday afternoon.



MEANS OF COMMUNICATION

IN-PERSON MEETINGS

Meetings are typically the best way to solve problems and to involve more than two people in a conversation. In difficult situations, administrators are available to join teachers and parents in their conversations.

PHONE CALLS

Personal phone calls on more complex issues are especially helpful. Please consider the other party may be in a setting that may not be private.

EMAILS

School-wide communication is primarily through the weekly Patriot Post while individual classes, notably in the Grammar School, will have class-specific newsletters.



EMAILS (CONT.)

We are committed as a partnership to think twice before hitting send on emails laden with problems to be solved. Email is best used for:

- Providing information or asking a straightforward question.
- Asking to make an appointment along with a short summary of the nature of the request.
- Follow-up from a conversation or meeting to summarize and confirm those points or actions agreed upon.

Parents should not use the email directory in FACTS beyond their own children's classrooms, teams, clubs, or OPA involvement.

Teachers are not asked to check their email accounts in the evening or weekends. Please do not assume a teacher will be able to answer a question before the start of school in the morning.

SCHOOL CLOSING ANNOUNCEMENTS

At the discretion of the Headmaster, the school day may be subject to a delayed start, early dismissal, or closing at any time. School will only be closed for extreme circumstances that would prevent the normal functioning of the school.

The school will communicate closings to families via email and social media at the earliest possible time. When enrolling, all parent contact information should be verified in FACTS and all families should choose their communication preferences.

Parents may opt-out by updating their notification setting on their FACTS account, with the understanding that parents are then responsible for finding out about school closings. Please do not call the school office or school staff to find out about school closings.

ATTENDANCE PHILOSOPHY

At Oakdale Academy, the teacher is the living curriculum. Regular school attendance is important to a student's academic success and promotes good work habits and self-discipline. Textbooks, literature selections, workbooks, and worksheets are used to support teacher-directed instruction but in no way reflect the whole of the lesson. To that end, attendance is essential and missed instruction can never be made up.

Oakdale Academy recognizes the authority of parents over their children and understands that parents may decide it is in the best interest of their child not to attend school on a particular day. Parents should recognize that when a pattern or excess of absence occurs, the school is placed in a position to decide whether a requisite amount of education has taken place and reserves the authority of determining passing to the next grade or retaining a student in a current grade.

While illness and family emergencies cannot be avoided, it is strongly recommended that family vacations be scheduled to avoid missing school. In light of this, if a family chooses to have their child miss school for a vacation, etc., it is their right, but it must be understood that the instruction will also be missed and the absence considered unexcused.

Student absences should not be more than 10 per term. Apart from extreme circumstances, eleven (11) or more total absences in each semester may result in failure of that term. Any absences may be addressed at the discretion of the Headmaster.

UNPLANNED ABSENCES & EARLY DISMISSALS

To report an illness, parents should email, call, or leave a voicemail with the office (office@oakdaleacademy.com) before 9:00 a.m. Make up work will only be gathered upon specific request via email to the office or teacher(s). Students are not to report their own absences.

Students who are dismissed from school early, for any reason, must be signed out by a parent in the front office.

Parents should note that **early dismissals are a disruption to the classroom environment** that requires teachers to stop their teaching to communicate with the office and prepare a student to leave. Thus, we ask parents to limit early dismissals as much as possible. A repeated pattern of early dismissals may result in a meeting with school administration.

PRE-ARRANGED ABSENCES

Students who know in advance that they will miss school or class are required to obtain a Prearranged Absence Request Form. Completed forms should be submitted to the office for final approval at least two days in advance of the requested time off from school.

Please note the following about pre arranged absences:

- Absences deemed unexcused will be treated in the manner outlined below (found under “Unexcused Absences”).
- Documentation may be requested.

Absences for Logic and Rhetoric students during final exams week will not be excused except in the case of serious illness. Students will receive a failing grade on the exam, which may result in failure of the semester/class.

UNEXCUSED ABSENCES

The following will be considered unexcused absences:

- Vacations
- Non-school related activities, including sports and extracurricular activities
- Any absence that is not pre-arranged with a form submitted to the office aside from illness

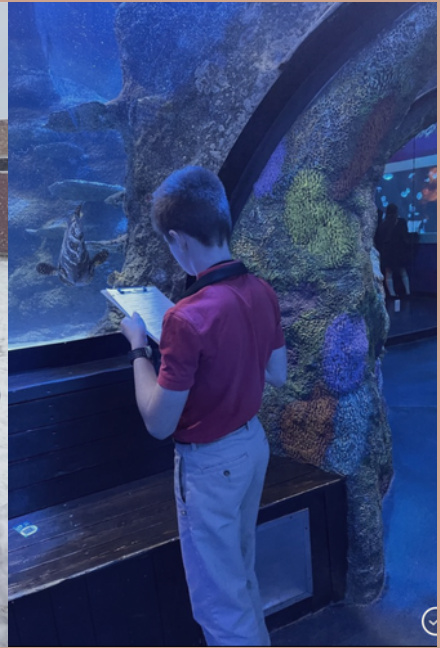
Please note: Pre-Arranged Absence forms must still be submitted when a student is to miss school for an unexcused absence.

UNEXCUSED ABSENCES IN GRAMMAR SCHOOL

- No make-up work will be given for an unexcused absence.
 - Missed class time equals missed instruction which cannot be made up with paperwork; since future instruction builds on previous instruction, absence will inevitably impact academic progress and overall grades.
 - Missed assignments lower the total number of grades to be averaged on report cards which will affect final grades.
- Missed tests may be administered upon return, at the discretion of the teacher.
- All major papers/projects are expected to be completed and turned in on time. If a project is due during an unexcused absence, the paper/project must be turned in before the absence. Papers/projects turned in after the absence will be considered late.

UNEXCUSED ABSENCES IN LOGIC & RHETORIC SCHOOLS

- No make-up work will be provided before or after an unexcused absence.
 - Since future instruction builds on previous instruction, absence will inevitably impact academic progress and overall grades.
 - For unexcused absences, students will not have the opportunity to take tests upon return.
- All major papers/projects are expected to be completed and turned in on time. If a project is due during an unexcused absence, the paper/project must be turned in before the absence. Papers/projects turned in after the absence will be considered late.
- Students are responsible for approaching their teacher to obtain handouts or returned work that was distributed during their absence.



EXCUSED ABSENCES

The following will be considered excused absences:

- Medical appointments or illness
 - Although occasionally medical appointments cannot be avoided, parents are asked to avoid scheduling appointments during school hours whenever possible.
- Funerals and bereavement
- Team sports for athletes on Oakdale Academy teams
- College Visits (juniors/seniors only; limit of 4 days per year)

PLEASE NOTE THE FOLLOWING FOR EXCUSED ABSENCES:

- To report an illness, parents should email, call, or leave a voicemail with the office (office@oakdaleacademy.com) before 9:00 am. Make up work will only be gathered upon specific request via email to the office or teacher(s).
- Ultimately, it is the responsibility of students in the Logic and Rhetoric Schools to obtain all missed work and reschedule any missed tests/quizzes. It is not the teacher's responsibility to contact the student to arrange missed tests. If a student fails to contact the teacher within 2 days of returning to school, the student will receive 0 credit for the missed test.
- For early dismissal for Oakdale Academy sporting events, work will be made up upon return.
- Prearranged Absence Request Forms must be filled out and returned to the office prior to the absence for appointments and bereavement time. Emailing the teacher is not an effective way to communicate this information.

Students may not sign themselves out during the school day. Should a parent be unable to pick up a student driver, the parent must first contact the office via phone and follow up with written permission for a student to leave. This will be approved on a limited basis only, and after multiple times this privilege may be revoked.

MID-DAY STUDENT DISMISSAL

Students are to arrive in time to be lined up in the gymnasium before Opening Ceremony, which begins daily at 8:00 a.m. Students not in place for Opening Ceremony are considered tardy for the beginning of the day.

Students in Logic and Rhetoric Schools are considered tardy if they are not in their classroom at the start of each class.

TARDIES

For students who are absent for an extended period due to specific medical, psychological, or other necessities, parents must inform the appropriate school leader, Dean of Academics, and Headmaster.

Should a student require an extended absence for this type of care, be it medical, counseling, inpatient, or outpatient, parents should contact the appropriate school leader for a transition plan prior to returning to school. Students should not simply be brought back to school; steps will be taken to ensure a smooth transition for everyone involved.

EXTENDED MEDICAL ABSENCE

MAXIMUM ABSENCES & TARDIES

GRAMMAR SCHOOL

ABSENCES	TARDIES
Up to 10 per semester = no consequence *written communication sent at 8th absence	5 per semester = 1 absence
11 per semester = parent meeting/written communication with Grammar School Department Head	10 per semester = 2nd absence*written communication at 8th tardy
14 per semester = parent meeting with Grammar School Department Head and Dean of Academics	11 per semester = detention
More than 14 per semester = meeting with Dean of Academics and Headmaster for possible retention.	12 or more per semester - potential suspension; parent meeting with the Grammar School Department Head and Dean of Academics.

LOGIC SCHOOL

ABSENCES	TARDIES
Up to 10 per semester = no consequence *written communication sent at 8th absence	5 per semester = 1 absence
11 per semester = parent meeting with Logic School Department Head and Dean of Academics	10 per semester = detention and 2nd absence
More than 14 per semester = meeting with Dean of Academics and Headmaster for possible retention.	12 or more per semester = potential suspension; parent meeting with Logic School Department Head and Dean of Academics.

RHETORIC SCHOOL

ABSENCES	TARDIES
Up to 10 per semester = no consequence *written communication sent at 6th absence	5 per semester = 1 absence
11 per semester = parent meeting with Rhetoric School Department Head and Dean of Academics	8 per semester = detention and 2nd absence
More than 14 per semester = meeting with Dean of Academics and Headmaster for possible retention, non-awarding of credit, and/or disenrollment.	12 or more per semester = potential suspension; parent meeting with Rhetoric School Department Head and Dean of Academics.

STUDENT HEALTH & FIRST AID

Oakdale Academy strives to maintain a healthy environment for all students and faculty. The following guidelines and procedures will be strictly enforced: Medical appointments or illness

- When a student becomes ill or injured at school, an Oakdale Academy staff member will provide routine first aid.
- All medication (prescription and over-the-counter) will be administered by the front office, according to each student's medical release form.
- Students are not permitted to bring or take medication on their own, unless pre-arranged with the office to accommodate a student's particular medical need and this only with the explicit approval of the Headmaster.
- A student showing signs of illness should not be brought to school.

CHILD WELLNESS GUIDELINES

A student may not be at school when they have one or more of the following symptoms:

- Fever: A temperature of 100° F or higher. A student's temperature should be below 100° F for 24 hours (without using fever-reducing medication to keep it lowered) before returning to school.
- Diarrhea
- Vomiting
- Rash: Body rash appearing to be contagious or of a questionable nature.

- Sore throat with fever &/or swollen glands.
- Severe cough
- “Pinkeye”
- Greenish nasal discharge lasting more than 1 week.
- Lice or scabies: Students must not attend school until they are completely free of lice & nits (eggs). Students with scabies may return to school after receiving treatment.
- Other indications apparent to a reasonable person of a potentially serious health condition affecting the physical, emotional, and/or mental well-being of the student.
- Please Note: When it is determined that a student must be sent home due to illness, siblings may be checked for symptoms at staff discretion.

When a teacher or other staff member notices a student showing signs of illness the student will be sent to the office and parents will be notified. Parents will be notified and expected to pick up their student. If a parent cannot be reached within a reasonable time, an emergency contact person will be called and asked to pick the student up. A student displaying signs of illness may be sent home at any time at the discretion of the Headmaster.



HOMework

Oakdale Academy is committed to partnering with parents in every aspect of school. The school is thus dedicated to a thoughtful understanding of what work students complete outside of class, why they do it, and the necessary support required from parents. To that end, we ask parents to understand the philosophical and educational principles that inform Oakdale's view of workload and homework.

A classical and Christian education requires commitment and hard work from students, and the rewards are rich and enduring. Our curriculum is not rigorous for the sake of rigor or pride but for the enduring legacy of challenging students in the development of habits and understanding so they may truly know and love those things that are Good, True, and Beautiful.

An education that is classical and Christian reflects the words of Thomas Aquinas, who noted that "the essence of virtue consists in the good rather than in the difficult. Not everything that is more difficult is necessarily more meritorious; it must be more difficult in such a way that it is at the same time good in a yet higher way."

At Oakdale Academy, teachers assign homework for one of the following reasons:

- **Mastering and retaining facts:** Certain subjects (e.g., math, Latin) require a near daily amount of practice for mastering.
- **Reviewing and honing skills:** With repetition in shorter periods beyond the classroom, opportunity is provided to reinforce and refine a student's understanding.
- **Insufficient class time:** There are some assignments that cannot be completed in class but are essential to the progression of the curriculum. For example, writing a paper or reading the next chapter in a work of literature.
- **Culminating activities:** Larger projects may require additional time outside of class, such as research projects.
- **Extended learning:** Through investigation that goes beyond the classroom walls, students may be required to perform, for example, additional reading to further enhance their understanding of topics.

OPENING CEREMONY

Opening Ceremony is a tradition at Oakdale Academy and at many classical and classical Christian schools throughout the country. For details of Opening Ceremony, including recitations, please see our [Opening Ceremony Guide](#). To each portion of our Opening Ceremony, the following thoughts demonstrate the importance of this formal daily gathering:

1

We gather outside as it allows us to build a community, enjoy the beauty of God's creation, and watch the solemnity of the raising of Old Glory to its place atop our flagpole. We have a modified procession to begin the day quietly and set our hearts and minds on greater things.

2

We offer the Pledge of Allegiance and a patriotic song together to celebrate not only our great nation, but to do so as a community—again—around our flagpole, evoking the sense of beauty as we begin our day is not as easily replicated in our gym (though we have certainly taken steps to focus on those things).

3

Our Oakdale Prayer begins our day in corporate worship of our great God and sets our minds on who God is to and for us at Oakdale Academy. We see one of those communities as we stand there with our neighbors noticing something special about this place.

4

To have students perform their memorized recitations and honor the Lord in their preparation and delivery is crucial to what we do. It is displayed not only their hard work in preparation but in the actual delivery by working to ensure we all can hear what they have done. To combine their works of poetry/literature and Scripture allows us to see the link between the Word of God and those who have been given great gifts of writing. All of that, then, is combined (most days) to some charge from the Headmaster to set our day.

5

Celebrating together is a great deal of what makes Oakdale Academy special. We thus include a time daily to share announcements and to celebrate achievements and birthdays. To have students, teachers, and parents see what happens throughout the school demonstrates the importance of our entire program.

It is important to be outside, experience God's beauty away from fluorescent lights, and see the importance of the way in which we gather by processing out rather than standing and waiting. To experience the solemnity of the quiet morning is an important element of setting our minds right. As such, Opening Ceremony is held outside whenever possible, except in extreme cold temperatures or adverse weather conditions.



DISMISSAL

The school day ends at 3:15 p.m. Parents wishing to come inside the building for pickup must wait in the lobby for their child to be dismissed. Parents are not permitted in the lobby until 3:15 p.m.

Those picking up their children in the circle drive must remain in their vehicle at all times. Please follow the directions of staff members assisting with dismissal.

Parents must arrive before 3:30 p.m. so that their child may meet them in the circle drive for departure. Students whose rides are not at Oakdale by 3:30 p.m. will be directed to After School Care and supervised by a staff member where charges will apply. Students in grades 7-12, unless participating in an on-campus school activity beginning by 3:35 or under direct supervision by a teacher, must report to after care at 3:35 p.m. where charges will apply.

AFTER CARE PROGRAM

After Care is available from 3:30-5:00 p.m., Monday through Friday, on regularly-scheduled full days of school

After Care is reserved only for parents whose work schedules prevent pick-up by 3:30 p.m., and there is a fee associated.

After Care hours will be structured and divided between homework time, indoor playtime, and/or time on the playground after homework is completed.

Students will be signed in and out. Please be sure you sign out and indicate your departure time for appropriate charges to be assessed.

SPECIAL OCCASSIONS

Birthdays: Students and/or a parent should make prior arrangements with their teacher if they would like to bring in a treat to share with their classmates

Halloween: There is no formal observance during the school day of Halloween at Oakdale Academy; students should not dress in costume.

Christmas & Valentine's Day: Grammar School parties will be held for Christmas and Valentine's Day. Information regarding classroom parties/activities will be provided by the classroom teachers.

VISITORS

All visitors, including parents, must proceed directly to the front office upon arrival at Oakdale Academy. Visitors must check in with the front office. A visitor's badge is required prior to proceeding to any room in the facility.

VOLUNTEERS

For the safety of students, Oakdale Academy requires all volunteers, including parent volunteers, to submit a state background check. Those living in Michigan less than 1 year may be subject to a broader background check. Volunteers must adhere to visitor guidelines outlined above.

WITHDRAWAL POLICY

If a student withdraws from enrollment before the end of the school year, tuition is due for the entire month of withdrawal.