

REGENTS SCHOOL OF OXFORD

A Classical and Christian School



FAMILY HANDBOOK

2024-2025

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Foreword

Regents School of Oxford opened its doors on September 5, 2000. That event represented the culmination of a great deal of prayer and hard work combined with a desire to establish a quality school founded upon a Christian worldview. The goal of the school's founders was to operate a school committed to academic and spiritual excellence, to instill in their children a love for learning, and to provide an orderly nurturing atmosphere in which these ideals can be achieved.

This handbook, *The Family Handbook*, is for Regents' faculty, staff, students, and parents. It has been prepared to facilitate the accomplishment of our common goals, and to set down some guidelines for the framework of the spirit and culture of our school. The policies and procedures explained in it regulate life at Regents.

The Family Handbook outlines information about the school day; answers questions about rules, guidelines, and policies; clarifies procedures; and gives other helpful information about the operation of the school. *The Family Handbook* introduces parents to some of the many possibilities for service at school.

It is required that all current and newly enrolled parents and students read and discuss *The Family Handbook* together in order to become familiar with its contents and the expectations of Regents School of Oxford. All staff, parents, and students are expected to submit to and to follow the policies and procedures outlined in this document. By accepting this Family Handbook, parents and students recognize that Regents is a body of believers committing to a unified standard of behavior in order to bring unity to our school and glory to God.

I. An Introduction to Regents School of Oxford

A. Mission Statement

Regents School of Oxford exists to provide a classically driven, gospel-centered education to disciple our students to love, serve, and glorify God.

B. Our Name

According to Webster's Dictionary, the definition of a "regent" is "one who rules or administers during the absence of a sovereign." In the creation record of Genesis, God made man in His image to have dominion over the earth. As believers in the Lord Jesus Christ, we understand that we are not the sovereign ones, but are waiting and remaining in active service until our Sovereign returns. We are the Lord's regents, and as such we are to be responsible caretakers and rulers over all that He has placed in our hands, including our intellectual and spiritual gifts and abilities. Thus, the school is for regents, and it is our prayer that the education provided by Regents School of Oxford ("Regents") will help prepare our children for the undertaking.

C. Statement of Faith

We believe that the Bible in its entirety is a divine revelation, and we submit to the authority of His Holy Scripture, acknowledging it to be inerrant and inspired by God and to carry the full weight of His authority.

- We believe in one God: Father, Son, and Holy Spirit. He is the creator of all things, omnipotent, omniscient, and omnipresent.
- We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right of the Father, in His personal return in power and glory.
- The Father and the risen ascended Son have sent the Holy Spirit to dwell in the hearts of believers, effecting their regeneration and operating in their sanctification. This same Holy Spirit brings His people together to form a corporate community of believers. We believe in the spiritual unity of all believers in our Lord Jesus Christ. We believe that the triune God has established a visible church that is called to live in the power of the Holy Spirit, under the authoritative regulation of Holy Scripture, exercising discipline and administering the sacraments, and preaching the gospel of Christ.
- We believe that salvation is by grace alone through faith alone, on the merit of Christ alone. This faith without its accompanying works is dead.
- We believe in the resurrection of both the saved and the lost: they that are saved to the resurrection of eternal life; they that are lost to the resurrection of damnation.
- Regents has been established on the foundation of beliefs expressed in these statements. The substance of these statements is considered primary doctrine of Regents. When other types of doctrine or issues arise, they will be referred to the family and local churches for final authority.
- We believe that God wonderfully and immutably creates each person as either male or female, and that these two distinct, complementary sexes together reflect the image and nature of God (Gen. 1:26-27).
- We believe that God created marriage to be exclusively the union of one man and one woman, and that intimate sexual activity is to occur exclusively within that union (Gen. 2:18-25; 1 Cor. 6:18; 7:2-5; Heb. 13:4).

Statement of Understanding:

In addition to the key belief statements within the Statement of Faith, the belief statement below will be unapologetically taught to the students in the classroom.

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

Primary and Secondary Doctrine Policy

The primary doctrinal teachings of the school are found in our statement of faith, and we believe that the Word of God is foundational to every belief we hold. Our statement of faith can best be summarized in the five solas of the Reformation which hold a high view of the sovereignty of God in relation to our sin.

Secondary doctrines are doctrinal issues which are not addressed in the Regents School of Oxford statement of faith. Classroom discussion of secondary doctrine should be on a deep, informative, and nonpartisan level. Teachers are instructed to speak carefully to the students in a manner that would not cause offense to the parents but would inform the student of differing points of view regarding theological interpretations. Presentations of all sides of an issue will be encouraged and the teacher should instruct the students to follow up any questions they have with their parents and/or pastor.

D. Vision Statement

We aim to prepare young men and women to understand the world through a biblical perspective recognizing the good, beautiful, and true; to worship God in word and deed and carry light and truth into the world. To this end, we aim that our students do the following:

- Love God
- Serve Others
- Treasure Knowledge
- Cherish Beauty
- Transform Culture

We likewise aim to cultivate wisdom, excellence, and professionalism in our staff. We expect staff members to aim for the following:

- Behave professionally and demonstrate diligence in their work.
- Be committed to and gifted in teaching, loving towards students, and passionate about academic disciplines.
- Understand the classical education model and its application in the classroom and a commitment to grow in understanding and application of the classical model.
- Nurture and encourage new staff and serve as academic mentors to students.
- Mature in Christ and grow in the knowledge of Scripture.

We aim to encourage our parents in the following:

- Maintain a sense of responsibility for the school by staying well-informed about our classical Christ-centered approach.
- Be involved in and excited about the growth of the school and our joint journey.
- Follow biblical principles when addressing concerns by hearing both sides of a story before drawing conclusions, to assume the best in others, to not gossip but talk directly to teachers when concerns arise, and to embrace the Scripture's injunctions to encourage and stir up one another to love and good works.

In our relationship with our community, we aim to do the following:

- Be above reproach in our business dealings.
- Support the local business community.
- Exemplify the unity of the body of Christ.
- Develop greater fellowship and understanding with local churches.
- Bring honor to our Lord in all our endeavors.

II. Admissions Procedures and Enrollment/Re-Enrollment

A. Admissions

The admissions process for Regents includes the following: (1) application; (2) student evaluation and assessment; and (3) parent interview.

The purpose of Regents is to provide a distinctive classical and Christ-centered education. The goal of the Admissions process is to bring together a cohesive student body that can best grow spiritually, intellectually, and physically. Each applicant's academic potential, scholastic motivation, wholesome character, and extracurricular interests will be considered. We will prayerfully seek to discern what is best for the child, the parents, and the school. The school reserves the right to deny or defer admission to a child if his or her ability, behavior, or emotional development suggests that he or she would not be best served by our school. Because of the magnitude and importance of its task, the independence and integrity of the Admissions process will be guarded.

To maintain the Christ-centered community at Regents, each parent must have a clear understanding of the biblical philosophy and functioning of Regents, and at least one of the parents must profess Christ, but preferably both. The key elements of Christianity, as expressed in our statement of faith, will be unapologetically taught through all grade levels. Parents who choose Regents are expected to willingly cooperate with the philosophies and policies of the school.

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

Assessments:

In order to be admitted to Regents, students entering 1st through 12th grade must be assessed for grade placement.

Students in 3K, 4K, and 5K will be assessed and observed for placement in the appropriate class based on the recommendation from the Admissions Committee comprised of the Admissions Director, Director of Early Education, Upper School Principal, Lower School Principal, Associate Head of School and/or Head of School.

Students in 6th through 12th grade will also be required to submit a writing sample and complete an interview with the Upper School Principal and/or Head of School as part of the admissions process.

Behavioral Student History:

All students seeking admissions will be required to provide a referral form completed by a teacher or representative of the student's former institution with information from the most recent academic year. Additionally, the school will request all documented behavioral reports from the previous school of attendance as part of the decision-making process. The Head of School holds the right to admit or not admit a student based on the referral and behavioral reports.

Required Documents:

The following documents must be provided prior to admission:

- Completed application for admission
- Payment of application fee

- Transcripts from all institutions previously attended
- Most recent standardized testing results
- Referral that includes academic and behavioral student history
- Signed statement of faith
- Proof of immunizations and Birth Certificate

Age requirements:

Students being admitted to the Early Education program must reach the appropriate age for the academic year for which the student is enrolled. The age requirements are as follows:

- 3K – Three years old: By September 1st
- 4K – Four years old: By September 1st
- 5K – Five years old: By September 1st

Interview:

In order to be admitted to Regents, at least one parent or legal guardian must interview with the Head of School to provide a credible testimony of faith. The Head of School holds the right to not admit a family who does not have a credible testimony of faith or is not aligned with the mission of the school.

Immunizations

All new students and students entering specified grades must submit a Mississippi 121 immunization health form completed by a physician. Each student's form must show that they are up-to-date with all required immunizations. Students without complete forms and current immunization records will not be permitted to attend class.

Regents School of Oxford is required by the Mississippi Department of Health to have a current Certificate of Immunization Compliance (Form 121) for each student to attend school. Form 121's may be obtained from your child's pediatrician or the Health Department. For any student that is 3 years old, their Form 121 will be marked "Complete Until School Entry". Once the student turns 4 years old (even if they are in the 3K program), Regents will need to have a Form 121 marked "Complete for School Entry". It is the parent's responsibility to make sure that your child has an appointment scheduled with their pediatrician or the Health Department in order to get the immunizations necessary to get the Form 121. If your child will turn 4 years old during the school year, we encourage you to go ahead and make an appointment with your pediatrician on or around their birthday to get the necessary immunizations.

Early Education Independence

In order for a child to be eligible for admission to Early Education they must be fully potty trained and able to attend to their needs in the restroom. We understand that these children may need assistance from time to time.

All 3K students are required to be potty trained before attending the 3K program. However, we understand that accidents do occur. If three accidents occur within a 4 week period, we will require the student to stay home for 3 consecutive school days. Upon the return, should the student have another accident within a 4 week period, the student will be required to stay home for three consecutive school days, and the parent will be required to pick up the child at the time of the accident. Teachers will clean up the child for the first three accidents, and the child may remain at school. After the third accident, the parent will need to come clean up the child and take the child home immediately.

If accidents occur beyond the first quarter of the school year, a parent meeting will be called by the Director of Early Ed.

Staff Child Enrollment

In order to facilitate the creation of a staff and faculty that is committed to the mission and vision of RSO, all full-time faculty or staff who work 20 or more hours a week, and other staff who work 30 or more hours a week will be required to have their school-aged children enrolled at the school, unless exceptional circumstances exist to justify otherwise. This policy will apply to all staff hired as of January 1, 2013.

B. Re-enrollment

Re-enrollment at Regents is not automatic. Qualified returning students will be given priority in enrollment. Students are expected to earn their place in the school each year. Those students who continue to have academic difficulty, or who persist in a negative, uncooperative, or nonproductive attitude may be denied re-enrollment. These decisions are made only after full discussion with the student's teacher. The school may decline to re-enroll a student based upon conduct by the student or his family that the school deems to be detrimental to its mission. The school reserves the right to request withdrawal of any student who does not meet its academic requirements or fails to conform to its rules and regulations. Re-enrollment agreements and tuition notices for returning students will be emailed in late February or early March. Because of financial commitments which must be made early in the planning for each school year, Regents must require each family of returning students to commit financially by the given date on the re-enrollment contract.

Consequently, a non-refundable deposit of \$250 per child will be required with the reenrollment agreement, which is a registration fee. **This registration fee will increase after the deadline indicated on the contract.**

C. Tuition Payments and Collections

Tuition is a full year commitment by the family through signing the enrollment contract. We encourage families to read the entire enrollment contract before signing to fully understand the financial obligations of enrollment.

If a family account is 90 days overdue, then the Head of School will inform the Board. The Board will then contact the family and seek to use alternative dispute methods, including, but not limited to, negotiation, mediation, or arbitration, to resolve the account. If after 60 days the Board is unable to resolve the overdue account, it will turn the matter over to a third-party to pursue collection through the court system, unless a supermajority (60%) of the Board votes otherwise.

If a family has failed to pay tuition and fees for a student, RSO will not release or forward the student's grades or records (including, but not limited to, report cards and transcripts) to the student, the student's family, or to any third party until the outstanding tuition and fees are paid in full. No student will be allowed to register for the next year when an account is past due. Students or parents should not expect spots to be held nor to be enrolled in a class or grade with an outstanding balance from the previous year.

D. Student Exit and Withdrawal

Withdrawal from the school does not release a family of their tuition commitment. If a family decides to withdraw from Regents after signing their contract but prior to the first day of classes, they will be responsible for 60% of the tuition amount for the year, enrollment fee, and student fees, as outlined in the enrollment contract. If the family decides to withdraw after the first day of classes, they will be responsible for 100% of the tuition amount, enrollment fee and student fees, as outlined in the enrollment contract. **No records will be released until a withdrawal form is completed and withdrawal process is finalized.**

If a family must withdraw from enrollment, they must follow these steps.

- Request withdrawal from the school by meeting with the Head of School
- Fill out the withdrawal form indicating the issues leading up to the need for withdraw

III. School Culture

Regents is a Christian community which means that we strive to create a school culture that reflects our faith in Jesus Christ. In Matthew 22:37-40, Jesus teaches what we must do to be a true reflection of Him:

“Love the Lord your God with all your heart and with all your soul and with all your mind.’ This is the first and greatest commandment. And the second is like it: ‘Love your neighbor as yourself’ All the Law and the Prophets hang on these two commandments.”

All standards for behavior and student conduct at Regents are centered upon these two truths. We are striving to develop both the hearts and minds of our students; therefore, we will use biblical standards for instruction and discipline. Recognizing that children are both prone to error and capable of glory, we will stand on Proverbs 20:11 which tells us that “even a child is known by his deeds”. It is our desire that through our standards and means of discipline each child will grow in their love for the Lord and for others and ultimately become known as a “regent” for Christ.

Below outlines our school-wide goals that reflect the character traits we will strive to develop in the life of an RSO graduate.

A. Portrait of the Graduate

Loves God

“Love the Lord with...Heart...Soul...and Mind” – Matthew 22:37

- Seek to glorify God in all of life
- Seek to know Christ and be transformed into His likeness
- Pursue the person of God through all studies
- Understand his place in God’s narrative of history
- Recognize, honor, and submit to God’s authority
- Understand and love God’s Word
- Practice spiritual disciplines

Serves Others

“Serve one another...in order that...God may be Glorified” – I Peter 4:10-11

- Encourage and edify others
- Dignify and respect all people
- Actively serve their churches and communities
- Pursue servant-leadership in vocation, family, and community
- Pursue peacemaking
- Respect authority in thought, word, and deed

Treasures Knowledge

“To reach...full assurance...of the knowledge of God’s mystery, which is Christ”–Colossians 2:2

- Listen carefully and discerningly
- Think clearly, precisely, and creatively
- Be versed in the tradition of the liberal arts to think critically and clearly about all of life
- View every subject as integrated in and through Christ
- Learn and think independently
- Write and speak articulately, eloquently, and effectively

Cherishes Beauty

“Seek after the Lord...Gaze upon the Beauty of the Lord” – *Psalm 27:4*

- Love truth, goodness, and beauty
- Discern and love beauty as manifested in creation and the arts
- Find pleasure and joy in the things of God
- Possess aesthetic sensibilities leading to worship and delight in God’s glory
- Make aesthetic judgments about art that reflect a biblical worldview

Transforms Culture

“Do not be conformed to this World, but be Transformed...” – Romans 12:2

- Apply Christian worldview principles to everyday life
- Understand that Christ is preeminent over all creation
- Articulate and defend his faith persuasively and humbly to both his culture and other cultures
- Critique and create culture for the sake of expanding Christ’s kingdom

B. Expectations for Behavior

Students are expected to practice godly behavior. They should address their elders and peers with courtesy and should seek to be helpful whenever possible. In school buildings and on sidewalks, they should minimize noise and avoid running and roughhousing. Classes are expected to walk in an orderly, straight line. When visitors are on campus, students should make an effort to make them feel welcome. Students are expected to use appropriate etiquette at all times. Standards for respectful behavior are defined as, but not limited to, the following:

- Affirmative Responses: Students should respond “yes”, “yes sir”, and “yes ma’am”.
- Eye Contact: When engaged in conversation, students should maintain eye contact and speak clearly.
- Greeting: Students should acknowledge adults and fellow students in passing by offering or responding to a greeting.
- Speaking Volume: When indoors, students should speak only at moderate volumes; when in the halls, they should speak in conversational tones.
- Interrupting: Students should not interrupt others in conversations; if necessary, students may interrupt by saying, “Excuse me.”
- Addressing Adults: Students should address adults by their titles, and answer them using “sir” or “ma’am.”
- Holding Doors: Boys should hold the door for girls and ladies whenever they meet at an entry.
- Sitting properly: Students should sit correctly in their seats, not slouching or leaning back in a chair. Students should not prop their feet on furniture.
- Offering Help: Students should look for opportunities to be helpful, paying attention to others needing a hand. They should look for opportunities to volunteer.

In our conversation and behavior, we should aspire to Phil. 4:8; “Finally, brethren, whatever is true, whatever is right, whatever is pure, whatever is lovely, whatever is of good repute, if there is any excellence and if anything, worthy of praise, let your mind dwell on these things.”

C. Code of Honor

Teachers and students in all grades should also use the acronym ADORE to help students quickly remember the standard for good behavior. ADORE stands for the following:

- **A**dmit wrongdoing
- **D**iligence in all things
- **O**bey right away all the way with a good attitude
- **R**espect authority
- **E**steem others

Explanation

By accepting and signing this pledge, students will commit to practice wisdom, sound judgment, good citizenship, self-respect, and integrity by honoring God, themselves, earthly authority, peers, and the Community. They also agree to be held accountable by their authorities and fellow peers.

- Honor God Almighty

We call our students to submit to the will of God, honoring and respecting Him through their words and actions (James 4:6-8). We also call our students to act as stewards of his Creation in all that we do (1 Corinthians 4:1-2). Honoring God above everyone is of uppermost importance.

- Honor Ourselves

We call all students to respect themselves since they are created in the image of God (Genesis 1:27). Since this fact is true, how we present ourselves is reflected on our Creator. This means respecting our bodies with our actions and words. We call students to also show humility by seeking wisdom from those around him or her and being willing to admit when we are wrong (James 3:13). Part of honoring ourselves is acknowledging our foolishness and actively trying to gain wisdom from the wise (Proverbs 1:7).

- Honor Earthly Authority

We call our students to submit to their earthly authorities, as they were put in place by God (1 Peter 1:13-17). This is a sign of respect to God's will and should reveal itself in the words and actions of the students. Earthly authorities include teachers, administrators, parents, and all others whom God placed over them.

- Honor Peers

We call our students to respect their peers since they are created in the image of God (Mark 12:31). Students should strive to foster a community filled with Christ-like love and fellowship with their peers, both inside and outside of the classroom (Colossians 3:16). They do so in order that the gospel might be revealed to their peers through their actions. We have created a strong Christian community of fellowship at Regents. Therefore, we call our students to respect those views and honor the laws that God has set in place (Romans 12:10).

- Honor Community

We call our students to love and respect their community and the world around them. God has called us to love others the way Christ has loved us and gave himself up for us (Ephesians 5:1-2). In order to honor our community, we must also love them first. Since love is an action, we must display that love by respecting the people around us, caring for the world around us, and defending the needs of others (Colossians 3:13-14).

D. Uniform Policy

Uniform regulations have been adopted by the school in accordance with the school's guiding principles that call for a tasteful and modest lifestyle. Students should be clean, well-groomed, and conservatively dressed on campus and at school functions. We require that all students obtain their uniform from the approved supply source, Lands' End, in order to ensure a consistent quality and appearance. Chapel day is on Wednesday (or Thursday for Early Education) and students are expected to wear the chapel uniform.

3K-5K Uniforms

- Girls: Navy blue or plaid jumper*
Navy blue or plaid skirt, or skort
Navy or powder blue polo dress
White, navy, powder blue or gray polo shirt (short or long sleeve)
Khaki pants or shorts
Navy or gray cardigan (optional)
- Boys: Khaki pants or shorts
White, navy, powder blue or gray polo shirt (short or long sleeve)
V-neck sweater vest**

1st and 2nd Grade Uniforms

- Girls: Navy blue or plaid jumper or skort
Navy or powder blue polo dress
White, navy, powder blue or gray polo shirt (short or long sleeve)
White short-sleeve dress shirt
Navy or gray cardigan (optional)
- Boys: Khaki pants or shorts
White, navy, powder blue or gray polo shirt (short or long sleeve)
Light blue dress shirt (short or long sleeve)*
V-neck sweater vest **
Brown Belt

3rd Grade through 5th Grade

- Girls: Navy blue or plaid skirt or skort
Navy or powder blue polo dress
White, navy, powder blue or gray polo shirt (short or long sleeve)
White short-sleeve dress shirt*
Khaki shorts or pants
Navy or gray cardigan (optional)
- Boys: Khaki pants or shorts
White, navy, powder blue or gray polo shirt (short or long sleeve)
Light blue dress shirt (short or long-sleeve)*
V-neck sweater vest **
Brown Belt

6th through 12th Grade Uniforms

Girls: Navy, khaki, gray or plaid skirt or skort
White, navy, powder blue or gray polo shirt (short or long sleeve)
Khaki shorts or pants
Light blue short-sleeve dress shirt*
Gray cardigan (optional)

Boys: Khaki pants or shorts
White, navy, powder blue or gray polo shirt (short or long sleeve)
Light blue dress shirt (short or long-sleeve)*
Gray V-neck sweater (optional)
Brown Belt

- All uniform items must be purchased from Land's End – www.landsend.com
- All outwear worn on campus, including sweatshirts must be Regents attire whether inside or outside the classroom
- A modest length will be enforced on all shorts, skorts, and jumpers (3" above the knee)
- All shoes must be close-toed, close heeled shoes.
- Denim Day will be every Friday. Students may wear blue jeans (blue only with no tears) with an RSO T-shirt. Jeans will have no rips or tears. Denim shorts are not allowed. Knee length skirts are acceptable.
- * denotes worn on every Chapel day
- **denotes only worn on the months from November through April on Chapel Days

In the event that a student is not wearing the appropriate uniform:

- PreK-Grade 5: the parent may be verbally notified the first time. For each successive incident, the child will be issued a demerit. Depending on the level of the infraction, the parent may be called to bring the appropriate article of clothing before the child is re-admitted to class
- Grades 6-12: The student will be issued a demerit. Depending on the level of the infraction, the parent may be called to bring the appropriate article of clothing before the student is readmitted to class.
- If lack of submission to the dress code becomes a habitual problem, then it will warrant an office visit with disciplinary action.

E. Discipline Policy

Our desire is for disciplinary issues to be resolved by Gospel conversations that engage the student's heart and their need for Jesus. If we can resolve disciplinary issues by showing students their sin and/or their honest mistake(s), point them to their need for the blood of Christ, and ultimately to forgiving or asking forgiveness, then we have a healthy, simple, and God honoring system that moves them in the direction of maturity in Christ. Demerits are simply tools that allow us to maintain purposeful order while assisting parents in the spiritual formation of their children's identity in Christ.

It is important that faculty, parents, and students all understand that an office visit is not designed to administer blind justice so we can create order void of love. An office visit is first and foremost an opportunity for an RSO administrator to engage the heart of the student in light of the Gospel. An office visit does not necessarily require active disciplinary measures (i.e., detention, a purposeful writing assignment, suspension, a formal meeting with parents, etc.), however some situations and/or reoccurring issues may demand such action. We also greatly respect the fact that every student and every situation is different and will handle office visits accordingly.

The guidelines for discipline are as follows:

- All discipline will be based on biblical principles, i.e. restitution, asking forgiveness publicly or privately as the situation demands, timely and appropriate punishment, restoration of fellowship, no lingering attitudes, etc.
- The vast majority of discipline problems are to be dealt with at the classroom level.
- In order to maintain consistency, teachers will regularly meet together to discuss biblical standards and school policy concerning discipline.

- Love and forgiveness will be an integral part of the discipline of a student.

F. Biting/Hitting Policy

Biting is not an uncommon problem with young children, but it is a behavior that is taken seriously and strongly discouraged. By the time the child reaches the age of three he has learned to use his words to express his frustrations and other emotions. If biting does occur, the following steps will be taken.

- The teacher will intervene as quickly and calmly as possible in order to stop the child from harming another child. Attention and comfort will be given to the child who has been bitten before addressing the child that bit.
- The child will be separated from the class and sent to the Director of Early Education
- The bite will be washed with antibacterial soap and ice applied if needed. If the skin is broken, first aid will be administered, and the parents of the child will be contacted.
- The teacher will tell the child on his level “we must not bite”. The child will be reassured that he is loved but he is not allowed to bite.
- Both sets of parents will be contacted the day of the incident. Incident reports will be sent home on the day of the incident to both sets of parents. The name of the other child involved will not appear on the incident report. Confidentiality will be maintained at all times. A parent of the child that bit another child will be required to sign and return the incident report.
- Each offense will be addressed as follows:
 - o First offense - The child will be sent to the Director of Early Education and will be shadowed by the assistant for the rest of the day in order to prevent any further biting.
 - o Second offense - The child will be sent to the Director of Early Education, parents will be called, and the child will be sent home for the remainder of the day.
 - o Third offense - The Director of Early Education and the teacher will call for a conference with parents and a suspension will occur. If the child continues to bite, he may be removed from the program for the rest of the school year.

Hitting Policy

Hitting is not an uncommon problem with young children; however, hitting is taken seriously and strongly discouraged. All hitting will be corrected immediately, but aggressive and intentional hitting will be dealt with as follows:

1. The teacher will intervene immediately.
2. The child will be placed in timeout for no longer than 15 minutes.
3. A behavior report will be completed and sent home to be signed by the parents.
4. A second offense will result in an immediate phone call to the parents.
5. A third offense results in a parent meeting with the Director of Early Ed and suspension.

If the child continues to hit, he or she may be removed from the program for the remainder of the school year.

G. Technology Policy

- Cell phones should not be visible or in use during the school day without teacher permission. If the student needs to call home during school hours, he needs to use a school phone.
- No ear buds or headphones on campus
- Upper school students may not have their phones out in the Lower School building before or during school hours or Lower School dismissal.

If a student is found using a personal phone from 8:00am-3:00pm the following consequences will occur:

- 1st offense: phone confiscated and picked up in office at end of the day
- 2nd offense: phone confiscated and picked up at the office by the student's parent at the end of the day

- 3rd offense: student suspended from school for one day

Early Ed/Lower School:

- As a general rule individual students will not be allowed to use phones or tablets in the classroom.
- Students may use them at the teacher's discretion in the classroom for a *classroom* activity.
- No electronic devices (including smart watches) may be used at recess, lunch, or dismissal.
- If a student has a phone (or smart watch), it needs to remain off and in their backpack during the school day.

Upper School

- Students may only use phones for communication purposes in their lockers during breaks between classes.
- They may not use them to take pictures, play games, etc.
- Recording students/teachers at any time is strictly prohibited
- All phones, apple watches, tablets, or laptops must remain in their lockers unless permission is granted by teacher for a classroom activity.

Social Media/Media use

As a student at Regents, you represent yourself and our school in your physical AND digital presence. Below are expectations of students and parents as it relates to social media use and web content:

- Represent Regents School of Oxford well by posting content that reflects Christian and Regents values.
- Interact with others in a respectful, courteous, and positive manner through all comments and posting of content.
- Students shall not post media/pictures taken during school hours unless prior approval is given. Open school-wide events such as athletics or Grandparents' Day are invited are exceptions to this.
- Respect the rights of other people and their content. Students may not post content or comments that infringe on the rights of Regents or any individual or entity, including privacy, intellectual property, or publication rights. This includes only using Regents logos with express written permission from Regents.
- Students are not to post content or comments that are threatening, harassing, illegal, obscene, defamatory, slanderous, or hostile towards any individual or entity. This includes links to websites and content that contain offensive or immoral media.
- Identify themselves truthfully through all social media accounts. Students are not to create alternate social media accounts under an alias, nickname, or someone else's name.
- Respect the privacy of others. Students are not to publicly post the phone numbers, addresses, email addresses, or other personal information of other individuals. Such information, once posted, is public and can be misused.
- Stand up for the safety and well-being of others. Students are to immediately notify school faculty or administration if they become aware of a student being bullied, harassed, slandered, or threatened online by someone else.

Each student should understand that any comments posted to the Regents website, or Regents social media sites, are considered public and may be used by the school for promotional or other purposes. Regents reserves the right to reject or remove comments on school websites or social media accounts. We also reserve the right to amend this policy as we see fit.

H. Bullying Policy

"Bullying" means: Any intentional gesture or any intentional written, verbal, electronic or physical act or threat that is sufficiently severe, persistent or pervasive that creates an intimidating, threatening or abusive educational environment for a student or staff member that a reasonable person, under the circumstances, knows or should know will have the effect of:

- Harming a student or staff member, whether physically or mentally
- Damaging a student's or staff member's property
- Placing a student or staff member in reasonable fear of harm to the student or staff member; or
- Placing a student or staff member in reasonable fear or damage to the student's or staff member's property

“Cyberbullying” means bullying by use of any electronic communication device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, online games and websites.

Students who fit this profile will be subject to the following:

- 1st offense – Office visit
- 2nd offense – Suspension
- 3rd offense – Expulsion

The Head of School has the prerogative to expel a student upon a first offense he deems severe enough to merit the punishment.

I. Upper School Demerit System

If a demerit is issued, a notification will be emailed to parents on the day the event occurred. This email will explain the nature of the offense and if it required an office visit. After any combination of three below offenses, students will be required to have an office visit.* Demerits will reset each quarter (For example, if a student has 2 demerits and the quarter ends, the student will start the next quarter with 0 demerits).

Offenses include:

- Unauthorized cell phone/technology use; i.e., including anything other than text communication, ear buds being used, etc.**
- Uniform violation
- Failure to bring supplies to class: i.e., books, assignments, notes, etc.
- Unauthorized use of food/beverage in class (including chewing gum)
- Disrupting class: i.e., interrupting students/teacher, talking, playing with pens, etc.
- In off-limits area of campus; i.e., adjacent properties, maintenance closets, storm shelters (this also applies to students being in classrooms/buildings without permission)
- On campus driving violation: i.e., students driving recklessly, speeding**
- Tardiness (to school and class)
- Abusing school property: i.e., writing on desks, tearing up books, etc.
- Academic failure: i.e., failing to turn in work on time, etc.

*Due to the specific nature of each situation, teachers reserve the right to make any offense an office visit for immediate discipline.

**These issues can result in the student losing the privilege for the semester/school year (driving and cell phone use).

J. Immediate Discipline

There are nine basic behaviors that Regents will not tolerate on or off campus, online, or as a representative of the school, and hence, will result in immediate discipline and possible grounds for suspension and/or expulsion from the school. Those behaviors are:

- Disrespect shown to any staff member.
- Dishonesty while at school, for things such as lying, cheating, plagiarism, and stealing.
- Rebellion/Lack of submission, i.e., outright disobedience in response to instructions, repeated disregard for correction or school standards.
- Fighting, i.e. striking in anger with the intention to harm another student.
- Verbal attacks, i.e. fighting with hurtful words, slander, or gossip.
- Obscene, vulgar, profane or unedifying language; particularly any irreverent use of the Lord’s name.
- Any offenses according to state and federal law, i.e. alcohol, drugs, tobacco, nicotine, vaping or weapons on campus or school sponsored events
- Inappropriate sexual activity, pregnancy, homosexuality, transgenderism, etc.
- Inappropriate use of computer, social media, or other online formats

The Head of School, in conjunction with the principals or directors, will determine the nature of the discipline. This may be restitution, janitorial work, parental visit with the child, suspension, expulsion, or any other measures consistent with biblical guidelines that may be appropriate. The Head of School reserves the right to send the student home for the day, week, or expulsion, if necessary. Corporal punishment will never be used as a means of school discipline.

If for any of the above, or other reasons, a student receives discipline, the following accounting will be observed within either semester of the school year:

- Whenever a student is sent to the office for discipline, the student's father or primary guardian will be contacted by note, email, or phone call and informed of the plan of action. The parents' assistance and support in averting further problems will be sought.
- The second office visit will be followed by a personal meeting with the student's parents and the Head of School and/or member of the administrative staff. Again, the parents will be asked to work with the school to develop a plan of action.
- Should the student require a third office visit, a two-day suspension will be imposed on the student.
- If a fourth office visit is required, the student will be required to attend an expulsion hearing before the Board.

K. Lower School Behavioral Expectations

As we strive to develop the Habits of the Mind, Regents also desires to grow the heart of the child. For this reason, we have developed a list of character attributes that we feel reflect the nature of Christ. These traits are defined below as the Classroom Habits. Although we do not desire to judge the soul of a child, Scripture does clearly state that behavior reflects what is in our heart.

Students in PreK-Grade 5 are evaluated on the report card for the following standards:

- Respects Authority
- Exhibits organization
- Exhibits effort
- Gets along well with others
- Works well in groups
- Works well independently
- Responds well to correction
- Follows Directions
- Takes Responsibility

These attributes will be evaluated each term on the report card using the following scale:

Behavior/Character:

- 4- Exhibits behavior in a manner that exceeds expectation.
- 3- Exhibits behavior in a developmentally appropriate manner.
- 2- Struggles to exhibit behavior in a developmentally appropriate manner.
- 1- Fails to exhibit behavior in a developmentally appropriate manner.

Lower School Demerit System

The purpose of issuing a demerit is to communicate to the students a consequence for inappropriate behavior. The goal of the demerit system is to foster positive work habits, personal responsibility, and respectful relationships with students and teachers. The demerit provides an avenue of communication among teachers and administrators regarding student behavior in order to clearly communicate with parents. The objective of all Regents discipline is to point the student to the grace and mercy offered by Jesus in accordance with biblical principles.

The demerit system is meant to track and identify patterns of repeated behavior. This system is not meant to replace a clearly defined classroom management system for each teacher. The defined operational policy below should align with your individual classroom management system. For example, if a clip is moved, a demerit is given. The teacher/staff has the final determination of when a demerit is given and principal has final say.

- If a demerit is issued, a notification (through FACTS by the teacher) will be emailed to parents on the day the event occurred by the end of the school day. The email will explain the nature of the offense and if it required an office visit. Each teacher will have a notepad that they use for quick, easy documentation.
- On Fridays, the Lower School Principal will tally demerits for the current week (Monday-Friday).
- After a student has accumulated 5 demerits in a quarter (does not need to be for same offense), the student will receive a detention during the following week. Parents will be notified when a student has received 5 demerits and when they will serve their detention.
 - o Grade 1-2 detention will be from 7:30-7:50am
 - o Grade 3-5 detention will be from 7-7:50am
- Detention will be served with the Lower School Principal and could consist of a conversation, a written requirement, or campus cleanliness at the discretion of the principal.
- Demerits will reset after each quarter. For example, if a student had 2 demerits and the quarter reset, the student will have 0 demerits.
- After 3 detentions in a year, the student will receive an in-school suspension. During an in-school suspension, students will be required to do the assigned schoolwork for the day. All assignments must be turned in on time.
- After 2 in-school suspensions, the student will be required to attend an expulsion hearing before the school board.

All teachers and staff have the authority to give demerits to students. The following are examples of demeritable offenses; this list is not intended to be exhaustive.

- Failure to follow dress code- 1 demerit
- Handbook violations (such as cell phone)- 1 demerit
- Failure to follow directions- 1 demerit
- Talking out of turn- 1 demerit
- Unauthorized use of food/beverage in class – 1 demerit
- Excessive tardies – 3 tardies= 1 demerit
- Inappropriate use of computer- 1 demerit

The following infractions will result in detention without accumulation:

- Dishonesty while at school, such as lying, cheating, and stealing- 5+ demerits
- Disobedience- 5 demerits
- Blatant disrespect – 5+ demerits
- Fighting- 5+ demerits
- Obscene, vulgar, profane or unedifying language (verbal or digital) – 5+ demerits
- Abusing school property- 5+ demerits

For any offense, a teacher may reserve the right to make any offense an office visit. If the student is sent for an office visit, the principal, in conjunction with the head of school and parents/guardians, will determine the nature of the discipline. The principal reserves the right to send the student home for the day if necessary. Corporal punishment will never be used as a means of school punishment.

L. Valedictorian and Salutatorian Selection Criteria

The distinction of valedictorian is the highest academic honor awarded by Regents School of Oxford. The valedictorian selection process is based on the following criteria. (Once a student distinguishes him/herself from classmates, the remaining criteria are not considered.):

Items Considered:

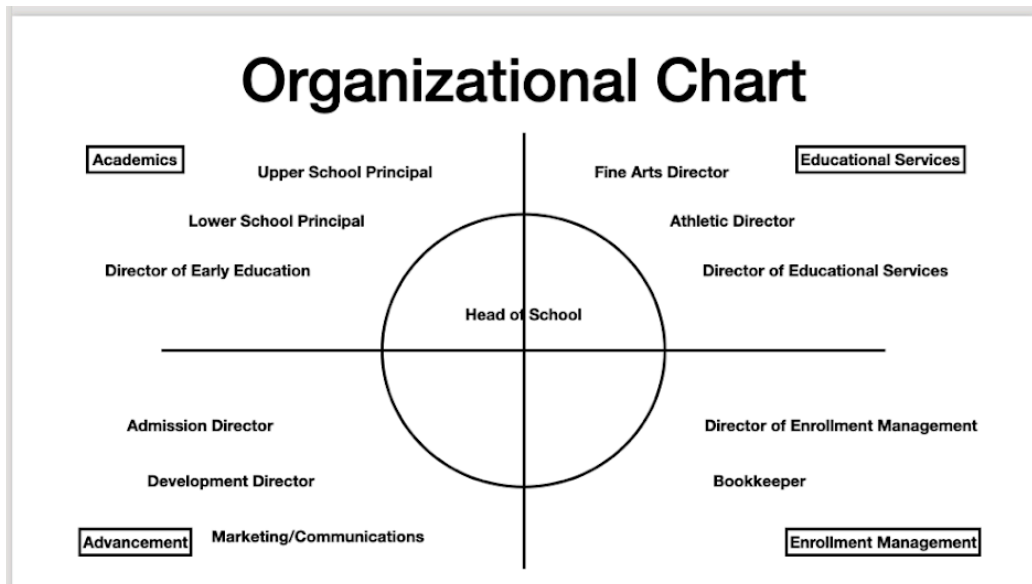
- Students must complete at least 12 Regents honors classes (Class of 2025 needs 90% of offered honors classes to be eligible).
- The student with the highest weighted GPA through the 3rd quarter of senior year.
- Total number of hours completed
- Cumulative GPA in all honors courses taken

- The characteristics of a Regents graduate: Loves God, Serves Others, Treasures Knowledge, Cherishes Beauty, and Transforms Culture)

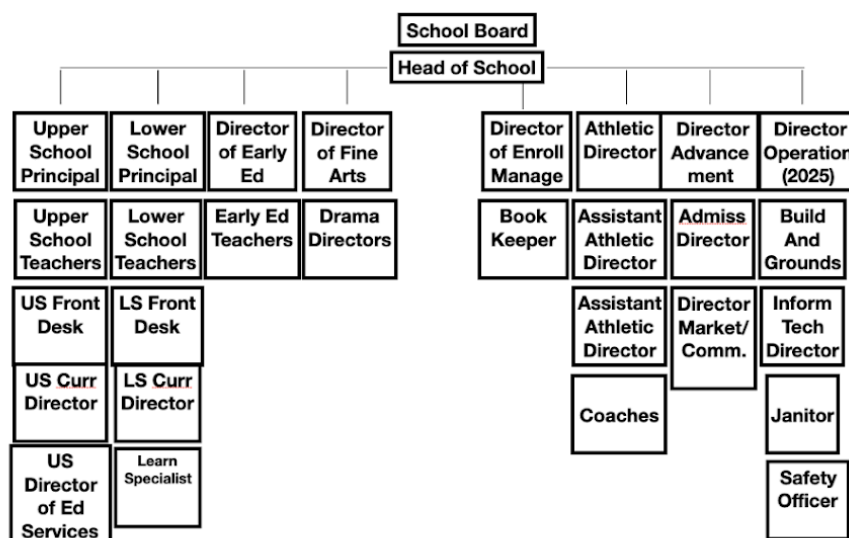
In the case of a tie, the selection process will continue to the next criteria until a single student distinguishes him/herself from his/her classmates until a Valedictorian is selected.

M. Administrative Structure of Regents School

Regents School of Oxford is governed by a Board of Directors. The school will follow an organizational structure which places the Head of School under the authority of the School Board and both the teachers and administrative staff under the management of the Head of School.



Organizational Chart



IV. Parent/Teacher Communication

A student's successful experience at Regents depends upon open communication between the family and the school. This requires persistent effort on both sides combined with mutual trust and respect. It is the school's desire that open communication will occur regularly between teachers and parents regarding all strengths and weaknesses in the classroom.

A. Conflict Resolution

To settle matters of disagreement or miscommunication, Regents holds to a biblical model of conflict resolution as seen in Matthew 18. When a problem or question relating to a child does arise, the first step is to discuss it in a conference with the parents and teacher. If this conversation does not resolve the problem, then a meeting with the parents, teacher and the principal should be scheduled. If conflict or confusion remains after these two meetings, then a final meeting with the parents, the teacher, principal and the Head of School will be scheduled. At this time, the Board will make the final recommendation as to how the matter should be resolved. If you have other concerns that relate to curriculum, policies or procedures, please contact the Head of School.

B. Parent Alert System/ Regents App

FACTS is the primary means of electronic communication from the school to families. Parental permission is obtained through a FACTS form. Report Cards are sent through FACTS for Grades K-12. Grades 4-6 can view the grading marks in each subject area using the FACTS app. Grades, notice of demerits, and homework is communicated through FACTS and Google Classroom for the Upper School.

In case of an emergency situation including inclement weather during the school day, parents will be alerted in a text message or voice message using FACTS' Parent Alert.

Regents may also utilize the Regents School of Oxford app (administered by FACTS) for non-urgent notifications as well.

C. Written Communication (Early Education and Lower School)

Written communications sent home to parents will generally be sent on Monday or the first day of each week in the Regents Report. It is the expectation that parents read the Regents Report each week for important information about the weeks ahead. Archives of the Regents Report can be found on Regents App. Parents have the opportunity to learn what will be studied in each subject area through the *Week at a Glance* or via Google Classroom. Teachers will also use this to remind parents of important upcoming dates: test dates, quizzes, field trips etc. Parents need to consult this publication on a weekly basis. Graded papers will be returned on a weekly basis on a set day determined by the teacher.

D. Conferences

Parent-Teacher conferences are scheduled two times during the school year. These conferences are offered on the last day of the first and third nine-week periods. Additional conferences may be scheduled as deemed appropriate by either the teacher or the parents. Both parents are strongly encouraged to attend any and all conferences.

E. Classroom Visits

Regents considers the parents an integral part of the education process. Parents may wish to visit their child's class on occasion. If you wish to be involved in the class on a regular basis, please consult your child's teacher. Please bear in mind that frequent classroom interruptions can be a deterrent to a productive day. When visiting, parents should be considerate of the teacher's time and be aware of how their presence affects the classroom. Visits should be scheduled in advance with the teacher and principal.

F. Grievance Guidelines

These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect Regent's operations, between any two parties connected in a direct way to the school. This includes students, parents, faculty, staff, volunteers, administration, and/or the School Board.

Any disagreement that results in broken fellowship or trust between two or more parties, or that disrupt the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of Regents objectives and goals must be addressed. Any concern about any decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next level.

General Guidelines:

- It is understood that if any disputes arise which are not covered by this policy, the School Board will decide what procedures to follow based on a parity of reasoning from those procedures established by this policy.
- It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18 and James 3 will be followed.

Students/parents to teachers:

- All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.
- If the problem is not resolved, the parents or student may bring the concern to the principal. If the student brings the concern, he must have permission from his parents to do so.
- If the problem is still not resolved, the parents should appeal the decision to the Head of School.

Parents/patrons to administrator:

- If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the Head of School.
- If the situation is not resolved, they should present their concerns to the School Board.

Staff to Administration:

- All concerns about the standards of the school must first be presented to the Head of School.
- A respectful demeanor is required at all times.
- If the problem is not resolved, the staff member may appeal the decision in writing to the School Board, followed by a meeting to discuss the matter.

Volunteers to Staff/Administration:

- If any volunteer has a concern about the volunteer work, he will present that concern to the staff member responsible for his oversight (teacher, Head of School, director, etc.).
- If the problem is not resolved, then the concern should be presented in writing to the Head of School, followed by a meeting with him to discuss the concern.
- If the problem is still not resolved, the volunteer may request a hearing from the School Board in writing. The request will be passed through the Head of School. The Head of School is required to pass the request on to the School Board.

G. Records Retention Policy

To provide guidelines for distribution and storage of student records this policy contains information related to the distribution of student records (files, transcripts, etc.) as well as outlining the policy of transferring student records in the event of a school closure.

Guidelines:

- ***Student Records*** Regents School of Oxford will keep all student records (grades, transcripts, grade reports from previous schools, etc.) in a cumulative file. All student records are to be stored in a locked cabinet, and may be accessed only by administrators, board members, the student's teachers, and the student's parents upon request.
- ***Requests for student records*** All requests for student records must be made through the Registrar. All records requests (i.e. request to transfer records to another institution, a request for official transcripts, etc.) must be made in writing, and will be processed generally within a week of the request.
- ***Student Records in Case of School Closure*** In the event of a permanent school closure, all records and files for students currently or previously enrolled at Regents will be transferred to Westminster Academy, an ACCS member school, located in Memphis TN. This arrangement has been agreed to by the Head of School at Westminster Academy. In the event that Westminster Academy is closed, RSO records would follow Westminster's by-laws on the location of records.

CONTACT: Westminster Academy

2500 Ridgeway Road

Memphis TN 38119

901-380-9192 (phone)

V. The School Day

A. Personal Belongings at School

Students should only bring to school those personal belongings that are necessary to the school day. Toys or other personal items should be left at home. These items are a distraction to the school day and are easily lost or broken if brought to school.

B. Emergency Announcements

In the event of bad weather, school closings or delayed openings will be announced using FACTS's Parent Alert. A school-wide Parent Alert (text or voice message or email) will be sent as soon as this information is available. Decisions will be made specific to Regents School of Oxford. Since many families live outside Lafayette County, Regents will not necessarily follow the city or county school district decisions.

C. Messages/Deliveries

Only in case of emergency will classes be interrupted to deliver messages from home. In such cases parents may call the office to have the message delivered to their child. In the event that a parent needs to deliver an item to the student, the parent should take the item to the office.

D. Chapel

Every Wednesday a 30-minute chapel assembly is held for 1st-12th grades. Early Education holds chapel every Thursday at 8:15 beginning with the second quarter. Students are expected to wear their chapel attire on these days (see the Dress Code). Chapel is intended to be an opportunity for the school family to meet together for announcements, singing, Scripture recitation, and the study of God's Word.

Parents, family members, and guests are always welcomed and encouraged to attend any and all chapel services. A schedule for class recitations will be sent home. Chapel will be held in the gymnasium. Students need to dress appropriately for the weather on outdoor chapel days. Early Education chapels are held in the Fellowship Hall of the Church.

E. Lunch

The daily lunch period for Grades 1-5 is 11:00-11:30. Grades 6-12 eat lunch from 11:35-12:05. Catered meals are available each day and can be ordered through Schoolhouse Fare.

If a parent brings lunch to the school during the day, they may drop it off at the front desk and the Admin Assistant will deliver the lunch to the classroom. Parents are not permitted to take lunches to the classroom. However, parents are welcome to eat with their child if desired. If the parent wants to eat with the child, parents may check their child out and eat with them during the school day. Food delivery services (Uber Eats, GrubHub, etc.) are not allowed.

F. Homework

Homework is fundamental to the curriculum at Regents School of Oxford. The definition of homework is, "All school work that is done at home." Homework includes all assignments related to specific subjects, spelling, corrections of past papers, research papers, book reports, reading and any special projects assigned by the classroom teacher.

The purpose of homework is to equip students with the necessary tools for learning, involve parents in the learning process, establish the disciplines and habits that foster responsibility and reinforce the concepts presented by the curriculum during the school day. It is not meant as busy work, therefore, teachers should only assign homework when necessary.

Parents may answer questions and encourage their child to do his or her homework but should not do the work for the child. Students learn responsibility by doing their own homework.

With each student and at every grade level the time for homework will vary. The following guidelines are suggested limits by grade level that should allow for completion of homework by most, but not all, students:

- K/1st Grade: 15 minutes for math worksheet in addition to memorization, 15 minutes of reading with parents
- 2nd Grade: 20 minutes for assignments and 15 minutes reading with parents.
- 3rd Grade: 30 minutes for assignments and math memorization, 15 minutes reading with parents.
- 4th Grade: 40 minutes for assignments and 15 minutes for assigned reading.
- 5th Grade: 70 minutes (inclusive) for assignments and assigned reading.
- 6th Grade: 80 minutes (inclusive) for assignments and assigned reading.
- 7th/8th Grade: 90 minutes (inclusive) for assignments and assigned reading.
- 9th-12th Grade: 120 minutes (inclusive) for assignments and assigned reading

The above quantitative limitations are a starting point for examining the homework assigned.

Upper School Grading and Testing Principles

- One assignment can yield grades for more than one subject.
- Class participation and behavior are not included in the subject area grades.
- Teachers are not to assign grades based on a curve.
- Teachers may not use extra assignments as a disciplinary tool.
- When the majority of the class fails a major assessment, the teacher should consult with the upper school principal in regards to re-testing the class.
- There should never be more than three tests on the same day.
- Students need to be given notice of major assessments in advance. No new material should be given that will be included in the assessment on the class day preceding the assessment.
- There must be a minimum of 5 grades at the midpoint of each quarter with a minimum of 10 grades for each quarter.
- ___ Grades must be entered within 7 days of the assessment.
- ___ No single assignment should be worth more than 20% of a student's quarterly grade. The grade for each quarter will be comprised of 40% from homework, classroom work, and quizzes, and 60% from major assessments.
- ___ The grade for each semester will be calculated using the following distribution:

Quarter 1 Grade – 45%	Quarter 3 Grade – 45%
Quarter 2 Grade - 45%	Quarter 4 Grade - 45%
Comprehensive Exam – 10%	Comprehensive Exam – 10%
- ___ Credit will be awarded on a semester basis.

G. Physical Education, Recess, and Outdoor Activities

Involvement in outdoor activities is an integral part of education at Regents for all students. We are training the body, as well as the mind, soul, and spirit. All students will participate in a variety of outdoor programs including recess and Physical Education.

Students who are not able to participate in outdoor activities must present a dated note to their teacher signed by the parent or guardian, indicating the specific reasons for not participating. Exceptions may be made depending on the nature of the illness and weather conditions. If there are medical reasons for restricting a student's involvement in outdoor activities, it is necessary to have a doctor's statement indicating the reason.

Regents students are expected to display team spirit, loyalty, and good sportsmanship at all times. Good sportsmanship means that students:

- Never hiss, boo, or make disparaging remarks about the opposing players, referees, teammates, coaches, or fans.
- Play hard, making every effort to win, but never playing outside the rules.
- Never attempt to injure opponents.
- Acknowledge good play, whether by our player or the opposing player.
- Never boast in winning ("showboating"), nor make excuses in losing.
- Accept responsibility for personal mistakes.
- Practice safety and follow the instructions of the coach/teacher.

H. Extra-Curricular and Afterschool Activities

To enrich the lives of our students, RSO offers many extracurricular activities and competitive sports. Parental involvement will be sought to help organize successful enrichment activities as part of the school and parent partnership.

- Student participation in these activities is optional.
- All school standards and codes of conduct apply during school-sponsored activities.
- Most activities are fee-based: students are charged fees for participation to cover program expenses.
- Students staying afterschool for extracurricular activities must report to the carpool area or the designated practice pick-up area at 3:00. Adults leading the activity must pick up students from the carpool area or designated location.
- Siblings of involved students are not allowed to stay afterschool unsupervised. The school will not be liable or responsible for siblings during extracurricular activities.
- Some extracurricular activities meet off campus. Parents are responsible for providing transportation to these events.
- Students will not be allowed to change clothes for off campus events unsupervised. Parents may allow students to reenter the building to change after they have been picked up.
- Accommodations for transportation should be made before school and communicated clearly to the student. Carpool tags are required for students to leave campus with an adult other than their parents.
- No Upper School extracurricular activities or practices may be held during Mid-term exams or Final exams.
- No extracurricular activities or practices may be held on or off campus on Sundays.

I. Grading Policies

On quarterly report cards, students will be evaluated in two overarching categories: Habits of the Mind and Habits of the Soul. Habits of the Mind will include all academic subjects. Habits of the Soul will include character traits that we desire to develop in the students. Grades will be determined in the following manner:

In PreK through Kindergarten, students will be evaluated for Habits of the Mind using skills-based assessment rather than percentage grades. Teachers will give broad assessments on a student's skill level in each academic area using the following scale:

Grades 3K-4K

Will be assess on the concepts covered within that quarter. This assessment will be sent home at the end of each quarter, and the cumulative report card will be sent home at the end of the school year.

Grades 5K

E – Exemplary, Appropriate Mastery of Habit: *Student has mastered the material in a way that is worthy of being imitated.*

S – Satisfactory, Moving towards Mastery: *Student is successfully progressing through the material.*

N – Needs Improvement: *Student is making some, but less than satisfactory, progress with the material.*

U – Unsatisfactory, Not Progressing at an Appropriate Rate: *Student is not making progress with the material.*

NC – Not covered this Nine Weeks

In Grades 1-12, students begin transitioning to more traditional grades. The following scales will be used when appropriate:

Grades 1-12

A	100-90
B	89-80
C	79-70
F	69-0

Any percentage below a C is a failing grade at Regents.

Grade Point Average Calculations

At Regents School of Oxford, the calculation of the student's Grade Point Average (GPA) is based on an unweighted 4.0 scale. At the end of each semester a GPA determination is made for the credits earned based on the following GPA scale. If a student is in an honors course (Upper School only), 0.5 points are added to a student's GPA to give their weighted GPA.

Grade	Number	GPA	Honors GPA
A	90-100	4.0	4.5
B	80-90	3.0	3.5
C	70-80	2.0	2.5
F	70 and Below	0.0	0.5

Reasons for the semester determination of GPA for each class:

- Academic Integrity – In order to ensure that we are holding our students to a high standard of academic rigor it is important to create a grading system that would ensure academic integrity. Basing the grading system on a yearly GPA would allow a student to fail half the coursework of a given class and still be able to receive credit. However, when assessing the performance of a student on a semester basis we ensure that the student is progressing with clear academic integrity with our grading system.
- Early Intervention – Having a system that assesses GPA on a semester basis would engage struggling students with early intervention.
- Remediation – When a student fails a semester of a class the administration will move the student towards the process of remediation by either removing them from the class, placing them in an easier class for concept reinforcement, having them complete additional work based on course objectives, or having the student repeat the class altogether.
- Removal – When a student is not progressing with the help of remediation and the administration is unable to help the student any further, we will begin the process of removing the student from the school. This process

relies heavily on assessing the student on a semester basis for a clear picture of their overall motivation, ability and response to guidance and assistance given by the administration.

- College Transcript – Colleges will often require the school to provide a mid-year GPA calculation for current classes and for cumulative performance as a student. These calculations require us to award GPA credit on semester basis so that we are able to provide for these colleges a current GPA.
- Mid-Year Transfers – If a student transfers into the school or transfers out of the school we will not be able to award .5 credit for the semester of work that they have completed. They would have to stay the entire year to receive credit for any work that they have done for their classes.

Progress Reporting

In order to maintain good communication between teachers, students, and parents, graded papers will be returned in a timely manner. Parents are expected to review these grades and contact teachers immediately with any concerns. Teachers in Grades 1-12 will consistently input student grades in FACTS. Early Ed (PreK-K) maintains an emphasis on development of skills rather than grades on classwork.

Parents in Grades 5K-12 will receive the report card at the end of the quarter via email. Note: Report cards may be withheld if the student or family has outstanding fees.

Teachers are required to notify parents before the end of the grading period if a student is in danger of receiving a failing grade or an unsatisfactory conduct grade for the quarter. Progress Reports will be sent home at the midterm of each quarter if a student has a failing grade.

J. Probation Policy

Students who do not remain in satisfactory academic or behavioral standing could be placed on probation during the next progress-reporting period or, in the case of behavioral standing, the remainder of the current progress-reporting period. During that time, parents will need to communicate with the teacher on at least a weekly basis to address the improvement needed in the particular area(s). If at the end of the progress-reporting period sufficient progress has not been made, then parent, teacher and the principal will meet to discuss the student's future.

The following may take place:

- Student is asked to withdraw immediately, or
- Student is given a second probation period of two to four weeks; then, if no progress is evident, the student could be asked to withdraw. In either case tuition will not be refunded.

K. Eligibility for Extra-Curricular Activities

Participation in any extra-curricular activity for 6th through 12th grade will be contingent upon the student's meeting certain eligibility requirements. Notification of ineligibility will be made by the office to the student and the faculty member in charge of the activity. A student who is on probation or suspension for disciplinary reasons is not eligible to participate in extra-curricular activities. For purposes of this policy, ineligibility as it relates to athletics means that the student is not allowed to participate in practices or games.

Eligibility will be determined as of the midway point (Grade Check Day) and the end of each nine-week period. A student's eligibility will be determined on Grade Check Day if he/she receives an F average in two or more subject areas or at the end of any nine-week period in which he/she fails to earn a GPA of at least 2.0. Before eligibility is determined a parent meeting with the principal, parent, teacher and student is required to determine an appropriate intervention plan for the student. An ineligible student regains eligibility when their grade is raised above an F average or raises their GPA above 2.0.

L. Promotion Policy

The following minimal criteria are guidelines for student promotion from grade to grade:

- Year-end, all-subject average of "S-" (PreK-K) or "C" (Grades 1-12)
- Teacher's recommendation based upon projected success in the next grade

If all criteria are met, the student is promoted to the next grade. If some, but not all criteria are met, the teacher will make the recommendation/decision on whether a student should be retained. If parents disagree with the

teacher decision, then the Head of School will review the case and determine the necessary retention, remediation, or promotion to the next grade.

N. Honors Track Classes

The mission of Regents School of Oxford is to disciple students to love, serve, and glorify the Lord. The Lord has blessed each one of us in unique and special ways and it is the job of the administration, teachers, parents, and peers to challenge and prepare students for their adult lives academically, socially, and spiritually. All students learn differently and at different paces. A change to the high school (grades 8-12) tracks allows teachers the opportunity to challenge advanced students while also giving a solid foundation of essential course requirements to all students.

In order to graduate from RSO, students would need to obtain 28 credits to graduate (basically a mix of our non-honors and honors diploma). For original enrollment in honors, the student would need to obtain a 90% cumulative average during 7th and 8th grade classes in that discipline and have a teacher recommendation (IE: no behavior problems, believes can handle work, etc.). If a new student enters RSO, course selection would come from report cards at the previous institution and recommendation of RSO math/science faculty. The Upper School Principal has final discretion of new student placement.

The following courses should not be considered honors/college preparatory: theology, fine arts, electives, language arts.

What's the difference between college preparatory and honors? The same teacher could be teaching both college preparatory and honors class at the same time. In some cases, the classes may be split based on the honors/college preparatory distinction. The difference of the classes comes at the discretion of the teachers in consultation of the principal.

Some suggestions for the differentiation are listed, but not limited to these choices:

- 20% difference in test questions
- Capstone project per semester
- Difference in class requirements
- Reading an extra book (not done in class) and doing a project on it
- Stricter rubric
- Length of paper (2 page for college prep vs. 5 for honors for example)
- More sources (references)

A plan for the differentiation needs to be submitted by the principal prior to the first day of classes.

How does a student continue in honors or college preparatory and can they move up? Once a student has selected to be in honors or college preparatory, they can only adjust their status from honors to college preparatory at the end of the semester, but a student cannot elevate from college preparatory to honors until the end of the school year. In order to stay in the honors track, a student would need to obtain an 85% cumulative average and be recommended by the teacher from the previous course. In order to advance from college preparatory to honors, a student would need to obtain a 92% cumulative average in the previous course and be recommended by the teacher. If a student is in an advanced class (i.e. a 9th grader taking 10th grade math), that student must be in the honors track in the math class.

VI. Policies and Procedures

A. Arrival and Tardiness

The school is open and supervised at 7:30 a.m. The school day begins promptly at 8:00 a.m. Students who arrive in the classroom after 8:00 a.m. are considered tardy. If a student arrives after 8:15 a.m. the parent should sign the student in at the office with a simple explanation. Tardies for students in Grades 6-12 are kept hourly and available to parents on FACTS.

B. Attendance

Students are expected to be present at school every day school is in session. Absences are highly discouraged if at all possible.

C. Absences

RSO exists to assist parents in discipling students to love, serve and glorify God through a classical Christian education. 'Withness' is essential to this task. We recognize the importance of family time and understand sometimes students or families have a special need in this area, but classroom engagement and relational community during the school day is a large part of our classical methodology.

Students are expected to be present at school every day school is in session. We have curated a rich curriculum that assumes students are present. Students who miss ten days of school per semester (twenty per year) will be in jeopardy of repeating their current grade regardless of the reasons for the absences.

Absences due to Illness/Family Emergency

If a student is absent due to illness/family emergency, they will be listed as absent and an "A" will be given in the FACTS system. Students must make up all major tests and assignments that are missed. Students will be given one day for every day missed to complete assignments. For example, if a student misses 2 days of school (e.g.- Monday and Tuesday), they have Wednesday and Thursday to make up all missed work. Missing work and assignments should be arranged with the teacher(s).

Students that need to leave school prior to the end of the school day due to illness may use the office phone to contact their parents.

The school defines illness as any of the following symptoms:

- A fever over 99.9 F: a student must be fever free without taking Motrin, Tylenol or other fever reducing medications for 24 hours before returning to school.
- Signs of possible severe illness such as uncontrollable coughing, difficulty breathing, wheezing, persistent crying, or lethargy
- Green/yellow/brown mucus coming out of the nose or mouth: student will need 24 hours of antibiotic treatment before returning to school.
- Vomiting or uncontrollable diarrhea or stomach flu of any kind: student may not return to school until he/she has gone 24 hours without vomiting or diarrhea.
- Any type of rash or questionable bumps or red spots which appear contagious: students can return to school with a doctor's written permission.
- Redness and drainage from the eyes: student must receive 24 hours of antibiotic drops for conjunctivitis or pink eye before returning to school.
- Lice: student may return to school once the lice have been treated and no live lice are present in the student's scalp.

Please do not send your child to school if he/she exhibits any of these symptoms. We ask that you keep your child at home until symptoms are no longer present. If a child becomes ill at school, he or she will be sent to the office or an assigned room until a parent or authorized adult can pick them up from school.

Should a student contract chicken pox, influenza, lice, or another contagious illness, timely notification to the school is requested so that other students who may have been exposed may be contacted and spread of illness can be minimized.

Note: if a case of lice is reported in a class, the office staff may conduct a check of students in the effected class. Students that are missing class due to illness may not attend other school events on campus.

Medication which may be required by a student during school activities must be supplied by a parent and brought to school in the original container, properly labeled with the name of the student and identification of medication, dosage, and the time to be administered by an appointed staff member. If possible, medications should be taken before and after school. No medicinal eyedrops will be administered by the school

Absences due to Vacation/Trips

If a student is absent due to a vacation/family trip, the student will be listed as absent and marked "A" in the FACTS system. Family time is important and valuable, but can cause a disruption to academic progress. We encourage family vacations to be taken during school-allotted breaks to avoid loss of instructional time for the student. In unavoidable circumstances, when a family trip is planned during school days, it is the responsibility of the student (and/or parent) to communicate the absence as soon as possible. Absences like this cause additional work for our teachers and may rob your student of valuable classroom engagement with the material. If you do have an absence and know in advance, please communicate this as soon as possible.

We expect as much work as possible to be completed prior to the vacation/trip. If work needs to be completed upon returning, the following procedures will be followed:

- I. If the trip was 5 school days or less, the student has 2 school days to make up any missed tests/assignments
- II. If the trip was more than 5 school days, the student has 4 school days to make up any missed tests/assignments

The principal, in collaboration with the teacher(s), has final discretion as to the length of time that may be allotted for assignments to be completed.

Absences due to Co-Curricular Offerings (Athletics, Drama, Clubs, etc.)

If a student is absent due to a co-curricular offering associated with the school, the student will be marked "PO" (present off campus) in the FACTS system. Any absence with a PO means that the student is under the care and supervision of a Regents staff member or coach, and that their absence will not count against their total for the year.

Planned Absences

In the event a student that a student's absence is planned, it is the responsibility of the student (and/or parent) to contact the teacher about the absence. The following procedures will be used when the student is present off campus:

- I. Long-term assignments that are due in the class being missed must still be turned in the day of the absence
- II. Any in-class assignments for a class a student is missing will be due the next school day
- III. Any tests/quizzes that are missed shall be taken the next school day

The principal, in collaboration with the teacher(s), has final discretion as to the length of time that may be allotted for assignments to be completed.

D. Leaving School

Students cannot leave school without parental permission. Students must always check in and out at the office when not arriving or leaving at normal arrival and dismissal times. A parent or guardian must sign students out whenever they leave campus. Students must be picked up in the office area. Parents must contact the school in writing through a note or email if a student is allowed to leave campus using his or her own car during school

hours. In the event of an atypical dismissal (i.e. abbreviated school day, emergencies, dismissal from pep rallies or assemblies, etc.), students must return to their classroom with their teacher prior to being released.

E. Visitors to Campus

Visitors must check in at the school office and wear a visitor's badge during their entire visit. Parents of students need to check in at the office if they visit the building between 8:15 a.m. -3:00 p.m. Parents do not need to check in at the office to drop off or pick up their children at the start and end of the school day.

Family members (or other visitors) may visit for lunch if they have permission from the parents in writing or by phone.

Students from other schools wishing to visit the school as potential Regents students should make advance arrangements with the admissions director to schedule a day to attend classes. They should conform to general RSO Dress Code and behavior policy while visiting the school.

Alumni are allowed to return to visit with teachers and staff during non-class time but should contact the school before arrival.

For security and academic reasons, visitors other than those listed above are not permitted to visit students during school hours without a staff sponsor's receiving pre-approval from administration. The visitor must remain with the staff sponsor for the entire visit.

A calendar of open events such as chapels, holiday events, or school performances will be communicated the community through the Regents Report and on the school website listing opportunities to visit with friends. Those wishing to visit with faculty or staff should set up an appointment through the principal to arrange a suitable date and time. All visitors, including parents, are expected to be in modest/appropriate dress when on campus.

Open Events:

- Whole School Chapels and Weekly Chapels
- Main Events listed on the Academic Calendar
- Sporting Events and Pep Rallies
- Class Theme Days and Holiday Events

G. Expenditure Reimbursement

Donations of supplies and equipment are gratefully appreciated. Parents who desire to be reimbursed for expenses must obtain written approval from the Director of Enrollment Management prior to expending the funds.

H. Emergency Drills and Events

Emergency drills will take place periodically.

- Fire Drill- To signal a fire drill, the school bell will ring a long, extended ring
- Tornado Drill - To signal a tornado drill, the school bell will ring 3 short rings.
- Lockdown Drill- To signal a lockdown drill, the command "lockdown" will be given.

In the event of severe weather during school hours, administration will closely monitor all weather warnings and take appropriate action. Students who drive themselves will not be allowed to leave campus if a severe weather warning is in effect.

I. Homeroom Parents

At the start of the school year, a Homeroom Parent will be appointed with input from the teacher, RPA, and Administration to serve in each classroom. Homeroom Parents serve as ambassadors between the RPA, the school

Administration, the teachers and families in each class. The Grammar School RPA Chair, as a member of the RPA Executive Committee, will meet regularly with all homeroom parents to provide support and guidance throughout the school year. All Homeroom Parents are encouraged to attend RPA meetings to remain informed about all events and activities that are taking place at the school.

Responsibilities of Homeroom Parents are as follows:

- Support the teacher in prayer and in meeting classroom needs.
- Organize and recruit volunteers for class parties.
- Function as Christ-centered ambassadors in the classroom.
- Encourage parents with issues to discuss them directly with the teacher. Work toward biblical, God-honoring communication.
- Be approachable and available to answer questions for classroom parents.
- Encourage and lead in a humble manner.

J. Birthdays/In-class Entertainment Guidelines

Recognizing the fact that teachers and students will want to have, from time to time, a party or other form of entertainment in the classroom, these guidelines present standards that should provide consistency in the allowance of entertainment. All on-campus activities must be teacher selected.

Birthday Parties:

- Parents are asked to notify the teacher if they wish to bring cupcakes or cookies to the student's class during the snack/lunch time on the student's birthday. All students in the grade must receive the birthday treat.
- Invitations to private birthday parties may only be distributed at school if all the children from the same student's class are invited. Invitations to "girl-only" or "boy-only" parties may be distributed if all children of that gender from the student's grade are invited.

Holiday Parties:

- Holiday parties should not exceed 45 minutes in length, unless it is coupled with lunch, in which case only 45 minutes of class time may be used.

Holidays can be recognized in the following ways:

- Halloween: No celebrations of this event due to controversial nature. Out of respect for parental standards, teachers will neither discourage nor encourage traditions such as trick-or-treating.
- Thanksgiving: Teachers should include a major educational emphasize on the historical and biblical purpose of this holiday. Fall parties may be held.
- Christmas: Class parties may be held. This is time when we focus on the fact that we are a Christian school and make our major emphasis on Christ's birth and His mission. Teachers (and class decorations) will neither discourage nor encourage traditions such as Santa Claus, Elf on the Shelf, etc. in order to respect parental standards.
- St. Valentine's Day: Class parties are permitted in Lower School. Care should be taken to emphasize the Christian nature of St. Valentine
- Easter: Classes should have a special emphasis on the work of Christ through his life, death, burial and resurrection. Out of respect for parental standards, teachers should neither discourage nor encourage traditions such as hiding eggs and the Easter Bunny.

K. Lost and Found

Articles found on campus should be turned in to the office. Please check the office periodically for any missing items. Remember to clearly mark all school supplies, personal belongings, lunch boxes, backpacks, etc. Because students wear identical uniforms, it is advised to individually label ALL articles of clothing, including but not

limited to, shirts, pants, jackets, vests, sweaters, socks, and shoes. All items in lost and found will be discarded on the last day of each semester.

L. Textbooks and Supplies

Textbooks and resource books are issued at the beginning of the school year and at other times during the year. Students are required to replace or pay for any permanent textbooks, classroom readers, library books, and supplies given them if they are damaged or lost. The student's report card may be withheld if there are any outstanding fees.

M. Regents Parent Association

The Regents Parent Association ("RPA") is the community of Regents parents working together to promote the mission of Regents School of Oxford while supporting the various needs of the staff, students and families.

Purpose

- Promote ideals of the school.
- Foster a sense of community.
- Encourage the building of lasting relationships between parents.
- Facilitate parent involvement.
- Assist teachers in enriching the learning experience.
- Assist the Administration of RSO in activities and special events.
- Coordinate and disseminate information about events sponsored by RPA.
- Assist the school and community with fundraising for specific school-wide needs.

Service Opportunities and Expectations

- All parents or guardians of children attending RSO are members of RPA.
- All members are encouraged to serve in school activities and events by volunteering in a purposeful way that matches God-given gifts and talents.
- Members are encouraged to serve on RPA committees.
- RPA members are encouraged to work together in love and humility. All members' manner should be consistent with that described in 1 Peter 5:5 "...clothe yourselves with humility toward one another, for God is opposed to the proud, but gives grace to the humble." And also, in Philippians 2:3, "Do nothing from selfishness or empty conceit, but with humility of mind let each of you regard one another as more important than himself."

Executive Committee of RPA

The Executive Committee of RPA shall govern the RPA and be comprised of the following:

- RPA President
- Secretary
- Lower School Representative
- Upper School Representative

Eligibility requirements necessary to serve on the Executive Committee:

- Must have completed one full year as a parent at RSO before serving on the RPA Executive Committee.
- Must be financially in good standing with RSO.
- Must have an eligible child (as determined by Administration) enrolled in RSO.

N. School Safety Plan

The Regents School of Oxford has emergency and safety plans in place because we believe every student deserves a learning environment that is safe, challenging and exciting. We are committed to making our campus a haven of hope and care.

These strategies help to ensure student and staff safety on our campuses:

- We have a campus security officer in our school.
- We conduct intruder drills so our staff and students know what to do in the event of an emergency.
- We are working with community agencies to provide safe and fun activities for students.

- We acknowledge that the emotional and physical safety of students and staff is everyone's responsibility.
- We continue our efforts to foster a welcoming atmosphere and promote respect on our campus's and in our neighborhoods.
- Students are taught to identify others in distress and are encouraged to talk with an adult immediately if they have concerns for their own safety or the safety of others.

School Resource Officer

- The Regents School of Oxford believes that long term, "on-site" student and staff safety will be best served through a school and community policing partnership with police. Regents partners with local law enforcement and has several active/former law enforcement officers on site at all times. The School Resource Officer will be certified for a conceal carry license.

Weapons Policy

- Regents School of Oxford has a strict policy regarding weapons with our students. They are not allowed on our school campuses and any student in possession of a weapon will be disciplined in accordance with policy. Students who possess firearms, knives, etc. on school grounds or at school activities will be expelled from the school immediately. We take all threats of violence very seriously and have demonstrated that they will not be tolerated.

All Hazard Response Plan

The All Hazard Plan includes training resources, procedures and guidance relating to lockdown procedures, intruder response, bomb threats, and natural disasters. Our school has an Emergency Plan that includes lockdown and intruder procedures and schools are required to schedule and conduct these drills.

Tornado Procedures

- Drills to be held during summer teacher in-service and three times during year while classes are in session.
- Within first week of school year each faculty member must review procedures and run a mock drill with students. Plan school-wide drill while in Assembly / Cafeteria.
- Provide training for volunteers and substitute teachers
- If Tornado / Severe Weather Watch Has Been Issued Near School:
 - Immediately meet with all Administrators
 - Monitor weather radio and related websites. Assess nature of weather (dangerous winds vs. heavy rain, etc.) Reschedule activities to move students from dangerous location.
 - Notify all teachers, including gym personnel of weather watch situation & bring all persons indoors & out of gym. Upper and Lower school to appoint faculty leaders for hallways. (2 for Upper school and 1 for Lower school) Close windows.
 - Faculty should review tornado procedures with students.
- If Tornado / Severe Weather Warning Has Been Issued Near School:
 - Immediately meet with all administrators
 - Move students and staff to designated safe locations.
 - Interior hallways on lower level away from windows. Avoid large rooms with long span ceilings.
 - Monitor weather radio and related websites.
 - Fire alarm will not be used for warning. Announcement over intercom for lower and upper school. Call US office.
 - Teachers have class rosters & take attendance for current class, not homeroom.
 - Students will remain with class during entire warning. Students are NOT to use cell phones during warning.
 - Parents may NOT collect children during warning.
 - If parents enter building, they must assume emergency position
 - Driving students may NOT be dismissed during warning.

Post—Tornado / Severe Weather Emergency Management

- If weather situation clears, students may return to class.
- If any tornado damage is incurred and threat has passed, word will be given to exit to outside emergency lines.

- Issue post-tornado statement to parents via Parent Alert. Avoid touching electrical devices or exposed wires.
- Designate faculty member to be parent coordinator.
- Determine parent assembling location.
- Parents must sign directory before child is released.
- Designate faculty member to direct traffic and emergency vehicles.
- Designate First aid coordinator.
- Designate administrative leader to communicate directly with emergency personnel. Designate administrative leader to communicate with media.

Lockdown Procedures

In the event of a threat to the school, the Administration will initiate a lockdown of the campus. If anyone identifies an individual who enters the buildings or grounds to be dangerous, they should notify the office immediately to call 911.

- Office Alert: a key person (police/fire dept) communicates directly with office staff and administrators about a potential threat.
 - Key Lock all Perimeter doors
 - Establish facts via local police district and other local school by monitoring new reports
 - Cancel outdoor activities
 - Assign someone to monitor outside doors
- Yellow Alert Lockdown: Head of School communicates directly with the office staff and administrators
 - Key Lock all Perimeter doors
 - Establish facts via local police district and other local school by monitoring new reports
 - Inform Teachers of potential threat
 - Cancel outdoor activities
 - Assign someone to monitor outside doors
 - Students are to remain in the classrooms with doors locked and continue class
- Red Alert Lockdown: Call 911 – Head of School communicates with staff and administrators
 - Announcement made via the intercom to begin a lockdown
 - Teachers should yell loudly “Lockdown, Lockdown, Lockdown” and remove students from hallways and restrooms
 - Lock Classroom Doors and turn out the Lights
 - Keep students sitting on the floor, away from windows and doors
 - Take attendance
 - Teachers and students should remain in locked area until instructed by emergency personnel
- Active Shooter Response
 - Avoid: If on the playground or outside in route to class quickly lead students to pre-appointed rendezvous points.
 - Deny: Deny shooter access to your room by locking the door, line students up out of the line of sight, turn off lights, cover the window on the door and teacher standing beside the door.
 - Fight: If the shooter breaches your door be aggressive and violent. Use improvised weapons such as fire extinguisher, scissors, etc. to fight back.
- Post-Lockdown Procedures
 - Students and faculty to report to emergency location and take attendance
 - Designate faculty member to be parent coordinator
 - Determine parent assembly location
 - Parents must sign directory before child is released
 - Designate administrative leader to communicate directly with emergency personnel
 - Designate administrative leader to communicate with media

O. Asbestos Safety

Asbestos is well recognized as a health hazard and is highly regulated by OSHA and EPA. Once a year all staff, parents, and anyone working on Regents School of Oxford campuses must be given a letter stating that we do or do not have asbestos.

Any outside contractors must be aware of any asbestos located on our campus. They also should be trained on how to work with asbestos. A program of labeling and training is to be provided to any employee who may be exposed to asbestos while performing their duties.

P. Policy Regarding Sexual Harassment

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
- Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

Sexual harassment may include but is not limited to:

- Unwelcome verbal harassment or abuse;
- Unwelcome pressure for sexual activity;
- Unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
- Unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- Unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- Unwelcome behavior or words directed at an individual because of gender.

Students at Regents School of Oxford are subject to expulsion upon the Head of School finding evidence of sexual harassment.

Employees at Regents School of Oxford are subject to dismissal for violation of the SH policy. The offended party should notify the Head of School regarding unwelcome behavior. Upon meeting with the parties, the Head of School will notify the Chairman of the Board regarding the event. The Head of School may recommend termination of the offending employee after notifying and informing the board.

Q. Policy Creation Policy

Whenever policy is proposed, revised, or written with the intention of being included in the Policy Manual (Staff Handbook, Family Handbook, Curriculum Guides, etc.) for Regents School of Oxford, the following guidelines will be implemented.

- All proposed policies will be submitted in writing to the Policy Committee as the established sub-committee of the Board tasked with the responsibility to propose policy change to the School Board.
- The Policy sub-committee will provide proposed policy creation and changes to the School Board so that they can vote for the approval of any policy change.
- Voting on proposed policies and/or revisions to existing policy should occur at meetings subsequent to the meeting when the proposal was made. This will give time for thorough consideration of the policy.

VIII. Field Trips

Field trips are an important part of our educational program; they not only enrich our curriculum but also involve parents in the teaching and learning process beyond our campus. Students, parents and teachers are expected to conduct themselves in a manner that brings credit to the school and glory to God.

A. Guidelines

Field Trips must be requested and approved by the principal before the beginning of each semester before they can be scheduled on the school calendar. Field trips generally need to be taken before May 1st, to protect students from missing other subject area classes during the last weeks of school.

Parents will also be asked to sign a Parental Authorization Release Form at the beginning of the year to be placed in each student's file. Any student lacking the proper parental authorization will not be allowed to attend the field trip.

B. Transportation

- Transportation typically is provided by parents in private cars
- Car assignments for parents and students will be made by the office
- Parents wishing to travel apart from the group will be responsible for paying their own gas expenses
- All parents and students must respect and follow all state laws such as seatbelt/booster seat use and speed limits.
- If transportation other than private cars is to be used on the trip, then parents must be notified in advance of the intended transportation and route so that they can make appropriate decisions for their child's personal safety.

C. Cost

Any fees associated with the trip, must be paid in full before the child is allowed to attend a field trip.

D. Uniform

Students must wear the indicated school uniform on all field trips. Teachers will notify parents regarding appropriate attire during "free" time on the trip. In the event of swimming or water activities, one-piece swimsuits are required for girls and modest board shorts are required for boys.

E. Parental Involvement and Supervision

Parental involvement and supervision are needed to make these experiences possible and successful. The teachers need parents to assist as chaperones, drivers, facilitators, etc. to provide these experiences in the safest, most affordable, and enriching manner possible. Nonetheless, the teacher is the final authority on all decisions regarding trip planning and discipline.

The school does not generally cover the cost of the drivers' and chaperones' admissions and other costs. Parents should plan to pay out-of-pocket for all expenses including gas expenditures. When possible, the school will include gas money in the cost of the field trip.

The role of the parent chaperone is critical to the success of the field trip. Parent chaperones have the primary responsibility for the children assigned to them by the teacher. They should assist the teacher to ensure that students are chaperoned at all times during the trip. If disciplinary issues arise, the teacher should be notified immediately.

During School field trips, athletics, and overnight stays, parents should not drink alcohol, use tobacco, vape, or other such activities out of respect for the other families represented by the s

Siblings: Siblings and guests are not allowed to attend field trips with the exception of nursing infants.

Student Behavior: Students are held to a high standard of behavior on field trips. They are expected to listen attentively to presentations, speak, and act respectfully to each other and to adults. Students will obey and follow the instructions of the teacher, parent chaperones and tour leaders promptly and without question.

Failure of a student to conform to the behavior expected will result in disciplinary action during the trip and/or upon the student's return to school following the trip. Teachers will give instruction to parents and students as to the expected standard of behavior on the trip. All school policies and procedures apply during a school trip.

Unless otherwise instructed by the teacher, students are to remain together at all times during the field trip. This is extremely important because individuals who become separated from the group pose a threat to their own safety, as well as cause the rest of the group to miss scheduled events. These trips are organized as a class activity and should never be viewed as an individual or family outing.

Electronics: In some cases, students are allowed to bring electronic devices. In order to build relationships with other students, the school asks that students limit the time that students are "plugged in" during school trips. The following guidelines should be followed in regards to electronic devices:

- Students should only use personal cell phones to stay in contact with parents. Personal calls and texting during a trip are prohibited.
- Electronic devices should only be used during travel time and not be used in the hotel rooms.
- All games and videos viewed by a group must be approved by the teacher.
- All music should be played through speakers-not headphones-so that adults can be sure that it is appropriate for a school trips. No lyrics with profanity or vulgar language are allowed.

F. Accommodations

When staying at a hotel or other lodging facility, students are prohibited from visiting each other's rooms, except when a teacher or parent is present to give permission and supervise the visit. Students are expected to respect each other's property and to regard the luggage of others as private. All students must stay in the designated accommodations for the class. Sleeping arrangements shall be made through the school so that there is adult supervision of students at all times. In case of questions regarding sleeping arrangements, the teacher will make the final decision. Parents and students are expected to share rooms to limit costs. If a private room is requested, then the parent will need to pay for the additional expenses.