



Ivy Classical Academy
Faculty/Staff Handbook
2024-2025

Ivy Classical Academy

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2024-2025 Faculty/Staff Handbook

Faculty/Staff Handbook Version

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INTRODUCTION

Welcome to the faculty and staff of Ivy Classical Academy! This Handbook was prepared by ICA Administrators and the Board of Directors to ensure that all of us are on the same page with regard to expectations, rules, benefits, and procedures. Please read the Handbook carefully and refer to it often. Consult with the administration if any of the provisions are unclear. As with all aspects of ICA, we work together under a spirit of inquiry and common cause, so your constructive feedback is welcome.

Notice

The policies in this Handbook are to be considered guidelines. Ivy Classical Academy (the School), at its option, may change, delete, suspend, or discontinue any part or parts of the policies in this Handbook at any time without prior notice. Any such action will apply to existing as well as future faculty and staff. Faculty and staff may not accrue eligibility for monetary benefits that they have not earned through actual time spent at work. Faculty and staff will not accrue eligibility for any benefits, rights, or privileges beyond the last day worked. The purpose of this Handbook is to implement policies concerning personnel promulgated by the Board of Directors. Such policies may only be changed by the Board of Directors. No statement or promise by a supervisor, administrator, or department head may be interpreted as a change in policy, nor will it constitute an agreement with a faculty or staff member.

Should any provision in this Employee Handbook be found to be unenforceable and invalid, such finding does not invalidate the entire Handbook, but only the subject provision.

Mission

The mission of Ivy Classical Academy is to train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

Pledge of Allegiance (English)

I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with Liberty and Justice for all.

Pledge of Allegiance (Latin)

Fidem meam obliquo vexillo civitatum Americae foederatarum et rei publicae, pro qua stat. uni nationi deo ducente non dividendae, cum libertate iustitiaque omnibus.

School Pledge

- I will learn the True.
- I will do the Good.
- I will love the Beautiful.

Honor Code

An Ivy Classical Academy student is honest in word and deed, dutiful in study and service, and respectful and kind to others. An Ivy Classical Academy student aspires to excellence in wisdom, justice, temperance, courage, compassion, and wonder.

Virtues

- Wisdom | “I will make well-thought-out decisions before acting.”
- Justice | “I will treat everyone with the fairness and respect they deserve.”
- Temperance | “I will exercise self-control in all of my actions.”
- Courage | “I will do the right thing, even when it is unpopular or difficult.”
- Compassion | “I will treat everyone with kindness.”
- Wonder | “I will strive for excellence with joy and gratitude.”

I. EMPLOYMENT

Employment Classifications

Faculty and Staff

Faculty consists of the Administration and Teachers. All of these are salaried employees. Staff members are all other employees of the School. Policies described in this Handbook and communicated by the School apply to all faculty and staff.

Regular Full Time

Regular full-time employees are those employees whose regularly scheduled work week is 30 to 40 hours. Regular full-time employees will be eligible for all benefits offered by the School. This handbook summarizes benefits available at the time of its publication, but which may be amended or altered at any time. The Handbook is not contractual in nature and does not guarantee any continuation of benefits.

Part-Time

Part-time employees are those whose normal work week is less than 30 hours. Part-time employees are not eligible to participate in benefits programs.

“Exempt” and “Non-Exempt” Faculty and Staff

Upon hire, all faculty and staff are classified as either “exempt” or “non-exempt.” Exempt faculty and staff include teachers, the Head of School, various administrators, professional staff, technical staff, and others whose duties and responsibilities exempt them from overtime pay provisions as provided by the Federal Fair Labor Standards Act (FLSA) and any applicable state laws. Exempt employees will be advised of this classification at the time of hire, transfer, or promotion. All other employees are “non-exempt.”

Temporary Employees

From time to time, the School may hire faculty and staff for specific periods of time or for the completion of a specific project. An individual hired under these conditions will be considered a temporary employee. The job assignment, work schedule, and duration of the position will be determined on an individual basis. A temporary position will not exceed six (6) months in duration, unless specifically extended by a written agreement. Summer faculty and staff are considered temporary employees.

Those temporary faculty and staff classified as “non-exempt” who work more than twelve (12) hours in one day or more than forty (40) hours during any work week will receive overtime pay. All overtime work must be approved in advance by the Head of School.

Employment with Ivy Classical Academy

Employment at Ivy Classical Academy is separate and distinct from employment with the school district. Employees of ICA are not employees of the school district.

At-Will Employment

All Employees of ICA are at-will employees unless otherwise noted separately in a contract of employment. Accordingly, this means that either the employee or ICA may end the employment relationship at any time, for any reason, with or without cause.

Nothing in this handbook or any other School document should be understood as creating a contract, guaranteed or continued employment, a right to termination only "for cause," or any other guarantee of continued benefits or employment. Only the Head of School has the authority to make promises or negotiate with regard to guaranteed or continued employment, and any such promises are only effective if placed in writing and signed by the Head of School.

If a written contract between you and the School is inconsistent with this handbook, the written contract is controlling.

Nothing in this handbook will be interpreted, applied, or enforced to interfere with, restrain, or coerce employees in the exercise of their rights under Section 7 of the National Labor Relations Act.

Equal Opportunity Employer

Equal Opportunity Statement

ICA is committed to the principles of equal employment. We are committed to complying with all federal, state, and local laws providing equal employment opportunities, and all other employment laws and regulations. It is our intent to maintain a work environment that is free of harassment, discrimination, or retaliation because of age (40 and older), race, color, national origin, ancestry, religion, sex, sexual orientation (including transgender status, gender identity or expression), pregnancy (including childbirth, lactation, and related medical conditions), physical or mental disability, genetic information (including testing and characteristics), veteran status, uniformed servicemember status, or any other status protected by federal, state, or local laws. The School is dedicated to the fulfillment of this policy in regard to all aspects of employment, including but not limited to recruiting, hiring, placement, transfer, training, promotion, rates of pay, and other compensation, termination, and all other terms, conditions, and privileges of employment.

The School will conduct a prompt and thorough investigation of all allegations of discrimination, harassment, or retaliation, or any violation of the Equal Employment Opportunity Policy in a confidential manner. The School will take appropriate corrective action, if and where warranted. The School prohibits retaliation against staff members who provide information about, complain about, or assist in the investigation of any complaint of discrimination or violation of the Equal Employment Opportunity Policy.

We are all responsible for upholding this policy. You may discuss questions regarding equal employment opportunity with the Head of School or any other designated member of management.

Disability Accommodation

ICA complies with the Americans with Disabilities Act (ADA), the Pregnancy Discrimination Act, and all applicable state and local fair employment practices laws, and is committed to providing equal employment opportunities to qualified individuals with disabilities, including disabilities related

to pregnancy, childbirth, and related conditions. Consistent with this commitment, the School will provide reasonable accommodation to otherwise qualified individuals where appropriate to allow the individual to perform the essential functions of the job, unless doing so would create an undue hardship on the School.

If you require an accommodation because of your disability, it is your responsibility to notify the Head of School. You may be asked to include relevant information such as:

- The reason you need an accommodation.
- A description of the proposed accommodation.
- How the accommodation will help you perform the essential functions of your job.

After receiving your request, the School will engage in an interactive dialogue with you to determine the precise limitations of your disability and explore potential reasonable accommodations that could overcome those limitations. Where appropriate, we may need your permission to obtain additional information from your medical provider. All medical information received by the School in connection with a request for accommodation will be treated as confidential.

The School encourages you to suggest specific reasonable accommodations that you believe would allow you to perform your job. However, the School is not required to make the specific accommodation requested by you and may provide an alternative accommodation, to the extent any reasonable accommodation can be made without imposing an undue hardship on the School.

Where state or local law provides greater protections to staff members than federal law, the School will apply the law that provides the greatest benefit to staff members.

If leave is provided as a reasonable accommodation, such leave may run concurrently with leave under the federal Family and Medical Leave Act and/or any other leave where permitted by state and federal law.

The School will not discriminate or retaliate against staff members for requesting an accommodation.

Accommodations for Pregnant Employees

ICA will provide reasonable accommodation to pregnant staff members for known limitations related to pregnancy, childbirth, or other related medical conditions in accordance with the federal Pregnant Workers Fairness Act (PWFA).

Examples of potential reasonable accommodations include:

- Seating;
- Closer parking;
- Flexible hours;
- Appropriately sized uniforms and safety apparel;
- Additional break time to use the bathroom, eat, and rest;
- Leave or time off to recover from childbirth;
- Limitations on strenuous activities; and

- Limitations on strenuous activities or those that involve exposure to compounds not safe for pregnancy.

If you require an accommodation, notify the Head of School. If the need for a particular accommodation is not obvious, you may be asked to include relevant information such as:

- The reason you need an accommodation.
- A description of the proposed accommodation.
- How the accommodation will address limitations caused by pregnancy, childbirth, or related medical conditions.

The School will not require you to accept any accommodation without engaging in an interactive process to accurately understand your limitations and explore potential accommodations. The School is not required to make your specific requested accommodation and is not required to provide any accommodation that would constitute an undue hardship on the School.

If leave is provided as a reasonable accommodation, it may run concurrently with leave under the federal Family and Medical Leave Act and/or any other leave where permitted by law.

The School will comply with state or local laws that provide additional protections beyond the PWFA.

The School will not retaliate against staff members who request or receive an accommodation under this policy.

Accommodations for Nursing Mothers

ICA will provide nursing mothers reasonable break time to express milk for their infant child for up to one year following the child's birth.

If you are nursing, you will be provided with a space, other than a restroom, that is shielded from view and free from intrusion from coworkers and the public.

Expressed milk can be stored in refrigerators available to employees. Sufficiently mark or label your milk to avoid confusion for other staff members who may share the refrigerator. You may also bring a personal cooler for storage.

Break time should, if possible, be taken concurrently with any other break time already provided. If you are nonexempt, clock in and out/record the start and end time for any time taken that does not run concurrently with normally scheduled rest periods. Break time may be unpaid where permissible by applicable law.

You must make reasonable efforts to not disrupt School operations.

You are encouraged to discuss the length and frequency of these breaks with the Head of School.

The School will not discriminate or retaliate against staff members who express breast milk in the workplace in accordance with this policy.

The School is not required to provide the above benefits if doing so would impose an undue hardship on the School.

Religious Accommodation

ICA recognizes the diversity of religious beliefs and is committed to providing equal employment opportunities to all staff members, regardless of their religious beliefs and practices or lack thereof. Consistent with this commitment, the School complies with Title VII of the Civil Rights Act of 1964 and all applicable state and local laws that prohibit employment discrimination on the basis of religion. The School will reasonably accommodate the sincerely held religious beliefs of staff members if the accommodations would resolve a conflict between the individual's religious belief or practice and a work requirement, unless doing so would create an undue hardship.

Requesting a Religious Accommodation

If you need an accommodation because of your religious beliefs or practices, make the request with the Head of School or Human Resources. You may be asked to include relevant information such as:

- A description of the proposed accommodation.
- The reason you need the accommodation.
- How the accommodation will help resolve the conflict between your religious beliefs or practices (or lack thereof) and your work requirements.

After receiving your request, the School will engage in an interactive dialogue with you to explore potential accommodations that could resolve the conflict between your religious beliefs or practices and work requirements. The School encourages you to suggest specific reasonable accommodations. However, the School is not required to make the specific accommodation requested by you and may provide an alternative accommodation, to the extent any reasonable accommodation can be made without imposing an undue hardship on the School.

The School will not discriminate or retaliate against staff members who, in good faith, request a religious accommodation under this policy.

II. DECORUM

Using Good Judgment

- All of our rules and procedures are intended to create a positive learning environment for individual students and the entire student body. In any case where strictly enforcing the rules detracts from the intent, some alternative enforcement should be found.
- All enforcement of rules should be conducted with the intent to help the student develop good character and moral virtue.
- When interacting with students, particularly disciplinary interactions, teachers should be conscious of the emotional factor. Teachers should be firm, but not harsh. The tone of a message often overrides the content.
- We are professionals. It is our job to remain in control, provide direction, de-escalate conflict, and set a positive example.
- Parents should remain informed and should be involved in finding solutions, especially at home, whenever practical.

Standards of Conduct

Employees are expected to work together in service to Ivy Classical Academy's mission, students, and community. This charge has myriad implications for all employees and our common life in the school, and it includes at least the following expectations:

- Employees must work together efficiently and effectively to bring a quality education to our students. This requires all employees to constantly engage students in learning.
- It is particularly important that employees maintain a high standard of moral conduct since, by the nature of the job, employees are role models for young people.
- Employees must maintain friendly and professional relations with colleagues.
- Any complaint or grievance should be taken to the Head of School.
- All faculty and staff must adhere to the principles of classical education as set forth in the appropriate sections of the charter, as articulated by the Head of School, and as named in the School's core virtues.
- As professionals trained in the mission and philosophy of Ivy Classical Academy, teachers have a duty to the School to ensure adherence to the same. The administrators and Board of Directors must be informed of any policy violations. Notifications of such violations are essential to the School's longevity and viability.

Employee Dress/Appearance

Principles

The student dress code is intended to decrease distractions in class, to foster a healthy respect for fellow students and teachers, and to illustrate the seriousness of education. A crucial element in the success of the dress code policy is the standard set by faculty and staff. Dress, grooming, and personal cleanliness standards contribute to the morale of all faculty and staff, set a standard for students, and affect the image Ivy Classical Academy presents to parents and visitors.

Expectations

During school hours, or when representing Ivy Classical Academy, faculty and staff are expected to present a clean, neat, and professional appearance. Faculty and staff should consult the Head of School if they have questions as to what constitutes appropriate appearance. Reasonable accommodations will be made to persons with disabilities.

The dress code during school hours is business casual. Business casual attire includes suits, pants, jackets, shirts, skirts, and dresses that, while not formal, are appropriate for a business environment. Examples of appropriate business attire include a shirt and tie with pressed khaki pants, a sweater and a shirt with corduroy pants, a jacket with a skirt or slacks, and a blouse or a sweater with a skirt or pants. Pantsuits and sports jackets also fit the business casual work environment if they are not too formal.

Faculty and staff members are encouraged to dress more formally on formal attire Mondays. All faculty and staff are permitted to wear jeans and school spirit shirts on Fridays.

Employees are expected to demonstrate good judgment and professional taste. Use courtesy towards coworkers and your professional image to parents and the community as the factors you use to assess whether you are dressing in business attire that is appropriate.

Business Hours

Our regular office operating hours are 7:30 a.m. to 4:00 p.m., Monday through Friday. Summer office hours are 9:30 a.m. to 2:30 p.m., Monday through Thursday.

During the school year, classes normally begin at 8:00 a.m. and end at 3:00 p.m.

Full-time faculty members are expected to be at school no later than 7:30 am, unless they have a morning duty that begins earlier. Faculty should expect to stay at school until at least 4:00 pm. All faculty members are required to attend weekly professional development each Wednesday 3:30 p.m.–4:30 p.m.. Substitute teachers and part-time faculty should arrive at least 15 minutes before their class so they may review any special plans for the day.

Faculty may leave campus during the day for lunch or to run brief errands; however, teachers should not schedule appointments or leave campus for an extended amount of time during their prep periods. Please keep in mind that faculty may be occasionally needed during prep periods to cover classes for absent teachers.

Faculty have normal holidays as published in the school calendar, as well as fall, winter, spring, and summer breaks. Besides regular classroom duties, faculty members are expected to help in supervising students on the grounds (daily duty); to sub for their colleagues, when needed; to serve on various committees; and to attend regular faculty meetings, professional development, open houses, and other school events. Faculty are also encouraged to show school spirit by attending student extracurricular games and events from time to time. Any school-sponsored event held at the school will be free for teachers to attend.

Recording Time

ICA is required by applicable federal, state, and local laws to keep accurate records of hours worked by certain staff members. To ensure that the School has complete and accurate time records and that staff members are paid for all hours worked, nonexempt staff members are required to record all working time using School time sheets. Speak with the Head of School or Director of Operations for specific instructions.

You must accurately record all of your time to ensure you are paid for all hours worked, and must follow established School procedures for recording your hours worked. Time must be recorded as follows:

- Immediately before starting your shift.
- Immediately after finishing work, before your meal period.
- Immediately before resuming work, after your meal period.
- Immediately after finishing work.
- Immediately before and after any other time away from work.

Notify the Head of School or Human Resources of any pay discrepancies, unrecorded or misrecorded work hours, or any involuntarily missed meal or break periods.

Falsifying time entries is strictly prohibited. Falsifying time entries includes working "off the clock." If you falsify your own time records, or the time records of co-workers, or if you work off the clock, you will be subject to discipline up to and including termination. Immediately report to Human

Resources any employee, supervisor, or manager who falsifies your time entries or encourages or requires you to falsify your time entries or work off the clock.

Paycheck Deductions

ICA is required by law to make certain deductions from your pay each pay period, including deductions for federal income tax, Social Security and Medicare (FICA) taxes, state income taxes, state unemployment taxes, and any other deductions required under law or by court order for wage garnishments. The amount of your tax deductions will depend on your earnings and the information you list on your federal Form W-4 and applicable state withholding form. Permissible deductions for exempt staff members may also include, but are not limited to, deductions for full-day absences for reasons other than sickness or disability and certain disciplinary suspensions. You may also authorize certain voluntary deductions from your paycheck where permissible under state law. Your deductions will be reflected in your wage statement. If you have any questions about deductions from your pay, contact Human Resources.

The School will not make deductions to your pay that are prohibited by federal, state, or local law. Review your paycheck for errors each pay period and immediately report any discrepancies to the Head of School.

You will be reimbursed in full for any isolated, inadvertent, or improper deductions, as defined by law. If an error is found, you will receive an immediate adjustment, which will be paid no later than your next regular payday.

The School will not retaliate against employees who report erroneous deductions in accordance with this policy.

Lateness or Absence

Faculty and staff are expected to be at work at the beginning of the day and are expected to remain at work until the end of the day. During hours when students are assigned to a faculty or staff member, they should be supervised at all times.

The School is aware that emergencies, illnesses, bereavement, or pressing personal business cannot be scheduled outside an employee's working hours. Leave time has been provided for this purpose, and further details can be found in the section for Time-Off Requests. If an employee knows in advance of an upcoming absence, he or she is required to request this time off directly from the Head of School.

If an employee is unable to report to work, or will arrive late, the School Office should be contacted immediately. It is best practice to give as much time as possible to arrange for someone else to cover the position. The Office is required to notify the Head of School of any late arrival, early departure, or absence.

Failure to notify the School of any absence may be considered a voluntary resignation.

Personal Relationships

The 'public' life of faculty and staff members of Ivy Classical Academy should be consistent with the School's core virtues. Inappropriate public displays of affection at the school are not acceptable. Employees will not discuss their sexual lives in the workplace.

Conflicts of Interest

A “conflict of interest” occurs when an individual’s private interest interferes with, or appears to interfere with, the interests of the School. For example, a conflict of interest would arise if an employee, or a member of his or her family, received improper personal benefits as a result of his or her position with the School. Any transaction or relationship that could reasonably be expected to give rise to a conflict of interest should be discussed with the Head of School. Such situations may include the following:

- influencing or attempting to influence anyone who is involved in making or administering a contract or arrangement with the School;
- soliciting or receiving any gift, reward or promise for recommending, influencing or attempting to influence the award of a contract or arrangement with the School;
- drafting, negotiating, evaluating, administering, accepting or approving any contract or subcontract or procurement or arrangement of any type on behalf of the School if he/she has, directly or indirectly, any financial interest in such a contract or subcontract or arrangement;
- non-School employment which adversely affects the employee’s availability or effectiveness in fulfilling job responsibilities;
- tutoring students for compensation;
- any type of private business conducted during School time or on School property;
- the receipt of excessive entertainment or gifts of more than nominal value from any person, entity, or organization with whom or with which the School has current or prospective dealings;
- being in the position of supervising, reviewing, or having any influence on the job evaluation, pay, or benefits of any immediate family member employed by or otherwise associated with the School; and
- selling anything to the School or buying anything from the School on terms and conditions that are not pre-approved by the Head of School.

This is not an exhaustive list of all possible situations which would constitute conflicts of interest. Further, any relationship or action which creates an expectation of benefit or profit beyond an employee’s normal employment relationship with the School can impair an employee’s ability to exercise good judgment on behalf of the School, and therefore creates an actual or potential conflict of interest. It is the School’s policy that all School employees must scrupulously avoid all such situations.

Any such transaction or relationship that would present an actual or potential conflict of interest for an employee also would likely present a conflict if it is related to a member of such person’s family, including without limitation, spouse, parent, child or spouse of a child, brother, sister, or spouse of a brother or sister. In connection with any actual or potential conflict of interest, an employee must disclose the existence of the conflict in writing and all facts material to the conflict to the Head of School.

Employment of Family Members

Employees of the School may not be related within the second degree of affinity or consanguinity to their direct supervisor. The Board of Directors may appoint an alternate supervisor, when necessary, and the appointed supervisor will conduct the employee evaluation. All discussion relating to the

employee's duties, job performance, evaluation, pay, or benefits will be confined to the appointed supervisor and/or Board of Directors.

Internal Directorships

It is the policy of the School, and consistent with the School's Bylaws, that employees may not serve on the School's Board of Directors.

Visitors

Friends and relatives may visit employees during working hours with approval from the Head of School. All visitors should be authorized, sign in, and be accompanied by a School employee while visiting. Employees should not bring their children to work with them. Alternative childcare must be arranged to ensure the employee can be fully focused on work duties.

Social Media

The School recognizes that employees sometimes use social networking (such as personal websites, blogs, Facebook, Twitter, video or wiki posting, online group discussions, message boards, chat rooms, etc.) for personal reasons as well as business purposes. The School also understands how the use of Internet social networking sites and blogs can shape the public perception of the School.

The School respects the right of employees to maintain a blog or post a comment on social networking sites. However, the School is also committed to ensuring that the use of such communications upholds the School's identity, integrity, and reputation in a manner consistent with its mission, vision, and core virtues. It is incumbent upon employees not to interact with students or parents on social media platforms except when professionally appropriate, such as with a class website. At all times, employees are expected to maintain professional working relationships among themselves, and with the community at large.

III. CLASSROOM PROCEDURES AND STUDENT CONDUCT

Before/After School Procedures

Before School

- Students are not to enter the building before 7:30 a.m.
- Students arriving after 8:00 a.m. must obtain a tardy slip from the front office.
- Upper School students are to enter through the main entrance. After entering, students may go to their lockers. Students will then proceed directly to their first period class. Teachers must be in the hallway outside their classrooms by 7:30 a.m.
- Lower School students in grades 1-5 must enter the building through the front entrance. After entering, students in 1st grade are to head directly to class and students in grades 2-5 are to go directly to the cafeteria. There, they will be seated by class.
 - Faculty members will be assigned to oversee morning duties in the cafeteria. Faculty members assigned to morning cafeteria duty must be present in the cafeteria and prepared to supervise morning activities no later than 7:30 a.m. Morning cafeteria duties include:
 - Supervising students eating breakfast and lining up by class
 - Engaging students in the cafeteria in discussion of the month's focus virtue
 - Leading students in morning recitations, including the Pledge of Allegiance in either English (Monday, Wednesday, and Friday) or Latin (Tuesday and

Thursday); our School's Pledge, Mission, and Honor Code; the month's Focus Virtue affirmation; and the Lower School Poem

- Evaluating student uniforms
- Lining students up to depart the cafeteria to class
- Lower School teachers must arrive at the cafeteria to pick up their classes and lead them back to their classrooms no later than 7:55 a.m.
- Kindergarten students will enter their classrooms directly through the door to their classrooms. Assigned faculty members will be present at the kindergarten carline to supervise students as they exit their vehicles and enter their classrooms.

Dismissal from School

Dismissal is a coordinated effort for the entire school faculty and staff. Prior to conducting dismissal, all personnel must be familiar with the procedures and must complete a walk-through prior to working within the carline.

1. At 2:00 pm, the front office manager makes the last amendments to PikMyKid based on change requests. All PikMyKid changes must be recorded by 2:00 pm.
2. By 2:15 pm, the Director of Operations distributes orange traffic cones to mark the cueing/pickup zone.
3. At or before 2:30 pm, the "Scout" assumes post at car pick-up line with a mobile device, installed with the PikMyKid app in possession.
 - Scout begins recording PikMyKid pick-up numbers from vehicles in the pick-up queue and
 - As vehicles enters the queue, the scout updates PikMyKid pick-up numbers in sequence.
4. Teachers will be notified via the PikMyKid app that a student is ready to be sent from their classroom to the carline.
5. A team will receive the students at our loading locations and ensure the student is being loaded into the vehicle that is associated with the appropriate car tag.
6. At the conclusion of dismissal, all traffic cones, stop signs and radios are returned to the front office.
7. During dismissal, two students per class may be assigned by the teacher to clean the classroom and nearby hallway (sweeping, taking out garbage, etc.)
8. Students in grades 3 and above participating in after school activities may be dismissed from the classroom to those activities at 3:30 p.m. Students in K-2 participating in afterschool activities will be picked up directly from the classroom by the faculty or staff member overseeing that activity. No afterschool activities may begin earlier than 3:30 pm.
9. Any student not picked up at carline by 3:30 p.m. who is not in an afterschool activity should be escorted to the cafeteria where the assigned late pickup duty team will call their parents.

After-School Program Routines

Tutoring and clubs both run 3:30 p.m.-4:30 p.m. with a 4:30 p.m. dismissal. Club days (including sports) are Monday-Tuesday and Thursday-Friday. There are NO Wednesday clubs or sports. All teachers must be present for Professional Development each Wednesday.

Classroom Procedures

General Guidance

- Teachers should thoroughly learn and plan to implement Ivy Classical Academy's schoolwide classroom procedures before class begins and train students to follow them during the first weeks of school. Sample procedures to discuss with students: entering and exiting the room, turning in homework, asking a question, contributing to discussion, taking notes, using a planner, sitting at the desk, handling supplies, sharpening a pencil so as not to interrupt class, using the restroom, etc. Please consult the School Culture Plan for more detailed descriptions of our schoolwide procedures and expectations.
- At no time should students be left in the classroom without an adult present. No exceptions. If there is a need to leave the classroom, teachers should contact the office. Someone will be sent to relieve the teacher.
- Every adult is responsible for every student in the building. All adults must praise or correct any student to reinforce virtues and maintain the school culture.

Upper School First Period

- In the first period in Upper School, the following activities occur: at 7:59 a.m., teachers are to lead students in the morning recitations, including reciting the Pledge of Allegiance in either English (Monday, Wednesday, and Friday) or Latin (Tuesday and Thursday); our School's Pledge, Mission, and Honor Code; the month's Focus Virtue affirmation; and the Upper School Poem. Students should remain standing throughout. At the completion of the recitations, teachers must evaluate uniforms and take attendance. Students may then be seated.
- Students are expected to be in their seats with all materials ready at the start of all classes. If class starts at 8:00, students are in their seats at 8:00, not walking through the door or rifling through their backpacks.

School Assemblies

- Each Monday, students and their teachers will remain in the cafeteria following their morning recitations for a brief Lower School Assembly. Over the course of each week, teachers will submit to the Dean of Students the names of students who have excelled in the Focus Virtue of the month for recognition at our weekly Lower School assembly. There is no maximum number of names that a teacher may submit, and a student's name may be submitted multiple times for excellent actions over the course of the week. Every teacher, however, must submit the name of at least one student from their class to be recognized. Those students will receive special recognition at the weekly assembly.
- Upper School weekly assemblies will take place each Monday at a different period. A schedule of Upper School assemblies will be distributed to Upper School teachers each semester.
- There will be an all-academy assembly the last Monday of each month that includes a short awards ceremony for a Student of the Month at each grade level for that month's focus virtue and a Teacher of the Month as well as poetry recitations and songs by grade level. One class in the Lower School and one class in the Upper School is recognized with the *Arete* (Excellence) Award by the Head of School and will receive a gold star to display on their classroom door for the rest of the school year.
- Other assemblies may occasionally be scheduled for special events. Check the school calendar and newsletter.

- Parents of all students are invited to attend our weekly assemblies. Parents of students who are to receive Student of the Month awards will be informed the week before the assembly and are highly encouraged to attend the ceremony.

Upper School House System

On their first day of 6th grade, which is the students' first day in the Upper School, every student is assigned to a house which will continue to be their assigned house through graduation. There will be an Upper School Assembly on the first day of each school year to mark this important event in students' school lives and celebrate their transition to the Upper School. The Dean of Students will maintain the list of students assigned to each House.

Upper School students will sit by house at Upper School Assemblies. Each week, the Head of School or Dean of Students will offer House points for the completion of a challenge by the members of that house. The houses being awarded points will be announced and recognized at that week's Upper School Assembly. Points will also be tabulated and added to each House's overall total each week based on merits earned by members of each House. Once points are awarded, they may not be taken away.

Each Upper School teacher will also be assigned a house. They will lead their house during house meetings, gradually allowing house captains and co-captains to assume greater responsibility for leading the house as age appropriate, and serve as the faculty point of contact for their house.

Each house will choose a captain and co-captain at the beginning of each school year. The house captains and co-captains will assist with house meetings, developing and implementing service projects, planning events, and acting as a liaison between their house and the School administration.

Initially, the captain and co-captain will be chosen from the oldest and second-oldest classes, respectively. Once Ivy Classical Academy has grades K-11, the captain will be chosen from the Junior class and the co-captain from the Sophomore class.

The House with the most points at the end of the school year will be recognized at the End of Year Award Ceremony and Concert with the awarding of a banner permanently placed on display in a prominent place in the School.

Tardy Procedure

- Upper School (for any class throughout the day):

First tardy of the quarter—demerit

Second tardy of the quarter or more than five minutes tardy—demerit and phone call home

Third tardy of the quarter—detention

- Lower School (for first period):

Tardies are tracked by the front office. Tardiness to school is excused for the same reasons as absences. Unexcused tardiness may result in disciplinary action. Only an excused tardy will permit academic work to be made up. Any exceptions to this tardy policy will be reviewed by the Dean of Students or Head of School. After 20 excused tardies, a doctor's excuse is required for each successive tardy.

Any student who misses more than three (3) hours of the school day will be marked absent for the day.

Leaving the Classroom

- Teachers should make sure students clean up the areas around their seats and push in their chairs before leaving class.
- Upper School:
 - With the exception of physical illness and emergencies, students are not to leave the classroom for any reason (restroom, locker, etc.). If a student does not have his materials, he may not go to his locker to retrieve them.
 - Hall Passes: Every student in the hall during class time must have a signed pass from a teacher. The purpose for the pass, the time, and the teacher's signature must be filled out. If a student does not have a signed Hall Pass, he must return to the class from which he left and may be subject to disciplinary action for skipping class.
- Lower School:
 - The teacher will use his discretion when allowing Lower School students to use the restroom. Students should not be continually asking to use the restroom unless for documented medical reasons. Every Lower School class has whole-class bathroom breaks in their daily schedule.
 - Lower School Dismissal Procedure for Transitions (art, music, P.E., Spanish, bathroom breaks, lunch, recess): Students are expected to line up at the door in a straight line as the teacher dismisses them from their desks, one row at a time, once students are at voice level 0 and the areas around desks are clean. Do not dismiss the class as a whole.
- Transitions at all grade levels should also be accompanied by choral recitations of poetry, math facts, or other memorization work and/or by recall exercises.

Organization/Materials

Upper School students have a folder and notebook for each class. Teachers will give explicit instructions on the organization of that folder and notebook so that students know what they should keep and for how long. Upper School students should bring the appropriate materials to each class every day. Folder colors by subject:

- Latin – Red
- History – Orange
- Math – Black
- Literature – White
- Grammar/Composition/Literacy – Light blue
- Science – Green
- Music – Yellow
- Art - Purple

Students in the Lower School (Grades K-5) have a dark blue “Take Home Folder” with two labeled pockets: “Return to School” and “Leave at Home.” Lower School reading logs, behavior trackers, and other materials should be sent home in this folder each day.

Daily Campus Duties

General Guidance

A conscientious fulfillment of campus duties is integral to the formation of school culture. Therefore, duties are not to be viewed as inconveniences but as a primary means for the teacher to fulfill his vocation as an educator at ICA. Because of the legal and moral responsibility that we each hold regarding our students, each teacher must be regular and attentive in completing his or her daily duties. Some guidelines for daily campus duties are:

- The teacher should be at his or her assigned duty spot on time.
- Supervising students includes safety, dress code, and disciplinary awareness, as well as ensuring that students keep the campus in order.
- If you are relieved at your spot by another teacher, please wait until that teacher arrives before leaving.
- Be prompt in relieving your colleagues from their duty.
- Teachers should not read while on duty or engage in tutoring or conversations that will diminish their ability to fulfill their duty obligation (teachers who monitor sports activities may play with the students as one healthy way to keep the majority of students there engaged, but should frequently interrupt this activity to observe all areas within their duty area).
- One teacher will be assigned as duty supervisor to ensure that the duty coverage is consistent.

Lower School Lunch Duty

The faculty or staff member assigned as the Lunch Supervisor oversees the lunchroom each day and ensures that all lunches are orderly and that the lunchroom is cleaned. The lunch supervisor will engage with students to provide a joyful and orderly lunch experience.

Other assigned faculty members as well as parent volunteers will help monitor the lunchroom. Monitors who need to miss an assigned time must arrange their own coverage and must notify the Dean of Students in advance. Monitors must show up on time and remain throughout the lunch period. Monitors must actively monitor students, including walking among the lunch tables.

The classroom teacher will escort their class to lunch. All teachers will wait with their students until their entire class goes through the lunch line, make sure their students are seated at the correct table, and stay with their class until the lunch monitors assume responsibility for the class.

When they arrive at the cafeteria entrance, students with home lunch form a separate line and file into the cafeteria. Each class will be assigned a table and students must sit at those assigned tables, filling in with no gaps in seating. Students getting school lunch will file through the lunch line and immediately into the cafeteria, sitting at their class's assigned table, filling in with no gaps in seating.

Students are expected to be at a voice level 1 (talking quietly to those near them) while in line to get their food. Students are expected to show courtesy by keeping their hands to themselves, make quick choices about their food, and say "please" and "thank you" to all cafeteria staff. Students must show responsibility by getting everything they need before leaving the serving line. Once students have a complete lunch tray, they will carry it with two hands and walk directly to the cafeteria to their assigned lunch table.

All students should remain seated from the time they sit down with their lunch, until they are dismissed by an adult. Students may talk and play with those around them at a voice level 1 (loud enough to be heard only by those next to you). If a student needs something, they should raise their hand and wait for an adult to respond. One student at a time may be dismissed by an adult to use the restroom. If a student needs to use the restroom, they should raise the restroom signal (sign language R) and wait for an adult.

Students should keep their areas neat and clean. Students are responsible for cleaning up any mess they may make with their lunch. Throwing and sharing food is not allowed.

When there are 5 minutes left, the Lunch Supervisor or another assigned lunch monitor will have students track them using the attention getter. Students will stop and put eyes on the teacher. The lunch monitor will announce that there are 5 minutes left and trash should start to be put on trays. Students will remain seated and continue quietly talking.

After 5 minutes, the lunch monitor will use an attention getter to get students to track them.

The lunch monitor will provide directions:

- students will close drinks/milk cartons and collect trash
- students will stand and tuck in their shirts
- students will turn and face the trash can

Next, the lunch monitor will begin dismissing tables to line up to throw away their trash. Students will leave the cafeterium on a voice level 0, with hands by their sides. Two students per table will stay behind for no more than five minutes to clean the table, including wiping the tabletop and benches and sweeping around the table. The lunch supervisor will check their work once students complete it.

Every teacher must have lunch with students at least once per week.

There will be a separate silent lunch table near the door of the cafeteria for those assigned lunch detention that is closely monitored by teachers on lunch duty during Lower School lunches.

Upper School Lunch Duty

All Upper School teachers are expected to monitor Upper School lunch, in addition to the lunch supervisor. Their fifth period teacher will escort the students to the lunchroom.

Upper School students may eat in either the cafeteria or on the picnic tables outside. Students must choose one location and not move back-and-forth between the two areas. Upper School teachers must ensure that there are faculty members present to monitor in both areas.

Each student is expected to clean up after himself or herself. The lunch supervisor will assign three students to stay behind in the cafeteria no more than five minutes after lunch to wipe tables and sweep the floor.

Upper School students assigned to silent lunch will go to the assigned classroom for Upper School lunch detention. Upper School teachers should work with the Dean of Students to establish a lunch detention rotation for teachers.

At the end of lunch, students will line up inside in the cafeteria in front of their sixth period teacher and be escorted to their sixth period class by that teacher.

Carline Duty

- The carline duty is very important for drop-off and pickup. Primarily, the teachers are there to ensure student safety, but they are also there to make sure the car line runs smoothly.
- Set up and take down cones (morning and afternoon).
- Assigned teacher should be at the front of the carline, with the stop/slow sign, on time.
- When the cars are ready to proceed, clear the crosswalk of pedestrians, move to the side, and hold the Slow toward the traffic.
- When cars have pulled forward, and have stopped, turn the sign to Stop, step out into the middle of the crosswalk, and allow pedestrians to cross.
- The teacher should never stop the line of traffic to let people cross. Always wait until the cars pull up and have stopped, before allowing pedestrians to cross.
- No one, student or parent, should cross the carline anywhere but the crosswalk.

After School Detention (Upper School)

- Faculty members responsible for after-school detention must be in the appropriate classroom by 3:25.
- Detention begins at 3:33, three minutes after students participating in after-school activities are released from their classrooms. Students who show up late need to serve it another day.
- Check students in using the appropriate spreadsheet on the School's shared drive.
- Students are to be escorted to the exit no earlier than 4:30 p.m.

Upper School Lunch Detention

- Detention begins immediately after the passing period, at the beginning of lunch, and ends only at the conclusion of the lunch period.
- Check students in using the appropriate spreadsheet on the School's shared drive.
- Students should silently eat their lunch and work on homework during lunch detention.
- At the end of lunch detention, escort students to the cafeteria to throw away their trash.

Recess Detention

- No student may be denied the opportunity to go outside and move around during recess.
- However, students may be denied the privilege of playing on equipment or playing with classmates during recess as a result of misbehavior. In these cases, the student should be allowed by the teacher sit or walk around quietly during recess.

Classroom Behavior

General Behavior Strategies

- Address ALL misbehavior.
- Address misbehavior immediately if possible.
- Address student misbehavior respectfully, and, if possible, privately.

- Appropriately praise students doing the right thing, but not for the purpose of indirectly correcting other students' behavior.
- Follow up with positive contact.

General Expectations

- No food is allowed in the classroom. This includes gum. Water bottles are permitted if they are clear and filled only with water. Lower School classrooms should have a designated area for water bottles away from student desks.
- Students are to sit up straight with their feet on the floor. They are to face the teacher. This is called "Ready to Learn."

Student desks and desk areas are to be neatly kept at all times. Aisles must be clear. Upper School student backpacks may be placed under students' desks or along classroom walls if aisles are too narrow.

Hallway Behavior and Restroom Breaks

Expectations for Students

All Lower School students will only talk in the hallway if speaking to an adult so as not to interrupt classes in session. Teachers at all grade levels are highly encouraged to lead students in choral recitations of memory work and/or recall exercises, as appropriate, to maximize learning time.

Individual restroom breaks during class time should be relatively rare. Use common sense to determine when there is a genuine need to immediately use the restroom.

Kindergarteners are only permitted to use the restrooms attached to their classrooms, except during lunch when they may use the restrooms nearby the cafeteria.

It is good practice to remind students of hallways expectations each time they are lined up to transition or go to a restroom break.

In the Lower School (Grades 1-5), group restroom breaks are built into the daily schedule for each class. Students in 1-5 may bring a book or other classwork, as directed by the teacher, to restroom breaks to work on silently while waiting for classmates to finish. Examples of other acceptable activities while waiting to use the restroom:

- Designate a student to read aloud to the rest of the class
- Recite memory work in unison
- Math fact flashcards

Students are to stand in line, not sit on the floor, while waiting outside of the restrooms.

A male student should be assigned as the bathroom checker to check the boys' restroom for cleanliness (graffiti, dropped paper towels, etc.) after the restroom break is complete. A female student should be assigned as the bathroom checker to check the girls' restroom for cleanliness.

In the Upper School (Grades 6-12), students should clean up the area around their desks at the conclusion of the period. This includes collecting all personal items, throwing away any garbage, and cleaning any marks left on the desk.

Once students are prepared to leave the classroom, the teacher dismisses the students to their next class, standing in the doorway to offer them a good-bye and wish them a good day. Students should thank the teacher for the lesson of the day and return the greeting and well-wishes.

Teachers receiving students into their classroom should line up the entire class outside of the doorway, offer clear directions for what they should do upon entering the classroom, and greet students as they enter.

Upper School students will use the restroom and lockers between classes during their 3-minute transition time. Teachers will start classes on time and strictly enforce the School's tardy policy.

6th grade classes and 7th grade classes in their first semester of 7th grade will generally move from classroom to classroom as a group, except when some individual students may have a different class from the rest of their homeroom in a given period. Beginning in the second semester of 7th grade, students are allowed to move from class to class with greater independence.

In the hallway, Upper School students may speak at voice level 1 with their friends. Students should be encouraged to greet faculty members, guests, and other adults as they pass. Students should use the right side of the hallway to move from class to class.

Upper School students may not cluster in the restroom or in the hallway. The teachers with classrooms nearest the restroom should closely monitor the restrooms during transitions. Students who are using the restroom must sign in on the appropriate sign-in sheet, completing the entry fully (full name, date, and time).

In the hallway, Upper School students may not run, yell, horseplay, or engage in other behaviors that are unsafe or take away from the proper decorum of a school environment. Demerits may be issued for such behavior. Repeated infractions or actions that rise to the level of a serious issue may be directed to the Dean of Students or Head of School for further disciplinary action.

Expectations for Staff/Faculty

- If inappropriate behavior is exhibited by a student, it is the observing teacher's duty to correct that student's behavior. It is crucial that all teachers participate in the monitoring of the hallway.
- All teachers must stand in the hallways during passing periods before, during, and after school to deter inappropriate behavior
- Teachers should take responsibility if it is necessary to enforce consequences for poor student behavior.
- Teachers should have conversations with students to build rapport.
- Teachers should greet students outside their room as students enter the classroom. This encourages rapport and school-wide community, and lessens potential behavior problems.

Special Procedures Regarding Student Food

Students with Allergies

All allergy information comes to the school nurse first, and then to the teachers. The nurse will confirm life-threatening allergies with parents. Students with life-threatening food allergies will be communicated to teachers.

For Lower School (Grades K-5), parents will be informed that a special table is available during lunch for students with allergies. All students with life-threatening nut allergies will sit at the nut-free table unless a parent has given permission otherwise. Only students with life-threatening allergies and one friend whom each of these students chooses will sit at the table.

For the Lower School, classrooms with one or more students with a life-threatening nut allergy will be designated nut-free classrooms. This means NO nuts may be eaten in the classroom (snacks, birthday treats, etc.). When this is the case, the nurse will send notification to this class's parents. A reminder should be sent to parents in the teacher's weekly email updates and when making arrangements for classroom birthday celebrations.

Birthday Celebrations and Classroom Parties

For the Lower School, food treats may be part of classroom birthday celebrations. Parents of students that have reported food allergies/intolerances must provide an appropriate substitute for birthday celebrations if they would like their son/daughter to participate. It is not practical for teachers to be responsible for checking ingredient lists of all treats provided by parents. Therefore, students with reported allergies/intolerances will not be given a birthday treat that was not provided by their parent.

Student Work

Makeup Work

- If a student is absent, he has two school days to make up the homework for every day absent. Additional guidance:
 - For example, if Becky was absent on Monday, she has Tuesday and Wednesday to make up her work. All of her makeup work would be due on Thursday.
 - Significant assignments given two or more weeks in advance of the due date will, depending upon the assignment, be due immediately upon a student's return or on the original due date (i.e. turned in by a parent or online).
 - Teachers should be flexible if a student misses several days in a row due to an illness or a family emergency.
 - It is the student's responsibility to find out what assignments he has missed. Students can check PowerSchool and/or with the teacher directly before school, after school, or during study hall.
 - If a student is absent for the day of a test, the student should expect to complete that test on the day of his return. If the student is absent for a day or days prior to the test, the teacher is encouraged to be flexible so that the student can obtain notes and other assignments that were missed during his absence.
 - Planned absences (including for school extra-curricular/sports absences): If a student is leaving school early because of an extra-curricular commitment or another appointment, he must get that evening's assignments before he leaves. He must also turn in any homework due that day before he leaves school. The student can check PowerSchool for these assignments or the assignment postings in the classroom.

- Teachers should have a designated area in their classroom for students to turn in makeup work.

Expectation of Quality for Student Work

All assignments (homework, class work, tests, and papers) must be neat and legible. Ripped, torn, or scribbled-on paper will not be accepted. Paper torn out of a spiral notebook is not acceptable. Lined notebook paper/loose-leaf paper is required for all Upper School assignments unless specifically directed by the teacher.

Standard Heading

Students are expected to use the following Standard Heading for all Upper School classes:

Upper Left Corner	Upper Right Corner
Name	Subject, Period
Date	Assignment

Example:

Becky Holland
February 22, 2017

Biology, 4th period
2-1 Section Assessment #1-5

Electronic Devices

Definitions and Rules

Electronic devices must be powered off and may not be used during the school day, clubs/athletic practice, Before and Aftercare, or drop-off and pick-up, without express staff permission. Students may not keep electronic devices on their person during the academic school day. If a student must bring a cell phone or other electronic device to school, he or she must keep it in a locker or classroom cubby for the entire day including during recess, lunch, passing periods, and study halls. Such devices include but are not limited to laptops, portable audio devices, head/earphones, hand-held video games, cell phones, and any other device or accessory with wireless or cellular capabilities, including but not limited to watches and eyewear. Exceptions will be made for necessary medical devices and at the Head of School's discretion.

Teachers are to confiscate the electronic device of any student who is using a phone or other electronic device during the day and give the device to the Dean of Students or Head of School as soon as possible. The device will only be given to the student's parent. If there is reason to believe that the device has been used in the transmission or reception of communications prohibited by law, policy, or regulation, the device may be powered on and searched.

Students who break this rule will be subject to escalating disciplinary action, beginning with Saturday morning detention. Ivy Classical Academy is not responsible for the damage, loss, or theft of these items.

Students needing to use a phone may ask to use the office phone.

Student Uniforms

- The Dean of Students will check student dress throughout the day, before school, in the hallways during transitions, during lunch and recess, and after school. All teachers should

also check student dress in first period, immediately following schoolwide recitations and announcements.

- All staff members are expected to enforce the dress code at all times, regardless of whether or not you have the student in class at the time or even know the student. The Dean of Students is available to help with any potentially uncomfortable or inappropriate situations (for example, an inappropriately-dressed female student in a male teacher's class).
- If a student is inappropriately attired, inform the student of the violation and send the student to the office. A uniform violation form will be filled out and filed with the Dean of Students.
- The office will have a variety of uniform items for students to wear to be in compliance. Parents may also be called to assist the student in obtaining the appropriate attire. The student will be allowed to attend class when he is wearing the proper attire. Obtaining the proper items will be done as quickly as possible so that the student does not miss class time.
- Students who are unsure about a particular item should check the uniform policy in the Family Handbook and the school website.
- Multiple violations will be assigned additional consequences.
- Students are required to remain in uniform until leaving campus, unless participating in an after-school activity that requires them to change.
- The only exceptions to the uniform policy will be spirit days, dress up days, and certain special events designated by the Head of School.

Public Displays of Affection

- The school does not allow any extended public displays of affection. This includes hand-holding, long hugs, and kissing. Teacher presence in the hallways and other areas outside of the classroom helps deter this behavior.
- For a first offense of hugging or holding hands, give the student(s) a gentle reminder to disengage from such behavior.
- In the case of student kissing, or multiple violations, tell the students to disengage from the behavior and, in the Upper School, issue a demerit.
- If frequent disregard for this rule is observed, notify the Dean of Students, who may issue a Level 2 Demerit.

Student Disciplinary Procedures

Ivy Classical Academy has only three schoolwide rules: (1) Be Punctual (2) Be Prepared and (3) Be Polite. These three rules, of course, must be applied age appropriately. For example, Lower School students have no control over whether they arrive at school on time but can control lining up from recess in a timely fashion. Eighth graders may also not control their on-time arrival to school, but should be on time for all class changes, etc. Training the students in preparedness includes helping them develop both their organizational skills and their concept of how their preparedness affects the functioning of the entire class. Finally, training the students to respect themselves, their peers, and teachers, as well as respecting property is imperative to building the school culture we desire.

There are several actions available to teachers when they encounter unvirtuous behavior and violations of ICA's rules. Generally speaking, teachers should begin with the lightest consequence and increase severity when the action is repeated. Remember that Conduct Trackers, demerits, and

similar devices are only as effective as the teacher's relationship with the student receiving them. Do not jump to a severe consequence too early. Leave yourself some options for later in the year and do what you can with verbal correction and less severe disciplinary methods before reporting the behavior to the student's parents or the office.

Below are some options for correcting student behavior, in order of increasing severity.

- *Verbal Warning, Re-Do:* Give the students a verbal reminder and have students complete the correct behavior, as a reminder of the rule or policy. This should be used frequently at the beginning of the school year, especially with new students. Below are some ways that you might implement this procedure:
 - Go back and walk, not jump or run
 - Walk back and use the crosswalk
 - Walk back down the hallway at voice level 0
 - Open locker again and shut it, not slam it
 - Go to the office and get the correct item of clothing
 - Take a tardy, and go get the correct supplies for class
 - Sit in the front of class where you will not be distracted
 - Rewrite the homework so it is readable
 - Repeat what was said or done in a respectful way

If the behavior is serious or repetitive, the student will receive a mark on their Conduct Tracker (Lower School) or a demerit (Upper School). No student should ever be sent to the hallway outside of class. If the student's behavior merits removal from the classroom, they should be sent to the front office or Dean of Students.

- *Lower School Conduct Tracker:* Each Lower School teacher will provide a daily report on student behavior to parents using our Lower School Conduct Tracker. This system allows teachers to partner with parents and administrators through frequent communication and allows the teacher to track student behavior to see if any patterns emerge that need special attention. The Lower School Conduct Tracker will be sent home each day in each child's dark blue folder. Parents should review the Lower School Conduct Tracker, initial it, and return it to school the following day. If concerns arise, parents are encouraged to contact the teacher directly.

When marking the Lower School Conduct Tracker, use a cohesive assessment of the student's overall day. While it is not necessary to record each verbal redirect on the Conduct Tracker, multiple redirections or trends in behavior should certainly be mentioned in the teacher comments section.

- *Upper School Merits and Demerits:* In the Upper School, there will be a system of formal merits and demerits. Upper School students will earn merits through excellent conduct, academic effort, and virtuous behavior. In addition to accumulating individual merits that will result in rewards and other opportunities for greater responsibility and autonomy, each merit will count as one point for that student's assigned House in our Upper School House System.

While demerits do not deduct House points nor are they subtracted from merits, students who accumulate demerits will lose opportunities for participation in some school functions and extracurricular activities and may be subject to disciplinary action, including detention and/or escalation to a Level 2 Demerit.

Teachers record merits and demerits on the appropriate spreadsheet on the School's shared drive. Upper School merits and demerits will be communicated to parents via email daily at 3:30 p.m. from the front office. Any merits or demerits acquired after 3:30 p.m. must be reported on the following day's sheet for the purposes of parent communication.

- *Lunch Detention:* Lunch detention will occur during the lunch portion of the student's day, on the day the infraction occurred. In the Lower School, students assigned to lunch detention will sit at a designated table and are not allowed to talk or play during lunch. They may be assigned to complete work and/or complete an age-appropriate Reflection Form. In the Upper School, lunch detention will be a designated teacher duty. Students will go immediately to that teacher's classroom after getting their lunch. There, they will sit silently while eating, completing work, and/or completing a Reflection Form.

Lunch detention can also be used, at the teacher's discretion, for behaviors that do not deserve a Level 2 Demerit, but need a consequence to correct a behavior. Behaviors earning a lunch detention may include the following:

- Passing notes
 - Chewing gum
 - Unprepared for class/Incomplete homework
 - Disrupting class
 - Being in a restricted area
- *After-School Detention (Upper School):* After-school detention takes place in the assigned teacher's room (it is a duty). The student must be in the room by 3:33 p.m., when detention begins, and the student may not do their own work. They may sit silently, with their head off the desk, assist with cleaning up around the school with the duty teacher, or complete a Reflection Form.
 - Detention is served the day it is assigned (except Wednesdays, when there is no After-School Detention due to Professional Development).
 - The student must make arrangements with the assigning teacher if it cannot be served that day, and the students must check in with the detention duty teacher that day to let them know when the detention will be served.
 - Students who are assigned a detention may not participate in extracurricular activities until they have served the detention.
 - It is the responsibility of the faculty member assigning the detention to inform the student's parent of the detention and that their child must be picked up late that day.
 - *Saturday Detention:* Saturday detention may only be assigned by the Dean of Students and Head of School. It will be staffed by the Dean of Students and/or Head of School at 10 a.m.-12 p.m. the first Saturday of each month.

- *Level 2 Demerits:* Level 2 Demerits will also be issued at any grade level for more serious disciplinary infractions in which the school administration should be involved. Level 2 Demerits will accumulate over the course of the year. Receiving a Level 2 Demerit indicates that a student's behavior is a serious problem and earning repeated Level 2 Demerits will result in a series of escalating consequences:

First Level 2 Demerit:

Student is sent to the office and parents are notified by the Dean of Students and/or Head of School. Student may receive detention or suspension, depending on the severity of the offense. Detentions may occur during the school day, during the student's lunchtime, before or after school, or on Saturdays, depending on the severity of the behavior and the age of the child. Suspensions may be in-school or out-of-school.

Second Level 2 Demerit:

Student is sent to the office and parents are notified by the Dean of Students and/or Head of School. Student may receive detention or suspension.

Third Level 2 Demerit:

Student is sent to the office and parents are notified by the Dean of Students and/or Head of School. Student receives detention or suspension, as appropriate. A parent conference with the Dean of Students and/or Head of School and student's teacher(s) is requested. The purpose of this meeting is to exchange accurate information about the student to determine how the school, working in partnership with the parents, can best help the student reform his or her behavior.

Fourth Level 2 Demerit:

Student is sent to the office and the parent is called by the Dean of Students and/or Head of School. The student is suspended for at least the rest of the day and may not return to school until a parent or guardian has conferenced with the Dean of Students and/or Head of School about the seriousness of the behavioral pattern and the consequences going forward of not reforming the behavior.

Fifth Level 2 Demerit:

Student is sent to the office, parents are called by the Dean of Students and/or Head of School, and the student is sent home. The student will be suspended for multiple days or expelled, as called for by the nature of the offense.

Level 2 Demerits are reserved for serious disciplinary infractions where the school administration should be involved. They may be handed out by teachers or administrators and they will accumulate over the course of the year. A student's total will not reset at the semester. It is our hope that the consequences for receiving a Level 2 Demerit will encourage students to display good character and act in accordance with the School's mission. A student may be suspended or expelled immediately for especially serious offenses.

Behaviors for which a student should immediately be issued a Level 2 Demerit include:

- Repeated disruptions to the learning environment
- Cheating
- Lying

- Disrespect to staff
- Bullying
- Vandalism
- Skipping class
- Leaving the room without permission
- Physical harassment
- Fighting

Corporal Punishment

Corporal punishment is prohibited at Ivy Classical Academy. Employees are specifically prohibited from shoving, striking, grabbing, shaking, or hitting a student. Throwing objects at a student, unreasonably restraining a student, or asking others to engage in any of these activities are also prohibited.

School Counseling Procedures

Referrals for student counseling services may be found at the front office and digitally on the School's shared drive. Students may be referred to the School Counselor in the event that they are in need of support with social, emotional, or academic challenges.

If there is an emergency that requires immediate assistance, contact the front office. Students who are in crisis will be supported by an administrator in the event that the School Counselor is unavailable.

Mandatory Reporting

All educators are mandatory reporters of suspected child abuse and neglect. In the event that you suspect a student is being abused, report your suspicions to the Dean of Curriculum and Instruction, Dean of Students, and/or Head of School immediately. You will work with a member of the school leadership team to ensure that all proper protocols are followed.

IV. INSTRUCTION

Curriculum Oversight

The original source for the Ivy Classical Academy curriculum is the American Classical Education - K-12 Program Guide developed for Hillsdale-affiliated schools. Due to state requirements, teacher schedules, and financial restrictions, ICA may deviate from the original Program Guide to meet state and local requirements. The Head of School is the director of curriculum, and therefore, all significant decisions about curriculum should be made by the Head of School. The Head of School will construct the curriculum so that it is consistent with the School's mission and the classical, liberal-arts program as described in the School's charter. Teachers must design their courses under the Head of School's direction. Teachers must inform the Head of School and Dean of Curriculum and Instruction of any significant changes to a course or subject, whether it is being taught for the first time or has been taught for years.

Pedagogy

Philosophical Guidance

Teachers new to classical education often find its pedagogy rather mysterious. They have been trained in various flavors of instruction—project-based learning, 1:1 technology methods, learning clusters, direct instruction, etc.—and they think that classical education is like that. The truth, however, is that classical pedagogy does not fit into a neat package that can be described with an

acronym or a short sentence. To understand classical pedagogy, you will need to understand several important things about it:

- Classical education is focused on human nature, and takes its cues and direction from that. We are shaping our students in knowledge and in virtue, and we need to account for their capability and maturity while we encourage them towards excellence. This means, among other things, that instruction may look a little different at different grade levels—an idea that the Trivium model usefully simplifies.
- Classical education is traditional. Human beings do not change much over time, and neither do the ways they learn. Teachers should employ strategies that have worked in the past while evaluating whether or not to adapt so-called “new” practices for use in their classrooms. The Trivium model of Grammar, Logic, and Rhetoric has been in use since the Middle Ages, and its staying power is in its truth and simplicity: Students must learn the grammar of a subject before they can learn how its pieces fit together—its logic. And they must understand its logic before they can rearrange or explain its pieces in a way that is compelling or beautiful—its rhetoric.
- Classical education is interested in knowledge for its own sake. We approach the world with wonder because it is full of interesting things to know, regardless of whether this knowledge can easily turn a profit. We expect that our students will specialize in a particular professional field, but our job is to provide them with a broad and rich knowledge of the world and their place in it, to provide them with a foundation that will allow for all different kinds of specialization.
- Classical education is concerned with the moral formation of students. Moral formation occurs in many different ways, and not least in the curriculum. The stories we tell our students and the subjects we focus on shape their imaginations and teach them about what is important. The intent of our curriculum is not to be morally pedantic, but to shape our students with a view to what is good and beautiful.
- Classical education aspires to Socratic discussion. We want our students to engage seriously in the most difficult questions, but this does not come automatically. It comes by providing our students with a foundation of things to think while simultaneously teaching them how to think. Often this will look like an ordinary lecture or story, but even early elementary teachers should be asking probing questions and helping their students to do the same. With a strong basis in knowledge and the intellectual development that comes from asking and answering tough questions, our students will grow into effective thinkers.

What Makes an Effective Classical Teacher?

Know your content: Effective classical teachers know their content. The best teachers are always those who are immersed in the curriculum. Great classical teachers have a deep and fluent knowledge of the content they are teaching. Know how the content fits into the wider scope of our curriculum. Ask questions like:

- In what other grade levels is this content covered?
- In what depth is it covered in those grade levels?
- How can I best build on that previous knowledge?
- How can I best prepare them for deeper, more rigorous explorations of this content in the future?

Be able to offer a variety of examples and explanations of the content you are studying. Be prepared to counter previously acquired misunderstandings and be aware of common misconceptions among students.

- Create a supportive environment: Your interactions with scholars must be simultaneously warm and authoritative. You should always be working to intentionally create a classroom culture of mutual respect and care between teacher and scholars and among scholars. Your classroom environment should be one in which students feel safe to take intellectual risks without the threat of harsh judgment by teachers or peers. Great classical teachers simultaneously promote the motivation to learn for the joy of learning while creating a climate of high expectations, behaviorally and academically.
- Maximize opportunities to learn: Great classical teachers model the importance of time by not wasting it. Without being frantic, have a sense of urgency in your lessons. Have clear, consistent routines and procedures in place for everything that needs to get done in the classroom and never assign busywork (worksheets, vocabulary word copying, crossword puzzles, and other timewasters).

Clear instructions for students go a long way toward creating a classroom climate in which time is used well. Ensure that rules, expectations, and consequences for behavior are explicit, clear, and consistently applied. Prevent, anticipate, and respond to potentially disruptive incidents. Reinforce positive behaviors with praise, not treats.

When it comes to teaching, variety is not the spice of life. Routines, habits, and consistency create the most effective learning environments. Doing just a few things well is the most effective approach to the classroom.

Signal awareness of what is happening throughout the classroom at all times. Your phone (and earpiece/headphones) should never be out in front of students, whether in the classroom, in the hallway, or on the playground.

Activate thinking: Great classical teachers have clear learning goals for their students and for each of their lessons. While writing an “objective” or “standard” on the board is generally a waste of time and a distraction, having a clear goal for what students should take away at the end of class is essential.

Direct instruction is the one of the most effective means of teaching. Great classical teachers present and communicate new ideas clearly, with concise, appropriate, engaging explanations. You should connect new ideas to what has previously been learned (and reactivate that prior knowledge). New skills should be modeled and demonstrated with appropriate scaffolding and challenge.

Socratic instruction is also a highly effective means of teaching. Use questions and dialogue to promote elaboration and connected, flexible thinking among learners and to elicit student thinking, interpreting, and communicating. Characteristics of good questions:

- Accessible to all - students at all ability levels can understand and access the question
- Challenging to all – students at all ability levels are challenged by the question
- Aim at Truth – the answer to the question is not merely a matter of “feeling” or “my truth” but aims at ultimate, objective Truth

- Provoke multiple student thoughts – while Truth is one, it is possible to reach it by many roads

There is a general flow to Socratic questioning:

- Open question
- Student response(s)
- Follow-up questions
- Discussion
- Truth
- Application/implementation

Great classical teachers respond appropriately to feedback from students about their thinking, knowledge, and understanding. Seek to give students actionable feedback to guide their learning.

- Give students tasks that embed and reinforce learning: Great classical teachers require students to practice until learning is fluent and secure. You should ensure that learned material is reviewed and revisited to prevent forgetting.
- Eschew education myths in favor of time-tested practices: Project-based learning, “hands-on” activities, discovery learning, “student-centered” classrooms, and group work are almost always ineffective. Learning styles, multiple intelligences, and related theories are myths. All instruction should be multimodal (involving visuals, reading, writing, discussing, etc.) and primarily conveyed through language.
- Great classical teachers help scholars to plan, regulate, and monitor their own learning, progressing appropriately from structured to more independent learning as students develop knowledge and expertise.

Practical Guidance

- The schedule provides just enough time to offer a lesson and/or a seminar discussion of a topic or work. Each class period is thus used for instruction while homework is reserved for the home. Natural exceptions to this would be, for instance, in-class essay writing, the completion of a study guide, project, or lab, or the completion of sample problems or exercises to test comprehension prior to attempting the homework.
- Teachers should instruct from the front and center of the classroom, and in peripatetic fashion. If you move around the room while teaching it can help students focus. During seminar-style classes in the Upper School, teachers may sit.
- Pedagogy can include daily warm-ups, review of organizing principles or guiding questions, interactive lecture and discussion, Socratic questioning, seminar, debate, reading aloud, close reading, composition, recitation, call and response, demonstration, lab work, music and theatre performance, drawing and painting in art class, formative assessment, and summative assessment.
- Instructional methods to avoid include project-based instruction, group work, excessive reliance on PowerPoint, films, fluffy games and activities, crafts, and methods that disturb learning in nearby classrooms. Research should rarely be a significant focus, especially in the lower grades.
- While students are working independently or testing, teachers should monitor students and move about the room to ensure students are on task and that student work is productive. Teachers may sit at their desks for brief periods of time while students are working.

- Class time is precious, and a minute lost is lost forever. A minute per day not used for instruction adds up to three 60-minute blocks of time, or about three and a half class periods, over the course of the school year. Lessons should begin promptly and end on time.
- In the Lower School, every subject should be taught every day.

Using Videos for Instruction

From time to time, videos or other media may be used to support a classroom lesson. To be used in class they must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers must receive prior approval from the Head of School or Dean of Curriculum and Instruction to show a video more than 15 minutes in length.

Videos are typically of three kinds:

1. *Educational films.* Educational films may be shown at the discretion of each faculty member, so long as the selection to be viewed by the class does not run for more than 15 minutes in length. Faculty must view the entire video ahead of time to ensure that the content of the video is appropriate and applicable to the course. The teacher must have a clear rationale for how the video will advance the understanding of the students, and he/she must do some active teaching to integrate the video into the course (post-viewing discussion and/or writing assignment, requirement of note-taking, etc.). It is not adequate to show a video and let it speak for itself; a lifetime of television viewing likely means that when the “tube” is on, the student’s mind is habitually off. Teachers must exert extra effort to counteract this unfortunate mental habit so common to the visual age in which we live.
2. *Videos of works read by students.* Since our school is deeply committed to the reading and understanding of original texts, the viewing of videos of works in the second category—works already read, or to be read—is generally prohibited. The video is a medium entirely different than the book, and is, indeed, another interpretation of the work. Further, a film/video of a work of literature limits the imaginative possibilities of the student, and can be misused as a shortcut to understanding it. In some cases, we do view screenplays of dramatic works we have already read to better understand the interpretive possibilities of stage performance. If a faculty member wishes to show a film in this category, the permission of the Head of School or Dean of Curriculum and Instruction is required. Note that video biographies of authors should likewise not be shown. We read great literature because of what it is, not because of who wrote it; the great books are immeasurably more interesting and rewarding than are facts about the lives of their authors. Class time should always be devoted to these inexhaustible classics, not to biographical curiosity that distracts from the study of these works.
3. *Videos viewed for enjoyment and/or artistic value.* Videos of this last category are not permitted unless Head of School or Dean of Curriculum and Instruction approval has been granted. There are some films that can offer insight into a historical period or an aspect of classical culture that may be appropriate for a specific course, but this determination will need to be made on a case-by-case basis.

Going Outside for Class

Generally speaking, class should not take place outside. The distractions of the outdoors and the novelty of a change of pace often make it impossible for students to learn outside, although the idea does sound nice. Possible exceptions are few and far between, but could include an art lesson sketching from nature or a science lesson gathering natural objects for observation or a lab. In the

Lower School, remember that students spend a great deal of time outdoors during recess and encourage them to gather nature samples for science class during that time.

Lesson Planning

Well-planned, well-taught lessons are the basic requirement of every teacher. Every lesson must include rigorous instruction, recall and writing practice, and be taught in accordance with the classical model of pedagogy.

Lessons should follow the month-by-month schedule provided in the Hillsdale K-12 Program Guide, unless approved by the Head of School.

Lower School teachers conduct lesson-planning in concert with their grade level leaders and grade level teams. Upper School content-area teachers must work closely with grade-level colleagues and Department Heads to look for cross-curricular opportunities. Upper School content-area teachers must incorporate the *Writing Revolution* principles into in-class writing assignments.

A simple approach to lesson planning:

- Plan backwards
 - Write the assessment that will test students' knowledge of the topic before planning the unit or individual lessons.
 - Prepare daily lesson plans with the assessment in mind.
- Write in 2-3 sentences what you want students to know by the end of the lesson.
- Using the teacher texts, student texts, and other resources provided:
 - Ask: What vocabulary do students need to be able to speak meaningfully about this topic? Identify core content such as:
 - Geography and places
 - Important people
 - Terms and Topics
 - Significant dates
 - Important images
- Thoughtfully generate a variety of questions to pose to the class to engage all learners.
 - Refer back to the section on questions under "What makes an effective classical teacher?"
 - Develop high-quality activities that require students to demonstrate understanding of the topic through the use of essential vocabulary; for example:
 - Science: short labs
 - Reading aloud a book
 - Retelling/lecture
 - Discussing pictures
 - Writing from pictures
 - Writing with topic sentences
- Assess knowledge and reteach as necessary. Exit tickets should be previews of the final assessment.

Lesson Structure

Every lesson at Ivy Classical Academy, no matter the subject, should have the same general structure:

- If students are entering the classroom (such as in the Upper School or in movement to Fine Arts classes in the Lower School), students should line up in the hallway outside of the door.
- If they are already in their seats, the teacher may need to gain students' attention using an attention-getter.
- The teacher then briefly explains what students need out on their desks and anything they should be doing when they enter or begin the lesson.
- Upper School students should then be greeted by their teacher as they enter the classroom. Students may recite memory work or sing a song while entering and getting out the appropriate materials. All lessons should be bookended by such recitations. The teacher may use this time to quickly check homework for completion.
- "Do Now" work, such as a quiz on the previous evening's reading homework or a single math problem, may be a good way to get students' attention and prepare them for the day's lesson. "Do Now" work that takes more than 3 minutes is generally a waste of class time, however. It is better to promptly begin the lesson.
- Once all students are seated with only the appropriate materials on their desks, the teacher provides a brief overview of the content of the day's lesson and a review of the previous day's lesson. These two items combined should take 3 minutes—certainly no more than 5. Use the first few minutes of class to front load the most important information and provide a road map for students to follow during the lesson. Give students an overview of what they will be learning at the beginning of each lesson.
- The teacher should then begin the lesson, whether a lecture, demonstration, Socratic Seminar, or some other mode of instruction.
- At the end of the lesson, the teacher briefly reviews the entire lesson through questions, written or spoken. This is an "exit ticket." This should take 3-5 minutes at most.
- The teacher may choose to have students pack up during this final "exit ticket" or after it while reciting memory work or singing a song together.
- If moving to another room, students are lined up by row by the teacher.
- Students in the Upper School should thank the teacher for the lesson as they exit the classroom.

Teaching Literature

Appropriate activities in a literature class may include reading, writing, discussing, annotating, and contextual and interpretative lectures. Inappropriate activities in a literature class include activities such as worksheets, videos, constant reference to "character, plot, theme, setting, etc."

Literature lessons should focus on the story, on the beauty of the poem, on the language used—not generalized "themes" or "skills."

Students should always be working to memorize something (poetry, particularly beautiful passages of prose, etc.) and recitations are an excellent way to bookend lessons. Recitations can also be used in the hallway as you move from classroom to classroom, wait for the restroom, etc.

- Routines for literature:

- Reading together most days; teacher should do most of the reading
 - Do NOT use “popcorn” or “round robin” reading
 - Do NOT use audiobooks in the classroom
 - DO use guided reading
 - DO use paired reading, as appropriate
 - DO have students read silently and independently, as appropriate
- Act it out; use voices; be a bigger version of you
- Stop frequently but not too frequently to ask questions and discuss
 - Prepare a few questions ahead of time, including a mix of choral responses and cold calling
 - Students should look at each other and respond to each other during discussions
- Even on days when you are not conducting a formal Socratic seminar, allow students opportunities to discuss during and after reading. Use both your prepared questions and questions from students to inspire and guide discussion. Students may prepare their own questions before class, as appropriate for age and ability. They may also have questions that arise on the spot.
- Formal discussion: Socratic seminar
 - Grades 2-5: Once per week (designate Friday as Socratic seminar days, for example)
 - Grades 6-8: 2-3 times per week
 - As students grow into high school, seminar days should begin to outnumber lecture days
- In every lesson, give students the opportunity to write about what they have read. In the Lower School, all writing should be done in class. In the Upper School, most writing should be done in class and should include:
 - A few sentences at the end of each class period, at a minimum
 - A paragraph at least once a week
 - An essay at least once each semester

Teaching History

A history lesson must include more than just reading the textbook. Lecture and discussion are essential.

The most effective and engaging way to teach history is to teach it as a story. While places, people, and dates are an important part of history, history is the lived experience of those who have gone before us; it should not be reduced to a mere chronological list.

Students should always be working on memorizing something (lines from speeches, historical documents, etc.). These recitations are excellent bookends for lessons.

Every history lesson needs to include a geography component. Time and place are deeply linked. Make frequent use of the classroom map; have students move to the map to point out the places being discussed.

History presents a great opportunity for the effective use of technology in the classical classroom. Use technology to show historical costumes, important places, paintings, and photos, but do NOT use technology to replace teaching by relying on documentaries or other longform media.

- Routines for history:
 - Kindergarten: Reading aloud, memorization, map work
 - By the end of kindergarten, all students should be able to:
 - Name the presidents in order
 - Name all 50 states
 - Identify all continents and oceans on a map
 - Grades 1-5: Read-alouds, lecture, discussion, memorization, and map work should all be included in quality history lessons
 - A simple start to preparing a great lecture is outlining the textbook.
 - Good history lessons are good storytelling.
 - Provide students with selections from primary sources. These are great pieces for Socratic seminars as well.
 - As students move up the grades, more primary sources should be used and less use should be made of textbooks.
 - Every lesson should involve some note-taking, as age-appropriate, actively modelled by the teacher
 - Note-taking is not merely writing vocabulary words
 - Note-taking is coherently organizing important concepts, dates, people, ideas, etc. in a manner that can be returned to easily for study at a later time.
 - Upper School: Primary source readings, lecture and note-taking, discussion, memorization, and map work should all be included in quality history lessons.
 - There should be little to no textbook usage in class. If textbook reading is assigned, it should be assigned as homework. Rather, class should primarily be centered around reading, discussing, and diving deep into historical events through primary source documents.
 - Note-taking must be completed by students with an increasing degree of independence. Teach note-taking explicitly. If you expect students to be able to do something well, you must explicitly teach them how to do it well and provide them with frequent opportunities to practice the skill and receive actionable feedback on their progress.

Teaching Math

Math should be taught both explicitly and Socratically.

To teach math explicitly, the teacher must provide clear, effective explanations. Teachers need to be aware of potential misunderstandings and work actively to counter them. In the Lower School, every math lesson should involve the use of manipulatives. In the Upper School, every lesson should be accompanied by the use of imagery such as graphs, charts, etc.

To teach math Socratically, use questions to engage students and encourage them to think. As a general rule, never write on the board before a student has explained it orally. Every lesson should include extensive opportunities for students to take part in timed, guided practice. Every lesson should also include teaching a variety of ways to solve a problem. There should be a strong emphasis on mental math—students should be solving problems in their heads to the greatest extent possible.

Teaching Science

Science lessons should generally follow the rhythm: do, read, discuss, write.

- K-2
 - Primarily, use read-alouds accompanied by visual demonstrations
 - “Hands-on” activities should be a relative rarity, not a daily occurrence. All “hands-on” activities must have a specific point in mind. Avoid turning them into time-wasters
- 3-5
 - Textbooks may be used, but the primary source of learning should be lecture and teacher-led demonstrations. All lectures should include strong student engagement and accompanying visuals.
 - Students take notes as modelled by the teacher each day
 - Notes should not merely be a list of vocabulary words
 - Notes should include important concepts organized coherently
 - Occasional “hands-on” activities with a specific goal in mind are permitted, but should be rare and focused when they do occur
- Upper School
 - Students should primarily read textbooks independently, when textbooks are used at all. Most class time must be dedicated to lecture, questions, and teacher-led demonstrations
 - Students should take notes with a greater degree of independence with each year in the Upper School. Teach the skill explicitly and provide extensive practice and feedback. Use questions and emphasis to indicate what should be written down.
 - Hands-on activities should be rare and focused.

Literacy Instruction

Literacy Essentials is Ivy Classical Academy’s curriculum for teaching children to read. It is based on the Orton-Gillingham method (which has a long history of effectiveness for students with dyslexia) and is updated to reflect the latest research on the brain and effective reading instruction. *Literacy Essentials* is a writing approach to reading. Writing and encoding (spelling) are more difficult skills than reading/decoding. If students can spell a word, they can read it. *Literacy Essentials* is also a comprehensive literacy program that goes beyond phonics, handwriting, and spelling to incorporate phonemic awareness, reading fluency, composition, syntax, and grammar in kindergarten through third grade.

The heart of *Literacy Essentials* is direct, explicit, systematic instruction in phonics. Teachers clearly introduce students to each sound and spelling pattern (phonogram) in the English language, then provide practice to mastery. The teacher manuals provide a clear sequence of instruction for introducing phonograms and spelling rules. We do NOT use an implicit, “as needed” approach to teaching phonics. We do NOT use a Whole Language or Balanced Literacy approach. More research exists to support the teaching of explicit, systematic phonics than for any other topic in education.

(See, for example, the National Reading Panel (2000) or Ehri (2006) or Armbruster, Lehr, and Osborn (2001)).

Literacy Essentials is multisensory. Students hear, see, say, and write the phonograms and spelling words. Phonemic awareness is built into the program. It is therefore appropriate for students who struggle with reading because of difficulties with phonemic awareness. Because it is multisensory, explicit, and systematic, *Literacy Essentials* is suitable for students at Tier I, Tier II, and Tier III.

All faculty and staff who work with students in K-5, or students with reading difficulties at any grade level, are expected to consistently work to increase their knowledge of the program by attending trainings, observing and collaborating with other teachers, and learning the phonograms and spelling rules to the very best of their ability.

All literacy instruction at Ivy Classical will align with *Literacy Essentials*. Use of supplemental materials or outside curriculum is prohibited unless approved by the Dean of Curriculum and Instruction and/or Head of School. Under no circumstances should any teacher download or use materials or worksheets from Teachers Pay Teachers or from other literacy programs. Instead, refer to your Teacher Manual and the Reading Progression. Ask for help with lesson planning from your grade level team leader, the Dean of Curriculum and Instruction, or the Head of School, and increase the amount of practice your students are receiving.

Teachers of reading have a weighty and honorable responsibility. Our instruction will impact the intellectual, moral, social, and economic development of our students for the rest of their lives. Nevertheless, do not let the weight of this responsibility deprive you of the joy of learning. The spelling code of the English language is complex, but also fascinating. The choral Question and Answer routines may feel uncomfortable at first, but they are an engaging and effective way to teach. If you enjoy the journey of literacy, your students will as well.

Classroom Appearance

- Classroom décor should reflect the serious work that teachers in a classical school do. Teachers are encouraged to use posters and other decorative items that reflect the course content and a liberal arts environment. Appropriate classroom displays include a short list of classroom procedures, anchor charts, photos of historical figures, a timeline of events studied in history, and occasional items related to the curriculum.
- Classrooms should be clean, organized, and free of clutter. Student work should be displayed in an organized fashion. Truly excellent student work may be displayed on the Wall of Excellence for the whole school to see. We will host many visitors throughout the school year, and to these visitors we are an example of charter education in general and classical education in particular. It is important that we make a good first impression.
- Teachers should decorate the classroom in a way that does not cause damage to the walls, ceilings, or floors. Nothing larger than a small nail should be used to hang things on the walls. Teachers should not use tape to affix anything to a wall or window. Teachers may not paint classrooms except with prior permission. In decorating your classroom, avoid clutter. Simplicity is beautiful and gives students room to think.
- All classrooms at Ivy Classical Academy must display the following signs prominently at the front of the room:
 - Ivy Classical Academy's Mission

- Ivy Classical Academy's Virtues
- Ivy Classical Academy's "3 Rules"
- Every teacher must display a copy of their daily schedule inside their classroom AND on the door of their classroom.

Homework

Homework is an important part of a classical education. Students who do not actively and consistently contribute to their own education, both in class and at home, will fall behind and sell themselves short. Every student will have some homework every day.

Homework in Kindergarten and 1st grade will consist of 15 minutes of the parent reading aloud to the child, documented on the K-1 reading log, and up to 10 minutes of Literacy Essentials practice (reading word lists after mastery tests and/or phonics readers), as assigned by the teacher, each evening Monday through Friday.

Homework in 2nd-4th grades is 20 minutes of the parent reading aloud to the child or the child reading aloud while the parent listens documented on the 2nd-4th grade reading log, and up to 10 minutes of Literacy Essentials practice (reading word lists to parent), as assigned by the teacher, each evening Monday through Friday.

Homework in 5th-8th grades is up to an hour of reading and annotating each evening Monday through Friday. This reading may be associated with any subject area.

In addition, 6th-8th graders may be assigned up to 5 math problems and some Latin vocabulary review each evening Monday through Friday.

In grades 9-12, the homework workload will increase substantially to approximately 90-120 minutes of total assigned homework, which may include writing essays, reading and annotation, math and language work, and other assignments.

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the student's organizational skills and study habits, the varying abilities of the students, and the nature of the assignments. Students are expected to learn how to use their time effectively to complete the required work at each grade level.

Advanced or honors classes may require additional homework time. It is generally understood that writing papers and studying for exams take more time than regular classroom assignments. For that reason, the end of a term does result in a peak in the homework load. Nonetheless, teachers will make every effort to give assignments well in advance, and students will be encouraged to work on those longer assignments steadily, so that students are able to manage their homework along with other activities and adequate sleep. In the Upper School, students will often have the opportunity of taking a study hall, thus reducing the amount of time at home that must be devoted to homework.

For poor or uncompleted work, teachers may require students to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. Students are expected to complete all their homework.

Late homework policy: One of the purposes of homework is to teach students responsibility and accountability. In order to accomplish this, and to ensure students do not fall behind on their school work, it is essential that students complete their work on time.

Homework will not be sent home nor will credit be awarded for any work done during periods of unexcused absence.

In the Lower School (grades K-5), late homework will be treated as an in-class discipline issue, and students may be required to serve lunch detention in order to complete assignments.

In the Upper School, no late homework will be accepted. The student will complete the assignment during lunch and/or after-school detention and must turn the assignment in so that the teacher can provide helpful feedback, but no credit will be awarded. Missing homework will result in a demerit.

Students who lack the necessary materials for class are not allowed to leave the class to retrieve materials from their lockers. Instead, they may borrow extra materials from another student or the teacher.

Tests and Quizzes

General Guidance

- Upper School
 - Tests: a test should take the average student 40-50 minutes to complete. Tests cover a unit of work (for example, a chapter or two in History or Science, a book in Literature, a unit of Grammar). Tests must be announced to the students in advance. It is also advised that teachers spend a class period, or a portion of a class period, reviewing the material that will be assessed. Teachers may not allow students to use their notes or book on tests.
 - Quizzes: a quiz should take the average student no more than 25 minutes to complete. Quizzes can cover anything from last night's reading homework to a portion of a unit. Quizzes may be announced or unannounced (pop quizzes). Teachers may choose to allow their students to use their notes on specific quizzes (such as reading quizzes or pop quizzes). Teachers should consult with their Department Head about this.
 - Exams: A 2-hour assessment is given in each class at the end of each semester. The assessment counts for 10% of the semester grade. Review sheets must be given to the students at least three weeks before the final exam date. Review sheets, exams, and exam answer keys must be approved by the Department Head.
- Lower School
 - Grades K-2: The content and amount of written work, including tests and quizzes, should depend on the class's place within the literacy and orthography programs. Students should not be writing beyond their phonemic awareness. History, Science, and Literature assessments at these grade levels may be oral, aural, or pictorial. The assessments for Literacy and Math are prescribed by the Literacy Essentials and Singapore Mathematics programs, respectively.
 - Grades 3-5: Students at these grade levels should not be held to the expectations outlined above for Upper School students. However, teachers should be mindful

of their students' abilities and progress throughout the year, and as they matriculate into grades 5 and 6, in order to create appropriate assessments. Tests at these grade levels should take the average student 20-35 minutes, depending on the specific grade level. Teachers should not give more than one test per day. A one- or two-page review sheet should be given to the students in advance.

- Lower School students will not have semester exams.
- Proctoring: Teachers are to actively proctor all assessments. Teachers should spread desks out as precautionary measures. Teachers must go over directions and answer questions before the test begins. Teachers must circulate frequently around the room and up and down the rows.

Test Calendar

In 6th-8th no section of students may have more than one test, essay, or major project due on the same day. In 9th-12th, students may have 2 tests, essays, or major projects due on the same day, but no more than that. In all grades, teachers should not to give students more than 3 tests, essays, or major projects per week.

All teachers must record their tests, major quizzes, project due dates, or essay due dates on the shared test calendar for the relevant grade/section of students at least three days in advance of administering them. In other words, teachers for the same section may not administer two tests, or a test and a major quiz, on the same day to the same group of students, nor may they have an essay/project due on the same day as a test, or vice versa. It is acceptable to have a minor quiz on the same day as another teacher has a test (or essay due) for the same group of students. A "minor quiz" would be an evaluation that required no preparation by the student apart from their regular night's homework and which takes the students no more than 10 minutes of class time to complete. The test calendar does not apply to regular homework assignments.

The calendar works on a first-come, first-served basis, but teachers should be flexible and try to accommodate the reasonable needs of other teachers whenever possible. The purpose of the test calendar is to space out work for our students in a way that allows them to give each major assignment the attention it deserves and to give our students a manageable schedule.

Study Guides

It is important to make use of study guides in a thoughtful way. Used poorly, a study guide could cause students to think that their only task is memorization, not deeper thinking, or it could increase a student's anxiety about a test. Here are some general points about study guides to help you design them well:

- Open-ended questions as a study guide are better than a list of points to memorize. Sometimes both will be necessary, but do not reduce the content to a list of factual points.
- Use the study guide to show the parents and students that what we are teaching is fascinating, open-ended, and it is food for rich discussion. (Remember that we are not going for mastery in all things. Some things cannot be mastered.)
- In the elementary grades, the study guide should be no more than 1 page. Provide a list of questions on one side, and then answers on the flip side. Simple, straightforward.
- Open-ended questions are great: Rather than "List all of the steps of mitosis in order," say "Tell me about mitosis." A study guide worded this way makes it easier for parents to study with students at home.

- Remember that tests should be predictable. The study guide should be more challenging than the actual test. Use a study guide to show students the depth and complexity of the subject but then be very reasonable in your expectations for a test.

Test Corrections

It is a very good idea to have students do test corrections after a test so they have an opportunity to learn what they missed. But, do not include the grade for test corrections in the same category as the test itself—include it as a homework or participation grade. That way a student's grades will reflect whether or not he or she passed the test and understands the materials.

Grading

General Guidance

- A student's grade should reflect their mastery of the content in each subject matter. The mastery of that content will be achieved through the use of good study skills and habits, but it should reflect their knowledge of the content, primarily. In other words, in general, a student should not receive an F on their quiz because they did not write their name on it. It would be appropriate for them to lose a certain amount of points because they did not use the study skill of following directions, but if they know the material, they should pass the quiz. The opposite is also true. If they don't know the content at all, but follow directions perfectly, they should not pass the assignment. If a student is failing because they are not turning in their work, it is a behavioral problem. The teacher should reach out to the parents, and notify the Dean of Students and Head of School.
- Be very intentional about assigning work that is appropriate to the grade level being taught. It will be helpful to discuss types of assignments with other teachers, especially those that teach the level above or below. Teachers should be communicating about the skills and abilities that students have mastered, are learning, and will be learning in each grade.
- In general, items should be graded within a week of the due date. Projects, essays, and tests should be graded within two weeks of their due date. Please enter a missing assignment immediately in the gradebook for homework that is not turned in, even if you haven't graded the assignment yet. This enables you to follow the late work policy with consistency.
- When grades for a marking period (half a quarter) are finalized, any students who have failed a class (below 70%) will be ruled ineligible for school athletics or clubs for the following marking period.
- Remember that in classes students take for high school credit, students need to earn both half-credits to pass the course. So, earning a 90% in the first semester and then a 60% in the second semester does not count as passing. The student needs to get at least a 70% for both semesters. Keep this in mind if you have a student who is very close to passing but not quite there. It might be fair to give them an opportunity to earn those last few percentage points rather than making it necessary for them to re-take the entire semester or year.

Grading Scale

Grades will be broken down into four categories and assigned as portions of the student's overall grade as follows:

- Classwork (includes any work done in class, including class participation): 40%
- Homework: 10%
- Quizzes and other small assessments: 20%
- Tests: 30% (In the Upper School, the final semester assessment: 10%; all other tests: 20%)

In Kindergarten and 1st grade we will use the following marks:

E = Excellent performance

S = Satisfactory performance

N = Performance needs improvement

U = Unsatisfactory performance

Beginning in 2nd Grade, the following grading scale is used:

Grade	Grading scale	GPA
A+	97-100%	4.00
A	93-96.9%	3.85
A-	90-92.9%	3.70
B+	87-89.9%	3.30
B	83-86.9%	3.00
B-	80-82.9%	2.70
C+	77-79.9%	2.30
C	73-76.9%	2.00
C-	70-72.9%	1.70
D+	67-69.9%	1.30
D	64-66.9%	1.00
D-	60-63.9%	0.70
F	0-59.9%	0.00

Progress Reports

- Check the school calendar for quarterly progress report dates. Grades must be completed no later than close of business the day before progress reports are available to parents. Grades for the progress report should include assignments turned in through the prior Friday, at a minimum.
- At the beginning of the school year, it is important that each teacher sets up his grade book in PowerSchool right away. Training will be provided regarding initial set-up of the gradebook. Upper School teacher gradebook setups must be reviewed by Department Heads. Lower school teacher gradebook setups must be reviewed by Grade Level Lead Teachers.
- Department Heads and Lead Teachers have viewing access to teacher gradebooks within their department/grade level(s). The Head of School and Dean of Curriculum and Instruction have viewing access to all teachers' gradebooks.
- Students and parents should always have access to a student's own grades in the PowerSchool gradebook.
- Teachers should contact parents of students who have D's or F's (or "Needs Improvement" or below in the early elementary grades) before each progress report.

Report Cards

- Report cards are made available to parents via PowerSchool at the end of each quarter, every 9 weeks. All grades for the quarter must be entered into PowerSchool no later than close of business on the designated report card days on the calendar.
- Teachers should contact parents of students who have D's or F's (or "Needs Improvement" in the early elementary grades) before each report card.

- Thoughtful, specific, appropriate comments are encouraged for all students, and required for all students who have D's or F's (or "Needs Improvement" in the early elementary grades).
- Only semester grades will count toward a student's grade point average in the Upper School (grades 6-12). A semester grade for a class is the average (rounded to a tenth) of the numeric grades (percentages) from the two quarters in that semester.
- In order to calculate a GPA, numeric grades are converted into points based on the grading scales above. Points are awarded for each class at the end of a semester. The semester GPA is calculated by totaling those points and averaging them by the number of classes taken that semester. A final GPA is determined by adding all the points from each semester and averaging them. GPAs are rounded to a hundredth.

Academic Concern Process

NWEA testing will be conducted within the first month of the school year. This data will be used by the administrative team to identify students with serious academic concerns.

Once these students are identified, the teacher must begin the appropriate interventions, such as small group work during the Remediation and Enrichment block in the Lower School. These students will be tracked on the spreadsheet labeled "Academic Concerns" on the School's shared drive.

Required parent communication and who is responsible:

- Parent Conference in September (after first NWEA testing and first progress report) (Teacher)
- Parent Communication on progress – October-December (Teacher)
- Parent Communication following midyear NWEA testing - January (Teacher)
- Parent Conference concerning progress - February (Teacher and DCI)
- Parent Conference on final determination of retention – April (Teacher, DCI, and Head of School)

Conference notes must be signed by everyone in attendance and kept for every conference.

When a student begins MTSS, there must be a conference and written notification from the Head of School. This letter must be signed by a parent and filed in the MTSS folder.

In order to be promoted to the next grade level, students must demonstrate that they are reading on grade level or making significant progress toward that goal.

RTI and MTSS Procedures

Teachers must begin the RTI process and document it in MTSS when a student is not making adequate progress in the general education classroom based on assessments and classroom work.

Parents must be notified when a tier is started or when the student is moving tiers.

Tier 2 is a group of 1-6 students with whom you are required to meet at least three times per week. You need one data point every two weeks. Students should stay at Tier 2 for 6 weeks. If they are making progress, continue with Tier 2. If they are not making progress, they move to Tier 3. You

must keep a log of all interventions. NOTE: If a student moves to Tier 3, they must also continue to receive Tier 2. (This will happen during the remediation/enrichment block, during small group pull out with the ESE team and/or small group work with an IA or Reading Interventionist).

Tier 3 is a group of 1-3 students with whom you must meet 5 days per week. A data point must be entered at least once per week. Students will stay in Tier 3 for 6 weeks. If they are making progress, continue with Tier 3. If they are not making progress, an ESE Evaluation needs to be opened. You must keep a log of all interventions. Provide all documentation to the Student Services Director in order to open the evaluation. NOTE: Before moving a student to Tier 3, an observation must be completed by the Student Services Director and another letter must be sent home and signed by parents. (This will happen during the remediation/enrichment block, during small group pull out with the ESE team and/or small group work with an Instructional Assistant).

Contact the Student Services Director or Dean of Curriculum and Instruction for any RTI/MTSS-related questions or if you need assistance during this process.

Student Ambassadors

Lower School Classroom Ambassadors

When an administrator or guest enters the classroom, the teacher should direct all students to briefly pause their work, stand, and greet the visitor.

An assigned classroom ambassador then approaches the visitor and follows the following greeting script:

“Good morning/afternoon, sir/ma’am. Welcome to Mr./Ms./Mrs./Dr. _____’s classroom. My name is _____. We are currently studying _____.”

The classroom ambassador then shakes the visitors’ hands and returns to his/her seat at which point instruction promptly resumes.

Upper School Student Ambassadors

Upper School students will have the opportunity to apply for a role as an Ivy Ambassador. To apply, students must write an essay detailing which of our School’s virtues they believe to be the most important and why, complete the Ivy Ambassadors questionnaire, and engage in an interview conducted by the Head of School and Dean of Students. The criteria for selection include academic and behavioral success, maturity, and a commitment to the mission and virtues of Ivy Classical Academy.

Selected students will be assigned duties that include providing school tours for visitors, greeting and assisting younger students during morning and afternoon carline each day, supervising lunches for Lower School students, and other duties as necessary.

Ivy Ambassadors will be given a pin to wear on their shirt collars so they are identifiable.

V. COMMUNICATION

Communication with Administration

On the Role of the Head of School

The Head of School at Ivy Classical Academy is the sole report to the Board of Directors, and, as such, is ultimately responsible for managing all school operations. The role is similar to the role of a

CEO in many organizations, with the unique difference being that the Head of School is also a teacher. Both the terms “principal” and “headmaster,” which are traditional titles for a school leader, have their etymological roots in the idea of teaching—with the former referring to the “principal” or main teacher and the latter referring to the lead “master,” which is an old word for teacher. While the Head of School is responsible for much more than teaching, he/she regards this as his first and essential function, as this is the first and essential function of the School.

Because the role of Head of School encompasses so much, he/she has delegated responsibility for specific areas and tasks across the faculty and staff. As much as possible, he/she recommends that concerns within the school be handled according to the principle of subsidiarity—at the most local level. If you have a concern, question, or recommendation, please bring it to the person who is most immediately responsible. If you are unable to resolve the matter at that level, you may bring the concern to the attention of the appropriate member of the school leadership team: the Dean of Students for matters involving student behavior, school culture, and related questions; the Dean of Curriculum and Instruction for matters involving teaching and learning, testing, pedagogy, or similar issues; the Director of Operations for all non-academic matters; or the Head of School.

Finally, it is the established practice of the Head of School to support and defend the school and the actions taken by faculty and staff. We operate best as a team, and the Head of School will never intentionally undermine the good efforts of his/her employees, especially when communicating with those who are not an immediate part of that faculty/staff team. But faculty and staff should bear in mind that this is an established practice, not a policy, and it will be employed prudentially.

The Role of Other Administrators

- The Director of Operations, alongside the Head of School, is responsible for the school’s finances and physical plant. He/she manages human resources functions, budgets, payroll, security, maintenance, and other non-academic matters.
- The Dean of Students, alongside the Head of School, is responsible for student discipline and school culture. He/she also teaches and/or acts as a substitute teacher.
- The Dean of Curriculum and Instruction, alongside the Head of School, is responsible for curriculum and teacher coaching. He/she also teaches and/or acts as a substitute teacher.

Professional Development

- All teachers must attend weekly Professional Development every Wednesday, 3:30 p.m.-4:30 p.m. No other activities, including extracurriculars, sports, parent-teacher conferences, or meetings may be scheduled at this time.
- There is a weekly newsletter sent to all faculty and staff each Friday afternoon with a letter from the Head of School or other designee, a list of upcoming events, and resources for learning more about effective teaching. These should be read every week, including listening to/watching/reading suggested podcasts, videos, and articles.
- Each semester, a book is assigned that will guide Professional Development. It is mandatory to read these books on schedule and participate in Socratic discussions of them.
- All teachers will receive substitute teacher coverage for their class one day each school year to spend the day observing and documenting feedback for other teachers (as assigned by the Dean of Curriculum and Instruction).
- All teachers will be observed regularly—most, on a weekly basis—and must meet with the Dean of Curriculum and Instruction or other assigned mentor or coach regularly for

coaching and feedback. The Head of School, Deans, and other coaches will provide feedback after each observation. All feedback is to be taken seriously and applied in the classroom. A commitment to constant improvement is a prerequisite of being a teacher at Ivy Classical Academy.

Communication with Faculty

General Guidance

Talking about one another in the right way is essential to preserving our relationships in the community. We should be positive about the other members of the community and never gossip. When an issue needs to be addressed, it should be done through clear and direct communication and only among the parties directly involved. This applies, of course, to faculty speaking about one another and the school.

Special care should be taken to speak about students charitably, especially when they are struggling. A student is entitled to a good reputation and to being well thought of by faculty and other students. Faculty should build up the student with positive reinforcement at every opportunity. In speaking among ourselves we should be careful to distinguish between constructive speech about students (i.e. speaking about a student’s good qualities, or discussing a student’s behavioral/academic struggles in a charitable manner with the aim of searching for some solutions) and idle chatter, such as venting our frustrations, blowing off steam, or mocking. The communication of a student’s problems or wrongdoing should be made only to those with a “need to know,” and only with the aim of working to solve those problems.

Faculty members are expected to comport themselves in a manner which brings honor to ICA and its student body. Dealings with students, parents, and the public must be courteous and professional.

In particular:

- Faculty should be addressed as Mr., Dr., Mrs., or Miss both by students and by other faculty members (when in the presence of students or parents). Academic titles should be used when appropriate.
- Parents should not be addressed by their first name unless the faculty member has a personal relationship with them.
- Inappropriate language (obscenity, profanity, or vulgarity), references, or contact between teacher and student, teacher and teacher, or teacher and parent will not be tolerated.

Lead Teachers

Lead teachers are to be helpful to their colleagues and they do not serve in a supervisory role. As appropriate, the Head of School will identify lead teachers within a grade or series of grades in the Lower School as an instructional leader among his/her peers. This person will assist with grade-level meetings and work with his/her colleagues to improve teaching and establish common instructional practices and procedures.

A table of weekly, monthly, quarterly, and semesterly responsibilities for grade level team leaders is below:

Weekly:	Monthly:	Quarterly:	Semesterly:
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Determine what assignments are going into the gradebook for each subject area with the DCI	Lead discussion on struggling students and use time during grade level lead meetings to send parent emails with DCI	Ensure three days of emergency lesson plans are uploaded to the appropriate folder on the drive and kept on hand	Assist in onboarding of new faculty (mentoring): <ul style="list-style-type: none"> ● Mission and Virtues ● School policies ● Daily schedule ● Teacher and student dress code ● Parent communication ● Gradebook setup ● IEP/504 documentation
Coordinate weekly newsletters for grade level	Review scope and sequence to ensure all teachers are making adequate progress through the curriculum	Prepare for Progress Monitoring Assessments or other relevant EOY assessments	
Conduct common planning sessions in math, history, science and literature	Lead the creation of assessments to ensure adequate evaluation of student progress	Attend and contribute to data team/school leader meetings	Compile D/F Spreadsheet with grade level team and upload to the drive
Review literacy pacing with team to ensure all team members are on track			Coordinate emergency split lists for absence coverage

Roles of Lead Teachers:

- Serve as a mentor to teachers on the grade level team
- Offer instructional and front-line professional support
- Lead teachers do not conduct performance reviews or correct teacher behaviors
- Lead teachers report to the Dean of Curriculum and Instruction

Time for Lead Teachers to fulfill responsibilities:

- Weekly meetings during common planning with grade level team and DCI
- Provided with substitute teacher coverage for a full day once a quarter

Department Heads

Department Heads are to be helpful to their colleagues and they do not serve in a supervisory role, though they are responsible for presenting proposed curricular changes to the Dean of Curriculum and Instruction and Head of School. As appropriate, the Head of School will identify department heads within a subject area as a leader among his/her peers. This person will assist with department meetings and work with his/her colleagues to improve teaching and establish common instructional practices and procedures. Department heads should be consulted on course syllabi and potential changes to the content, scope, or sequencing of the curriculum.

Grade Level Meetings

- Grade level meetings will be held once each week for each grade level in the Lower School. For the Upper School, they will be held once each month during Professional Development time (Wednesdays at 3:30 p.m.–4:30 p.m.).
- Grade level meetings will be led by the Lead Teacher or Dean of Curriculum and Instruction in the Lower School and by the Dean of Curriculum and Instruction, Head of School, or teacher designated by the Head of School for the Upper School.
- Grade level meetings allow for all of the teachers of a grade level to discuss cross-curricular challenges, issues, and ideas that are specific to that grade level. Teachers can strategize on how to best serve the students with Ds and Fs, as many times these students are failing multiple subject areas.

Department Meetings (Upper School)

Each department (English, Math, History, Science, Latin/Modern Foreign Language, and Fine Arts/P.E.) will meet periodically as a team. The meetings will be led by the department head, Dean of Curriculum and Instruction, or the designee of the Head of School. Topics for discussion may include curriculum (resource needs, questions), vertical alignment, upcoming events (science fair, senior thesis defenses), etc.

With Parents

General Guidance

What to Do:

- All parent-teacher conferences should be scheduled in advance through email or other communication between the parent and teacher.
- Remember that parents need to hear the good along with the bad, and that you can establish a good relationship with parents by getting to know them through discussions about their child's successes. If a parent knows that you see the good in the student, conversations about discipline will be much more effective.
- Twice a week, email or call parents to say something positive about their child. Make a point of saying something positive about each student each semester.
- Notify parents directly if a student shows a sharp drop in behavior or performance, or performs poorly on a major assignment. No parent should be surprised by the grades or comments on a progress report or report card. No parent should be surprised by news that is shared at a conference.
- Keep emails brief, professional, and kind. If something requires a long discussion make that happen over the phone or in person.
- By the end of each day, send an email informing parents if a student has received a failing grade on any graded assignment. Include the Dean of Curriculum and Instruction, Dean of Students, and Head of School in the cc for all such emails.
- At the end of each quarter, teachers must send home a letter indicating possible retention, signed by the Head of School (see "Forms" folder on faculty shared drive), to the parents of any student with a grade of U (in K-1st) or F (2nd grade and above).

What Not to Do:

- Do not use first names when talking with parents. Though your relationship may be close, it needs to remain professional at all times. Encourage parents to treat you with respect by signing emails with "Mr. or Ms." and your last name, and refer to them that way as well.

- Do not interact with parents or, of course, students via text message, and retain a formal tone in all your correspondence. You are a professional and your communication should reflect the professional nature of your relationship with students and families.
- Do not interact with parents through social media. Parents should communicate with teachers via email and only when talking about school business.
- Do not talk about your work life on social media in a way that reflects negatively on the school or could be perceived that way. As an employee of Ivy Classical Academy you are a representative of the school even when you're not at work. Everything you write on Facebook or Instagram is public even if your profile settings are private.

Newsletters

Teachers need to send home a weekly newsletter each Friday afternoon using the weekly newsletter template via email to all students' parents with updates on what they are studying, dates of upcoming assessments, and other important information. Include the Dean of Curriculum and Instruction, Dean of Students, and Head of School in the cc on these emails. To protect parents' and students' privacy, list parent emails in the bcc line.

Lower School (K-5) teachers will collaborate with teachers at their grade level to make sure similar concepts are covered, and each teacher will send home their own. Each Upper School (6-12) teacher will send home their own weekly newsletter/email.

Parent Conferences

- Conferences are held for parents of every student midway through the first quarter
- Conferences are held for parents of as many students as possible midway through the third quarter, with scheduling preference given for parents of students who have D's or F's, and are in danger of repeating a course/grade level.
- Teachers should come to conferences prepared to discuss the really important things in specific terms. Remember that knowing a student's grades does not mean knowing the student, and that there are many important things happening at school that cannot be explained in numbers and percentages. Sometimes it is helpful to put your gradebook to the side (parents can look at it from home, anyway). Instead, use your time with parents to get to the heart of the issue, talking about the virtues a student has displayed, the content he or she has been learning, and his or her enthusiasm for the life of the mind. These are the kinds of conferences that will be helpful in the long run.

Report Cards

- At the end of the second and fourth quarters, in addition to entering report card grades on PowerSchool, teachers will complete a more extensive narrative report card with extended comments for each student. The best way to prepare for these comments is to add to and save comments for each student over the course of each semester. These comments serve in lieu of a parent-teacher conference, but are not a substitute for regular parent communication.
- As you prepare report card comments, consider the following:
 - Remember that your comments on the report card have several audiences and you should write with each of them in mind.
 - The parents. Our goal is to give them an accurate understanding of how their child is doing and information about how they can help us and their child at

home. Remember that the subject of a child's progress is a very personal one to a parent, and accordingly we must be gentle. However, do not shy away from telling the truth.

- The student. Remember that your students are likely to read what you write, either now or in the future.
 - Your colleagues. These report cards will go into students' files in the office, and your colleagues will read them for years to come as the student gets older. Strive to give a thorough picture of how the student is currently doing, and give some information about what you are doing, too. Information like this is invaluable when a teacher is getting to know a student at the beginning of a new school year.
 - Your future self and other teachers writing letters of recommendation. Remember that report cards are often saved for years and years, and they will be read several times over the course of a student's childhood. Take the time to make them worth reading and informative.
- Whenever possible, begin and end your comments by saying something positive about each student. There is no need to varnish the truth, but you should be as encouraging as you can. There is something good going on with every student.
 - Be specific in your recommendations. Rather than say that "Student X needs to put in more effort," explain exactly what he needs to do better, like studying for tests the week before rather than the night before, or taking more careful notes. If a student is doing well, it is not enough to say "Student X is a bright student and I enjoy having her in class." Explain further. What is she particularly good at? What can she do to improve? There is always something.
 - You should not copy and paste comments. Please write something original for each student.
 - Your comments should explain how the student has been doing, but also what you have been doing to help. If you have discussed a student's difficulties with parents before and tried something different after speaking with them, mention that. For example, many Upper School students were struggling after 9 weeks because they were not being consistent with their planners. If you have been helping by doing planner checks, mention that, and explain what results you have seen.
 - The comments should be extensive, but even more important is that they are thoughtful. The quality of what you write will be determined by the thinking that you do before you sit down to write. Please do not expect to write all of your comments in one sitting. Write a few a day and really put some thought into them. How much you write will depend on who you teach. Here are some specific guidelines by grade and subject:
 - K-5 (Lower School) classroom teachers. Please say something specific about the student's performance in each subject. You should have at least 2 sentences about how your students have been doing in math, science, history, literature, and literacy/grammar. Treat these subjects separately.
 - K-5 (Lower School) Art, Music, and PE. You teach many students. You should communicate with parents throughout the year, making sure to keep a log and send meaningful notes for each student once per semester.
 - 6-12 (Upper School). Please write at least 3-4 thoughtful sentences about each student. Please address each student's academic performance in your

class (knowledge of the material, study habits) and, if you know a student well, please say something about his or her character as well.

- Special education. Please write 3-4 thoughtful sentences about the students you work with.

Volunteers

- Every year we request that our families prioritize volunteer time on campus. This means, we hope, that there will be a substantial amount of help from parents.
- Teachers, if you have a parent volunteering for your classroom, it is very important that you are clear about how the parent can be helpful. Do not be afraid to ask if you need something, and when you ask be very specific. The parent is there to help you, and could end up being very unhelpful if you are not clear about what needs to be done.
- Also remember that you can never be too grateful to a parent, and that volunteers love to be thanked.

In IEP/504 Meetings

- Understand that an accommodation allows the student access to the regular curriculum. A modification is a change to the regular curriculum. Most of the time, we are working with accommodations.
- Teachers and members of the student services team should meet before the meeting to determine modifications/accommodations that will be suggested at the meeting.
- Before the meeting, have RTI data documented appropriately.
- The Director of Student Services or another representative of the student services team will lead the meeting.
- Remember, students with a disability who qualify for a 504/IEP are required by federal law to receive whatever services they need to succeed in the classroom. Do not indicate that we will not/cannot provide certain services. We may suggest alternative accommodations/modifications that fit in with our philosophy and school culture, but we cannot deny a service that is needed.
- Our focus is on providing an education in the Least Restrictive Environment: the goal for modifications/accommodations is as close to the normal classroom environment as possible.
- Be positive. Emphasize and point out the student's strengths.
- Keep in mind that we are working WITH the parents. The atmosphere should be that of a team meeting.
- Listen to the parents. Sometimes what is going on at school does not manifest at home, and sometimes what is going on at home does not happen at school.
- Refrain from attributing motivation to behavior. Point out observable behaviors at school, in an objective manner. For instance: Not "He daydreams during lecture," but "He is not able to answer check for understanding questions and he doesn't copy the notes from the board without frequent reminders."

Grievance Policy

- Teachers are subject to the same grievance policy as other members of the school community; that policy is detailed in the ICA Family Handbook.

- Faculty and staff grievances should be directed according to the principle of subsidiarity—in other words, direct grievances to the person or persons most local to the problem. If you are unable to resolve the matter at that level, you should approach the immediate supervisor.
- In cases where the grievance cannot be resolved at a lower level, you may approach the Head of School or another member of the ICA leadership team.
- If the Head of School is unable to resolve the complaint, you may register a formal grievance, in writing, to the Board of Directors. If you have failed to bring the grievance to the Head of School first, then the Board of Directors will automatically decline to respond.
- Concerns deserving of whistleblower status (regarding, among other things, violations of law or significant ethical concerns) may be brought directly to the Head of School, or, if the Head of School is implicated in these concerns, may be brought directly to the Board of Directors.

Communicating with the Media

- It is important that ICA speak with a single, unified voice when communicating with the Press. Should you be contacted by the media, please refer the contact to the Head of School.
- Only the Head of School and his/her designee are permitted to speak with members of the Press about ICA.
- It is the general practice of ICA to be open to public interest and inquiry, including inviting local media outlets to cover significant events and features at the school. All faculty and staff are expected to help participate in good communication with the public and the Press, and to be ambassadors of the school and the school community.
- At the direction of the Head of School or his/her designee, faculty and staff may be asked to participate in photos or stories for use in social or traditional media on behalf of the school or one of our institutional partners. Faculty and staff are not required to participate, but those who do not wish to participate should provide reasonable notice in writing to the Head of School. The school will make significant effort to honor requests for privacy, but may not be able to honor retroactive requests.

VI. EMPLOYEE PROCEDURES

Fingerprinting and Background Investigation

All faculty and staff are required to successfully pass a background check, which includes fingerprinting, before employment begins.

Security and Inspection

General Comments on Security

Maintaining the security of Ivy Classical Academy's buildings and vehicles is every employee's responsibility. Employees must develop habits that ensure security as a matter of course.

- Always keep cash properly secured. An employee who is aware that cash is insecurely stored should immediately inform the person responsible.
- Employees should know the location of all alarms and fire extinguishers and be familiar with the proper procedure for using them.
- Employees leaving school premises should ensure that windows are shut and doors are locked. The last employee on the premises should make sure all entrances are properly locked and secured.
- Employees exiting the building after normal hours or on the weekend who leave a door unlocked or ajar will be subject to disciplinary action and may have their keys taken away.

- Employees who are given keys shall be responsible for the cost of lost keys and/or re-keying.
- Be watchful that no unauthorized or suspicious persons are on school property. Always check for identification badges on visitors and volunteers, and immediately report the presence of any suspicious persons to the Head of School or another member of the leadership team.
- Do not lend keys, security passes, or identification badges to anyone who is not authorized to possess them.
- The School is not responsible for loss or damage to personal property.

Security Procedures

- Security drills will always be announced, and drills will be used for all three kinds of security procedures (see below).
- In the event a security issue arises, it is important for teachers to keep students calm, take attendance, and make sure that all students are accounted for.
- The Head of School will decide when the building is safe and announce when to return to normal procedures.
- There are three general security procedures:
 - LOCKOUT: The outside doors are locked. Students are kept in the classroom. Transitions between buildings are suspended. A LOCKOUT may be called for in the event of threatening or violent behavior in the neighborhood or outside of the building.
 - LOCKDOWN: The outside doors are locked. All inside classroom doors are locked. Teachers should close the blinds and cover the door windows. Turn off the lights. Students should be quiet in a corner or closet. If any classes are outside, they should go to the nearest classroom. A LOCKDOWN may be called for a threat inside of the building.
 - EVACUATION: An EVACUATION may occur in the case of a bomb threat, gas leak, or fire.
- Reminders:
 - Use common sense, especially in the first few weeks of school. Remember that new students are not familiar with all the rules and need your support.
 - The entire faculty and staff is to enforce compliance with school rules at all times, not just in the classroom.

Authority to Search

The School may exercise its right to inspect all classrooms, desks, and closed containers entering and leaving the premises. School rooms, furniture, and electronic devices are school property and may be subjected to searches at any time, with or without cause. Employee email accounts and other software-related tools purchased by the school are similarly the property of the school and may be subject to search.

Additional Emergency Procedures

ICA administration, in conjunction with local authorities and with approval from the Board of Directors, has developed an Emergency Procedures Manual to address a variety of possible emergencies. This manual is available for review in the school office, and questions about it can be

directed to the Director of Operations. Staff and faculty will be notified of any special roles they are expected to fill in specific emergencies.

Time-Off Requests

When requesting time off, email operations@ivyclassical.org and your grade level leader or department head.

A sub folder containing the following items must be kept near the teacher desk in the classroom:

- Three full days of emergency lesson plans. These lesson plans should contain enough material for one full lesson in each subject each day, including activities, worksheets (one copy for each student already made), and suggestions for reading material.
- Contact information (including phone numbers) for your grade level team leader (Lower School) or department head (Upper School), the Dean of Students, Dean of Curriculum and Instruction, Head of School, and the front office.
- A complete class roster
- A schedule of the day that begins with morning assembly and ends with afternoon pick up. Please provide detailed instructions for each lesson of the day and clear information about how the sub should handle assembly, recess, lunch, and pick-up.
- List of students with health issues or medical needs
- List of students who are especially helpful and those who can be difficult in class, along with tips for working with these students.
- Teacher duties and other responsibilities
- An explanation of classroom procedures, including lining up, using the restroom, going to the drinking fountain, and procedures for recess.
- Some instructions for classroom discipline, especially procedures or systems that are unique to your classroom.
- Please leave behind a substitute feedback form (see “Forms” folder on the shared drive) that the sub can use to fill you in about the details of the day.
- Planned Absences:
 - All requests must be submitted at least a week in advance and approved by the Head of School.
 - Ensure that your sub folder is up-to-date, and meet with the assigned substitute teacher, if able.
 - Provide unique lesson plans for each subject for each day in addition to your regular emergency lesson plans.
- Emergency Absence
 - If you are feeling ill and unsure about the next day, put the request in the night before via email. If you are feeling better the next morning, the absence can be canceled.
 - Ensure that your emergency sub binder is up to date at all times. All copies, rosters, daily schedule, list of students who have health problems/take medications, duties, and supervisory responsibilities must be included within the binder.

Substitute Teachers

ICA administration endeavors to use a consistent pool of substitute teachers. These substitute teachers have already provided the necessary background checks and paperwork to the school, and they are generally familiar with the school's culture and expectations. In some cases, they may be invited to attend professional development alongside fulltime members of the faculty. They are, however, part-time employees and they are a limited resource; it is therefore essential that faculty provide notice of planned leave as soon as possible so that a substitute can be secured.

Professional Development and Reimbursement

Professional development is a high priority of Ivy Classical Academy. All faculty members are expected to attend summer Barney Charter School Initiative K-12 training, which is typically held the last few weeks of June.

Board members, administrators, faculty, and staff should seek out opportunities to deepen or broaden both knowledge and ability to assure the highest quality professionals are working in the School. Reimbursement of such activities is at the discretion of the Board of Directors and Head of School. These activities include but are not limited to: courses, workshops, conferences, exchange programs, participation on committees, etc. The activity must be specifically tied to the area of teaching or role in the School to be considered. Availability of funds, time of request, cost of activity, and academic value will all play a role in the level of reimbursement available and the approval of the request.

ICA strives to provide resources that will cover both the cost of the activity and other expenses related to it (transportation, lodging, meals). Faculty and staff are asked to be frugal, treating the School's funds as if they were their own. For activities that are away from the city or state, it is acceptable for family members to accompany a faculty or staff member or for the faculty or staff member to extend a stay to spend time with friends or family. However, these arrangements must be pre-approved and are at the expense of the attendee.

Mileage will be reimbursed at the current IRS mileage rates. Mileage will not be reimbursed for courses earning credit toward a degree. Reimbursement for mileage may not exceed the cost of an airline ticket, unless there is an overall savings to the school. To be reimbursed for driving, employees must submit an online map from the place of origin to the destination.

If multiple persons are attending the same event, one person will be designated the coordinator. The coordinator will ensure that all reimbursements submitted are approved and in order before the information is submitted to the Director of Operations for reimbursement.

Personnel Files

It is your responsibility to keep your personal contact information up-to-date. If you have a change in any of the following items, please be sure to notify the Director of Operations as soon as possible:

- Legal name
- Home address or mailing address
- Home telephone number
- Emergency Contact
- Number of dependents
- Marital status

- Change of beneficiary
- Driving record or status of driver's license, if you operate any School vehicles
- Military or draft status
- Exemptions on your W-4 tax form
- Any other matters that will affect your status as an employee.

The school requires official transcripts to be on file.

You may review your personal personnel file if you wish (unless information is restricted by law), and you may request and receive copies of all documents you have signed. To obtain these, please make arrangements with the front office staff.

Observations and Evaluations

Observations

The Head of School, Dean of Curriculum and Instruction, and Dean of Students will observe classes frequently and provide teachers with copies of their observations promptly via email. Teachers can expect a formal observation by the Head of School to happen in the middle of the year and close to the end of the year. These formal observations will be scheduled at least one week in advance and will include a follow-up meeting with the Head of School. These observations will be part of a teacher's annual evaluation.

Coaching

The Dean of Curriculum and Instruction oversees our teacher coaching program. All teachers have a coach who regularly observes and meets with them to provide feedback for growth. Other administrators and designated teachers may provide observations and feedback as well. The expectation of all Ivy Classical teachers is an attitude of constant incremental improvement.

Every teacher will have at least one Observation Day each school year, during which they spend the day visiting other teachers' classrooms to observe, learn, and provide feedback.

Evaluations

Evaluations are conducted twice yearly—typically near the end of each semester by the Head of School. The primary reason for evaluations is to develop better teachers, but it also serves to make teachers aware of and to document how their job performance compares to their goals and the description of their job. The annual evaluation is also a good time to discuss interests and future goals.

Teaching and Coaching Rubric

Planning and Preparation for Learning

Is the teacher prepared to teach the lesson?	
Does the teacher have the necessary background knowledge, examples planned, and errors anticipated to provide rigorous instruction? (Not overly reliant on teachers' guides, manuals, or notes)	
Did the teacher advance a clear learning goal whether in the form of a question or a particular skill? What should the students know at the end of this lesson?	
Does the teacher have a unit plan? Does the lesson coincide with the curriculum projection? Are connections made from previous and anticipated learning?	
Does the teacher prepare appropriate materials (manipulatives, original texts, high level readings)? Have they mastered the resources provided?	
Notes:	

Classroom Management and Leadership

Is the teacher in charge of the classroom? Are they firm, fair, and consistent?	
Does the teacher have clear and efficient classroom routines and procedures?	
Does the teacher take responsibility for student learning and character formation? Do they actively seek to model and instill virtue?	
Is the teacher circulating and scanning the room? Are they aggressively monitoring student work?	
Does the teacher hold each student to consistent high standards? Does the teacher model the appropriate behavior?	
Were inappropriate behaviors corrected? Is the teacher aware and do they quickly redirect as needed? Is discipline consistent, respectful, and proportional? Are least invasive interventions used?	
Does the teacher have a good rapport with the students? Does the teacher maintain an encouraging learning environment characterized by courtesy and civility?	
Has the teacher created a strategic seating chart?	
Does the teacher regularly check students' uniforms, desks, folders, planners, and notes? Are students' desks clear except for necessities?	
Does the teacher model the orderliness asked of the students? Is the classroom clean?	

Does the teacher use consistent school-wide language (Ready to Learn, Ready to Write, Track, Voice Level __, etc.)?	
Notes:	

Quality Instruction and Socratic Questioning

Does the teacher begin instruction in a timely manner? Did the introduction draw on previous knowledge to prepare the students for new learning?	
Does the teacher treat every moment of class time with a sense of urgency? Is instruction held at an adequate pace?	
Is the teacher's knowledge and love for the subject apparent? Do they model joy, wonder, curiosity, and humility?	
Is the teacher using high level language? Is the level of instruction appropriate?	
Does the teacher communicate effectively in speech and in writing? Are explicit instructions and directions provided?	
Is the teacher modeling their thinking for the students?	
Does the teacher make effective use of questions? Does the teacher use a healthy mix of question types, both closed and open-ended (Socratic) questions? Does the teacher provide appropriate wait time before requiring an answer? Does the teacher encourage the class to push past the first answer?	
Did the teacher ask questions that pushed students beyond factual recall? Are the questions moving students toward the lesson goals?	
Does the teacher draw relevant connections across the curriculum?	
Does the teacher provide sufficient opportunities for practice?	
Does the teacher frequently conduct both informal and formal Checks for Understanding? Do they address misconceptions and find ways to make difficult content comprehensible?	
Are assessments challenging, straightforward, and fair? Is feedback constructive, consistent, and timely?	
Notes:	

Student Engagement

Are students on task? Are all students held accountable for their learning from the very beginning of class?	
Does the teacher actively monitor student engagement and intervene where appropriate?	
Do the structures of the class facilitate 100% compliance and engagement?	
What kinds of notes are the students taking? Did the teacher use board notes, guided notes, or some mechanism for actively supporting student comprehension? Does the teacher provide clear guidance for note-taking?	
Notes:	

Professionalism

Does the teacher consistently uphold the school's mission, policies, and procedures, and reputation, in and out of the classroom?	
Does the teacher communicate regularly and professionally with parents, including weekly newsletters and notices of student progress? Do they respond in a timely manner?	
Is the teacher helpful, collegial, and encouraging to each member of the faculty? Do they collaborate in cross-curricular planning?	
Does the teacher accept direction and coaching? Do they welcome observation and feedback?	
Is the teacher consistently at work on time?	
Does the teacher consistently dress in professional attire?	
Does the teacher consistently follow the daily schedule?	
Does the teacher consistently take attendance?	
Are ESE/504 accommodations provided and documented daily?	
Notes:	

Non-Academic Staff Evaluations

The Director of Operations and/or Head of School will periodically review the work performance of non-academic staff. Feedback will be frequent and evaluations will take place biannually or as school needs dictate. You may specifically request the Head of School and/or Director of Operations assist you in developing a personal development plan at any time.

Evaluations are a means for increasing the quality and value of your work performance. Your initiative, effort, attitude, job knowledge, and other factors will be addressed. You must understand that a positive evaluation does not guarantee a pay raise or continued employment. Pay raises and promotions are based on numerous factors, only one of which is job performance.

VII. EMPLOYEE POLICIES

Paid Time Off (PTO)

PTO may be used for time away from work due to the employee's own illness, to care for a family member, or for other medical, legal, or other personal business reasons which can only be scheduled during regular school hours. PTO may also be used for religious holidays. PTO may only be used during instructional days.

Your supervisor must be notified of PTO requests as far in advance as possible for pre-scheduled days. If a conflict occurs that would inhibit school operations, a PTO request may be denied. For example, a leave request may be denied if PTO has already been approved for other staff members and additional staff members on leave would cause insufficient staffing of the school. A leave request using PTO for more than 3 consecutive days must be submitted at least 3 weeks in advance with a proposed plan, including substitute plans, for covering your essential duties during your leave.

PTO will accrue annually, effective July 1.

All Full-Time employees will accrue 12 days of PTO, based on their standard daily work schedule. Employees who generally work 8 hours a day will receive 96 hours of PTO, and employees who generally work 6 hours a day will receive 72 hours of PTO.

Although the actual instruction day may be less than 8 hours, teaching employees have additional duties and are considered to be scheduled for 8 hours per school day. PTO can be taken in one-hour increments.

PTO will not be granted before or after a designated holiday or school break based on the approved school calendar, or within the last 30 days of the school year, without documented substantiation of the need for the time off.

Staff that are expected to work 260 days will receive an additional three (3) days of PTO.

Unused PTO does not carry a cash value, is not paid out at time of termination, or carried over to a new year.

Advertisement of Employment Opportunities

In order to attract the best faculty and staff, ICA strives to post all open positions on the School's website and utilize other local and national services. Questions regarding an opening or potential employment should be directed to the Head of School.

Harassment and Discrimination

Harassment and discriminatory behavior are not tolerated at Ivy Classical Academy and will be handled in accordance with School policy. The Board of Directors affirms the right of all students and staff to be protected from intimidation, discrimination, physical harm, and harassment.

Behavior that denies civil rights or access to equal educational opportunities includes comments, name-calling, physical conduct, or other expressive behavior that demeans an individual or group. It likewise includes behavior that creates an intimidating, hostile, or demeaning environment for education.

Individuals or groups on school property or at school activities are in violation of this policy if they:

- Make demeaning remarks directly or indirectly, such as name-calling, racial slurs or “jokes.”
- Physically threaten or harm an individual.
- Display demeaning visual or written material or deface school property or materials.
- Threaten to or actually damage, deface, or destroy private property of any person.

Anyone who believes that he has been the subject of harassment or discriminatory behavior is strongly encouraged to report the incident immediately to the Head of School or Director of Operations.

Confidentiality regarding all reports will be maintained whenever possible. The Head of School or designee will investigate reports about harassment or discriminatory behavior immediately.

Anyone who has witnessed harassment or discriminatory behavior should report the incident immediately to a teacher, the Head of School, or Director of Operations. Confidentiality regarding all reports will be maintained whenever possible. (It is recognized that administrators and faculty have a greater role in implementing this policy and eliminating harassment.) Reports about harassment or discriminatory behavior will be investigated immediately.

Any student who violates this policy by engaging in the conduct defined above will be required to attend a meeting with his parent/guardian and the Head of School and/or Dean of Students. The student will be subject to appropriate disciplinary action including suspension or expulsion.

Any staff member who violates this policy by engaging in discriminatory conduct will be subject to appropriate disciplinary action. This action may range from a verbal reprimand to termination.

Sexual Harassment/Abuse

Ivy Classical Academy maintains a working environment free from sexual harassment/abuse and insists that all faculty, staff, and students be treated with dignity, respect, and courtesy.

Harassment/abuse on the basis of sex is a violation of federal law. In addition to being illegal, sexual harassment/abuse will be considered a breach of professional conduct. Any conduct or communication which constitutes sexual harassment/abuse is strictly prohibited. Any faculty or staff member guilty of such conduct will be subject to disciplinary action.

Sexual harassment/abuse is defined as unwelcome sexual advances, requests for sexual favors, and any other conduct of a sexual nature whereby:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions, including decisions to hire or terminate, promote or demote, or grant or deny privileges or benefits.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

Prohibited conduct includes but is not limited to:

- Repeated, offensive sexual flirtations, advances, or propositions, verbal "kidding," abuse, or harassment;
- Continued or repeated verbal remarks of a sexual or demeaning nature;
- Graphic verbal commentaries about an individual's body;
- Sexually degrading words used to describe an individual;
- Displays of sexually suggestive objects or pictures;
- Sexually explicit language or jokes;
- Pressure for sexual activity;
- Unwelcome touching of any kind;
- Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, employment status, or similar personal concerns.

A faculty or staff member may file a report of sexual harassment with the Head of School or Board of Directors. Students may report a case of sexual harassment/abuse to a teacher or any member of the school leadership team. All matters involving sexual harassment complaints will remain confidential to the greatest extent possible. Reporting sexual harassment will not reflect upon the individual's status or affect future employment, work assignments, or grades.

The School strongly encourages faculty and staff who believe they have been sexually harassed to report such incidents using the following procedure. All faculty and staff, including those who file complaints, as well as those accused but found to be innocent, will be afforded protection from retaliation within the work environment.

- A faculty or staff member believing that he has been sexually harassed should immediately report the incident to the Head of School. If the Head of School is the alleged cause of the problem, or seems unwilling to resolve the issue, the faculty or staff member should contact the Board of Directors, preferably in writing.
- Every reported incident of sexual harassment will be thoroughly and promptly investigated by the Head of School. The Head of School, and all faculty and staff involved in the investigation, will respect the confidences and sensitivities of all persons involved in the incident. All involved individuals are expected to cooperate.
- If, after investigation, the Head of School determines that the charges of sexual harassment are substantiated, appropriate disciplinary actions will be taken. The disciplinary action may include, but is not limited to, a verbal warning, transfers, demotions, or terminations.

- The Head of School will promptly communicate to the faculty and staff involved the results of the investigation.
- If the alleged victim or the accused disagrees with the results of the investigation, an appeal may be made to the Board of Directors within five days of notification of the results. After considering the appeal, the Board of Directors will render the final decision regarding the incident.

The School requires that faculty and staff who suspect sexual harassment/abuse of a student report it to child protective services.

Drugs, Alcohol, and Tobacco

Ivy Classical Academy is a drug- and alcohol-free workplace. Drug and alcohol use by faculty or staff members is not tolerated on school premises. A conviction of an alcohol or drug related crime will result in termination.

Employees are responsible for notifying their supervisor or the Head of School within 5 days of any arrest or conviction.

Smoking is prohibited in the building and on the property, including the parking lot. Faculty and staff are expected to set a positive example for students concerning the use of tobacco by following the district and state laws regarding tobacco possession and its use.

If drug use is suspected while an employee is at work or at any school-related event, the School may require a drug test. If an employee refuses the test, he or she may be terminated.

Accident Reporting

All accidents, whether or not resulting in personal injury, that you are involved in that arise out of or during the course of your employment, involving ICA vehicles or your vehicle while doing business for ICA, ICA equipment, or people, no matter how trivial, must be reported to the Head of School as soon as practical, including injuries or conditions that manifest themselves at a later time. This ensures that proper treatment is provided and enables us to comply with the workers' compensation laws.

In the case of a serious or life-threatening injury, contact 911 immediately and then notify your supervisor.

Any illness or injury you sustain in recreational activities on School grounds, regardless of when such activities are conducted, are your sole responsibility. The School assumes no responsibility for any such illness or injury.

Family Education and Privacy Act (FERPA)

For more details on FERPA, see ICA's Family Handbook.

Student education records are official and confidential documents protected by one of the nation's strongest privacy protection laws, the Family Education Rights and Privacy Act of 1974 (FERPA). FERPA applies to schools that receive federal education funds, and non-compliance can result in the loss of those funds.

Confidential education records include, but are not limited to, student registration forms, graded papers, student information displayed on a computer screen and social security numbers linked to names. All employees who work with or around education records are required to keep this information strictly confidential and secure in order to protect the rights of students.

FERPA provides that:

- Parents have the right to inspect and review their child’s education records, to the exclusion of third parties. These rights are transferred to the student when he or she reaches the age of 18 or attends a school beyond the high school level (“Eligible Student”).
- Parents and Eligible Students have the right to request that a school correct records believed to be inaccurate or misleading.
- Institutions may not disclose information about students, nor permit inspection of students’ records, without written permission from the parent or eligible student, unless such action is covered by certain exceptions as stipulated in FERPA.

Intellectual Property Rights

Ivy Classical Academy uses curricula, resources, and training from the Barney Charter School Initiative American Classical Education K-12 program, and these are provided through a licensing agreement. The materials themselves are the intellectual property of the American Classical Education K-12 program and should be treated accordingly.

In the course of work at ICA, teachers will develop curriculum maps, syllabi, lesson plans, assessments, and various other materials for use in their classrooms and the school community. With the exception of a teacher’s own notes (e.g., lecture notes), these materials are the intellectual property of ICA. When teachers are no longer employed at the school for any reason, they must turn in copies of all such materials to the Head of School or his designee. Teachers wishing to keep and/or use these materials outside of ICA should consult with the Head of School.

The purpose of this arrangement is twofold: first, to establish that paid work done on behalf of ICA is the property of the school, not the individual staff, faculty, or consultant; second, to ensure that the school builds on its institutional knowledge and experience each year despite faculty turnover.

Outside Employment

The School expects that a full-time position at the School is the employee’s primary employment. Any outside activity must not interfere with the employee’s ability to perform properly the job duties at the School.

Tutoring, Private Coaching, and Private Lessons

ICA is a challenging school, and parents often ask teachers if they are willing to provide tutoring, private lessons, or individual athletic coaching outside of school hours. There are several types of tutoring available. If you would like to make yourself available for tutoring, please notify the Dean of Curriculum and Instruction. Please see below for guidelines.

- Tutoring from a teacher to a student enrolled in that teacher’s class or on the coach’s team: If a teacher or coach makes him or herself available before or after school to provide extra help, he or she may not charge the parent for providing that service, even if the parent offers

to pay for it. Tutoring or coaching of this kind should always happen on campus or at the location of normal athletic practice.

- Tutoring from a teacher to a student not enrolled in that teacher's class: If a teacher is not responsible for grading a student, that teacher may accept money in exchange for tutoring or coaching the student as long as there is no other conflict of interest. Teachers may provide this service to students, but not on campus. They may charge the parent for the service. The recommended rate is \$25-\$30/hour, though teachers who tutor in advanced subjects like Calculus, advanced science, or philosophy may charge more—\$40 or \$50 per hour. If you are interested in making yourself available for private tutoring please let the Dean of Curriculum and Instruction know and he/she will add your name to the list of tutors available at the front office.
- Private tutoring from other school students: Successful ICA students in grades 9-12 may make themselves available for private tutoring on or off campus. Except in special circumstances, students should only tutor other students who are at least 2-3 grades younger. To apply to be a private tutor the student must first seek permission from the Dean of Curriculum and Instruction. After permission is granted the student's name will be added to the tutoring list available at the front office. The recommended rate for student tutoring is \$15/hour.
- Tutoring from the National Honor Society: Members of the National Honor Society are available for tutoring during study hall. Students who receive NHS tutoring will be assigned a particular student to work with. This is a free service—NHS members may not charge. NHS tutoring must always happen on campus.

Communications and Computer Systems Security and Usage

ICA's communications and computer systems are intended for business purposes and may be used only during working time; however, limited personal usage is permitted if it does not hinder performance of job duties or violate any other School policy. This includes the voicemail, e-mail, and Internet systems. Users have no legitimate expectation of privacy in regard to their use of these systems.

School administration may access the voicemail and e-mail systems and obtain the communications within the systems, including past voicemail and e-mail messages, without notice to users of the system, in the ordinary course of business when ICA deems it appropriate to do so. The reasons for which ICA may obtain such access include, but are not limited to, maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that Academy operations continue appropriately during an employee's absence.

Further, ICA may review Internet usage to ensure that such use with Academy property, or communications sent via the Internet with Academy property, are appropriate.

Since School communication and computer systems are intended for business use, all employees, upon request, must inform administration of any private access codes or passwords. Unauthorized duplication of copyrighted computer software violates the law and is strictly prohibited. No employee may access, or attempt to obtain access to, another employee's computer systems without appropriate authorization.

Non-Disparagement of the School

As an employee of ICA, faculty and staff members have a special responsibility to represent the School to our community and beyond, and disparaging comments made by employees about the School are likely to substantially hurt the School's reputation. The ICA Board and administration therefore expect that employees will not directly or indirectly defame, disparage, or publicly criticize the services, business, integrity, or reputation of the School, its Board, or its employees. Employees and former employees acting in violation of this expectation will be met with disciplinary consequences and/or legal action. Employees with grievances should follow the grievance protocols explained in this handbook and in the ICA Family Handbook.

ACKNOWLEDGEMENT OF RECEIPT AND STAFF HONOR CODE

This Faculty/Staff Handbook is an important document intended to help you become acquainted with Ivy Classical Academy. This Handbook will serve as a guide; it is not the final word in all cases. Individual circumstances may call for individual attention.

Please read the following statements and sign below to indicate your receipt and acknowledgment of the Ivy Classical Academy Faculty/Staff Handbook, and your willingness to serve the School's mission and Staff Honor Code:

- I have received and read a copy of the Faculty/Staff Handbook. I understand that the policies, rules, and benefits described in it are subject to change at the sole discretion of the School's Board of Directors at any time. I understand that this Handbook replaces (supersedes) all other previous handbooks.
- I further understand that all employment with the School is "at will," which means that my employment can be terminated with or without cause, and with or without notice, at any time, at the option of either the School or myself, except as otherwise provided by law.
- I understand that no employee agreement other than "at will" has been expressed or implied, and that no circumstances arising out of my employment will alter my "at will" employment relationship unless expressed in writing, with the understanding specifically set forth and signed by myself and the Board of Directors of the School. I specifically understand that this Faculty/Staff Handbook does not constitute a contract between the School and me.
- I am aware that during the course of my employment confidential information will be made available to me. I understand that this information must not be given out or used outside of the School's premises or with non-Ivy Classical Academy Faculty and staff other than ICA's Board of Directors. In the event of termination of employment, whether voluntary or involuntary, I hereby agree not to utilize or exploit this information with any other individual.
- I understand that my signature below indicates that I have read and understand the above statements and have received a copy of the Faculty/Staff Handbook.
- Faculty Pledge: I pledge to encourage my students to be honest in word and deed, dutiful in study and service, and respectful and kind to others. I will help my students aspire to excellence in wisdom, justice, temperance, courage, compassion, and wonder. I will keep this pledge by my words and instruction, and also by my example.

Printed Name _____

Position _____

Employee Signature _____ Date _____