



IVY CLASSICAL ACADEMY
FAMILY HANDBOOK
2024-2025

Ivy Classical Academy
ivyclassical.org
Phone: (334) 595.5580

2024-2025 Family Handbook

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INTRODUCTION

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

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.”

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.

A Note from the Head of School

Dear Parents and Students,

Welcome to Ivy Classical Academy, and thank you for choosing this school among the many schooling options you have. 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.

Parents, in choosing classical education for your child, you have chosen a more difficult path, but one that brings great rewards for those who travel it well. Our school hopes not merely to care for your students, but to help them fill their minds with knowledge. Our methods are the old-fashioned ones—we diagram sentences, we read the great and difficult books, we memorize and recite poetry, we do mathematical proofs. We do things the hard way because we know that there are no shortcuts when it comes to understanding, and because we believe that the things we study are worth the effort. At Ivy Classical Academy, we want to really know things, not just appear to know them. We are focused on providing something increasingly rare: an education that is good for its own sake. At Ivy Classical Academy, we believe that a liberal education in the sciences and the humanities is inherently good—something worth having apart from the many good things that can come from it.

Schools like ours often produce impressive students, graduating seniors with high ACT scores, excellent college applications, and the opportunity to be doctors or lawyers once they finish college. We hope that our first graduates will be impressive as well, but we do not think that making them merely impressive is the primary mission of our school. We believe that even the highest accolades are worth nothing if the person who earns them does not deserve them. In the end, what good does a perfect ACT score do for a human being who lacks the virtues? Instead, we think that our work is to help our students learn to be good, to teach them to be men and women with sound minds and well-formed characters. We hope to help them become thoughtful judges of their own happiness and forces for what is right in the world.

Liberal education, education that is good for its own sake, is the education that makes human beings free—free to consider the world as it is and endeavor to understand it over time. Liberal education teaches an independence that is unavailable to a person trained for a particular career in a particular set of skills. The liberally educated person is open to the world, but also well-grounded in knowledge and in virtue, so he or she is free to ask the most important questions for human beings and then reason through those questions well. The liberally educated person understands him- or herself, and because he knows that his character is his most important possession, he cares for it above all.

In choosing Ivy Classical Academy, you have chosen a very particular kind of place. To honor the choice that you have made, we promise to treat your children's education as an end in itself. We promise to help them learn to be virtuous, not just credentialed. We promise to educate them to be thinkers, not merely to train them for a particular profession. We promise to challenge them to help them see what they are capable of. We promise to pursue the truth without shame and without agenda. We promise to help your children know themselves, and to help them cultivate their minds and their characters in accordance with virtue.

We ask that you support our school in the community and to your children. This important and difficult education relies upon a close partnership between parent and teacher. Because a classical school aims for more than just supervising students, or training them for careers, we cannot go about our work without you. We ask that you get to know us, and get to know classical education. We encourage you to learn about our curriculum and the mission of our school by visiting our website. We invite you to schedule observations of our classrooms to see firsthand what your child

is learning and how instruction in a classical school works. When you have questions about something your student is learning or a method used by a teacher, we hope you will ask us.

We hope you will display to your students the core virtues we teach— wisdom, justice, temperance, courage, compassion, and wonder. Help us teach them to understand themselves and to develop the good habits that lead to moral virtue. Above all, help us demonstrate to them that learning is not just for young people. Show them through example that curiosity about the world along with the good judgment to understand it well is the truest and best source of human happiness. I thank you for your support of our school, and I look forward to an excellent first school year.

All the best,
David Withun, Ph.D.
Founding Head of School

SECTION 1: SCHOOL LIFE & DECORUM

School Hours

School Hours: Monday-Friday 8:00 a.m. - 3:00 p.m.

Front Office: Monday-Friday 7:30 a.m. - 4:00 p.m.

Closed weekends and during school holidays

Summer Office Hours: Monday-Thursday 9:30 a.m. - 2:30 p.m.

Phone: (334) 595.5580

Email: info@ivyclassical.org

Attendance email: attendance@ivyclassical.org

Student Drop-Off and Pick-Up

Students should begin arriving at 7:30 a.m. Faculty, staff, and volunteers will be at the front of the campus in the morning to escort our younger students from their vehicles to the building. Other staff will be inside to supervise students on their way to class. At 8:00 a.m. our doors will be locked to ensure the security of students and staff.

Car Line

Procedures for drop-off and pick-up give priority to the safety and security of all students. Parents are expected to cooperate fully to ensure that the process is safe and orderly. The school will release students only to parents, legal guardians, or adult designees. The adults driving through the carpool line are expected to serve as role models by always exhibiting courteous behavior. Please share these policies and procedures with anyone who will be picking up your child as everyone in the car line is expected to know and follow the procedures.

1. Parents should familiarize themselves with the PikMyKid application by visiting <https://ivyclassical.org/carline/> and reviewing all available training resources. For additional support within the program, parents should engage with the help resources within the application and/or email support@pikmykid.com.
2. Parents must register their transportation plans within the PikMyKid prior to participating in the carline.
3. Student transportation changes can be made through the app no later than 1:30 p.m. If a change must be made after 1:30 p.m., please call our front office manager at 334-595-5580 to coordinate the change.
4. Entrance into the carline begins on the west side of the campus from Old Farm Lane.
5. To ensure safety of our students and faculty, all parents must observe the patterns of traffic cones and follow the instructions of carline staff.

Parking

The school will communicate designated parking spaces. Employees and parents are asked to adhere to the parking plan. No parking is permitted outside of approved parking areas.

The school has established five “five-minute parking only” spaces near the entrance to the main office to facilitate carline needs, deliveries, etc. Parents and visitors who will remain at school for more than 5 minutes should park in the designated visitor spots.

Attendance

Classical education is highly interactive and requires consistent and punctual attendance. Because the classical approach relies heavily on classroom discussion among students and teachers, most work done in class cannot be made up if a student is absent. For this reason, parents should exercise

prudence and make every reasonable effort to ensure that students do not miss class, including restricting trips to the allotted breaks.

All students, regardless of age, enrolled at Ivy Classical Academy are required to be in continuous attendance, according to Alabama law. Prompt and regular attendance at school provides students with the skills needed for future success and aids in the development of good character. While occasional absences are unavoidable, state law places the responsibility for regular attendance upon the parent/guardian. The Code of Alabama (16-28-15) requires that a written note from the parent/guardian stating the reason for the absence must confirm every absence (to include check-outs and check-ins) within three (3) school days. Parents may provide this written notice by emailing attendance@ivyclassical.org. In addition, it is the responsibility of the parent to notify their child's teachers of any absences and to request any make-up work.

Failure to furnish the written explanation for the absence may result in the student being considered truant with the knowledge of the parent/guardian or person in control of the student. Participation in legitimate school activities or special reasons acceptable to the Head of School may be excused if permission is granted prior to the absence.

Any student who accumulates seven (7) excuses that have not been verified by a physician's statement, may be required, at the discretion of the Dean of Students or Head of School, to secure a physician's statement for all future absences.

Any student who has accumulated more than fifteen (15) excused or unexcused absences may be considered for retention in the Lower School (Grades K-5). In addition, any student in the Upper School (Grades 6-12) who accumulates more than seven (7) unexcused absences or fifteen (15) excused or unexcused absences in a full-year class may be denied credit for that course. Students will not be permitted to make up work for unexcused absences. Students in the Upper School (Grades 6-12) who accumulate more than four (4) unexcused absences or seven (7) excused or unexcused absences in a single semester class may be denied credit for that course.

Absences

Written documentation must be submitted no later than three (3) days after the student returns to school. After three (3) days an excuse will not be accepted, and the absence will be regarded as truancy.

On the day of the student's return to school, he/she must arrange with the teacher for make-up work to be completed at a mutually agreed upon time. If the student fails to make arrangements or fails to meet the deadline, he/she will receive a zero for the missed work.

Students whose absences are excused should be prepared to complete make-up work the day they return to school. Given that much of what happens in a classical classroom involves group discussion and notetaking, this may involve copying other students' notes during their free periods. Excused absences include, but are not limited to:

1. Illness
2. Court-required appearance
3. College visit
4. Death in the immediate family
5. Emergency conditions as determined by the Head of School
6. Religious observances
7. Prior permission of the Head of School with consent of the parent/guardian

Unexcused absences include, but are not limited to:

1. Failure to start the school year on time
2. Truancy
3. Missing a ride
4. Suspension
5. Unauthorized trips, such as family vacations without prior permission, including shopping, hunting, fishing, ball games, etc.
6. Birthdays or other celebrations
7. Updating an expired immunization form
8. Any absence for which a written excuse was not provided within three (3) days

Check-outs/Check-ins

Ivy Classical Academy's campus is closed during the school day to encourage friendship among all our students. Students may not be taken from the school or playground unless parents have signed them out in the office.

In the case of divorce or separation of the parents, both parents shall have full rights until legal notification is provided to the school limiting the rights of either parent.

School-sponsored activities require a teacher or sponsor to be responsible for the students. Students may not leave the activity or event with their own parent unless prior written authorization is given to the teacher or sponsor from the Head of School.

Check-outs, check-ins, and tardies will be considered as absences from those class periods missed and treated as any other absence.

Students who leave school for any reason must check-out through the school office following the school's check out procedure. Only persons whose names appear on the school's registration form may check-out students unless the school receives permission in writing in advance from the parent/guardian. Written permission is to be given first by the parent/guardian or "emergency person" shown on the school's registration form before each check-out, except in cases of sudden illness, accident, or similar incident where telephone confirmation is the only alternative.

Excused/Unexcused will be determined based on whether an excuse is submitted for check-in/out. Students are required to bring a written note when they return to school from a check-out.

Tardies

Each tardy or early release prevents students from engaging their classes appropriately. In order to get the most from class, students must begin and end on time. Tardiness refers to any occasion in which a student arrives after 8:00 a.m. or after the established school or class start time. Early release refers to any occasion in which a student leaves before 3:00 p.m. or before the established school or class finishing time.

Tardy to School

Students are required to report to school no later than 8 a.m. Tardiness to school is excused for the same reasons as absences. Personal vehicle problems will not be considered an excused tardy. 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.

Tardy to Class (Upper School)

A student is considered tardy to class when he/she is not in the classroom ready to learn at the designated start time for that class period. Any student who does not arrive at class prepared and on time will be subject to disciplinary action.

Truancy

The parent/guardian will be notified in writing by the school when a student has accumulated an unexcused absence.

According to Alabama law, all absences that are not explained by a written excuse within three (3) school days are considered truancy. At that time, the parent will be provided a copy of Alabama's compulsory school attendance laws and advised of the penalties and procedures that will be followed in the event of further unexcused absences. If a parent/guardian believes that the school's attendance record is in error, he/she should contact the school.

The Dean of Students will contact the parent/guardian with a written notice when a student has accumulated three (3) unexcused absences.

Upon the fifth (5th) unexcused absence, the Dean of Students will send a follow-up letter scheduling a conference with the parent/guardian, student, and Dean of Students. At this meeting, the parent/guardian and student will be notified that the following consequences may occur if any more unexcused absences are accumulated during the remainder of the school year:

- Participation in the Early Warning Truancy Prevention Program provided by the juvenile court
- Possible referral to the Helping Families Initiative Program
- Possible retention/denial of credit
- Appearance in juvenile court

Failure to attend the school conference for five (5) or more unexcused absences will result in a referral to the Early Warning Truancy Prevention Program.

If a student accumulates seven (7) unexcused absences, the Dean of Students will file a request with the Elmore County Juvenile Probation Office for an Early Warning Truancy Conference. This will require the parent's/guardian's and student's attendance at a meeting with the Dean of Students and the Chief Juvenile Probation Officer at an Early Warning Truancy Prevention Conference. Failure to attend the Early Warning Truancy Prevention Program may result in a petition being filed by the Dean of Students for the parent/guardian and student to appear in juvenile court and/or a referral to the Helping Families Initiative Program.

If a student accumulates an additional truancy after an Early Warning Truancy Conference, or if the parent and student do not attend a scheduled Early Warning Truancy Conference, the family may be referred to the Helping Families Initiative Program.

If a student accumulates three (3) additional unexcused absences after an Early Warning Truancy Conference during the school year, a total of at least ten (10) unexcused absences, the Dean of

Students will file a petition for the parent/guardian and the student to appear in juvenile court and the Head of School may decide to retain the student in the current grade.

Denial of Credit (Upper School)

Upon the third (3rd) unexcused absence, a follow-up letter scheduling a conference with the Dean of Students, School Counselor, student, parent, and teachers will be required. The student and the parent/guardian will be notified at the conference that he/she may be denied credit. If a student receives seven (7) unexcused absences in a full-year course or four (4) unexcused absences in a half-year course, the Head of School may decide to deny credit for that course.

Extended Excused Absences

Ivy Classical Academy recognizes the individual nature of extended excused absences including, but not limited to, such situations as acute or chronic illnesses/injuries, a terminally ill family member, or a death in the family. Families can expect to be informed by the Head of School or his designee of the general expectation of the faculty related to the completion of assignments and, as applicable, to the student's status for promotion to the next grade.

To Report an Absence

Parents must provide a written excuse for absences within three (3) school days of the absence. Parents may email attendance@ivyclassical.org with the excuse. An excuse must be provided for each day that a student is absent. The school will send a daily email to parents for unaccounted absences.

College Visit Absence Requests

Upper School students who meet the following criteria will be allowed to have two excused days of absence for a college visit during their Junior year and two excused days of absence for a college visit during their Senior year:

1. The student must be on track to graduate on time.
2. The student must be classified as a Junior or Senior based upon credits earned.
3. The student must be passing all coursework.
4. The student must have attendance, including both excused and unexcused absences, greater than 90%.
5. The student cannot have any disciplinary issues.

Students must submit a "College Visit Absence Request Form" to the office at least two days prior to the day requested for a college visit.

Early Drop-off and Late Pick-up

Students may not be dropped off before 7:15 a.m. and must be picked up by 3:30 p.m. Students with siblings in clubs or athletics must still be picked up or wait outside with a parent/guardian at 3:30 p.m.

Students who are still on campus and not participating in a club or athletics at 3:30 p.m. must wait for a parent/guardian in the front office. The late fee for pick-up after 3:30 p.m. is \$10 for the first minute and \$1 per minute thereafter.

Uniform and Personal Appearance

A school uniform is crucial to a successful classical school, accomplishing three key goals. First, it diminishes the burden of thinking about clothing and fashion that can become all-encompassing for many students. This removes distractions in the classroom and redoubles focus on the task at hand.

Second, it helps students take school more seriously by acknowledging that, through dress, we respect fellow classmates, teachers, and the common enterprise of education. Third, it develops school identity and pride. All students are therefore expected to adhere to the school uniform policy. When questions about particular aspects of the uniform arise, the student is expected to follow the general and leading spirit of the policy, which is to diminish distractions, show respect, and elevate the tenor of the school.

Students must be in uniform in order to attend class. Students not in uniform will be sent to the office. The office will keep a limited inventory of basic uniform items that a student may be permitted to wear in order to meet uniform requirements and return to class (in most cases with a tardy slip). Loaned items will be carefully tracked and must be returned in clean, like-new condition. In the event that the office does not have appropriate uniform items for a student out of uniform, the student must call a parent or guardian. Parents will either bring acceptable attire, or students will be sent home. These absences are not excused.

French Toast is the sole uniform provider for ALL uniform pieces. The uniform and dress code policy is that students will dress according to the mandatory and optional items listed on the Board-approved uniform policy for boys and girls, respectively, plus the following series of directives. Basic details for the school uniform, including ordering information, can be found on the Ivy Classical Academy website.

Additional Uniform Provisions

- Students may wear their own outerwear (coats, sweaters, vests) to school and on the playground. If a student is cold in the classroom, he or she should wear one of the long sleeve uniform items, or one of the uniform outerwear items.
- All students must be in uniform at all times. NO OTHER clothing other than uniform tops and bottoms are permitted. No outside tops, jeans, or bottoms are permitted in the building.
- All shirts must be tucked in.
- Skirts and shorts shall fall no higher than 2 inches above the knee.
- Leggings or tights may be worn underneath clothing but must be ankle length or footed in a solid color—gray, navy, white, or black. Leggings are not to be worn without other bottoms on top.
- Girls may wear gym shorts or compression shorts underneath their skirt, so long as these are not visible when the student is standing.
- Students may use any backpack as long as it is clean and tasteful.
- All girls' and boys' polo shirts may have the top button unbuttoned. All other buttons must be buttoned.
- Modest jewelry is allowed. An object that has a purpose other than jewelry cannot be worn as jewelry (i.e. chains or collars). Students may wear no more than two necklaces at one time and necklaces must be tucked into the front of the shirt.
- Hats and sunglasses are not to be worn in the building. Hats include visors and bandanas.
- Religious headgear is permitted when worn for religious purposes.
- All Lower School (K-5) students must wear non-marking white or black tennis shoes with a white or black logo. Dress shoes, boots, moccasins, and slippers are not permitted.
- Upper School (6-12) students may wear non-marking tennis shoes or dress shoes.
- Socks, shoelaces, hair ties, clips, bows, and headbands should be solid white, black, or navy blue.
- Belts must be worn in all grades except Kindergarten and must be black. No lettering or oversized belt buckles are permitted.

- Good personal hygiene is required at all times. This includes wearing neat, clean clothing. In addition, clothes may not be ripped or torn.
- Strong/offensive body odors are inappropriate.
- The use of perfumes, oils, and body sprays by students should not inhibit the learning environment and smells should not be detectable in the course of a normal school routine. Smells of this nature that saturate a room often cause headaches, exacerbate allergies, and cause a disruption to the learning environment. Should this occur, students will be excused to the front office to call home.
- Should a student require reasonable uniform alterations based on religion, disability, or medical condition, please contact school leadership.
- All school-sponsored events, including after school and weekends, are subject to school uniform policy.

Lost and Found

The student Lost and Found is in the front office. Students are responsible for retrieving their misplaced items. Due to limited space, all unclaimed items will automatically be donated to either Goodwill or the school uniform store on the last school day of each month.

Discipline

At Ivy Classical Academy we seek virtue in all its forms, and we focus specifically on the virtues of wisdom, justice, temperance, courage, compassion, and wonder. We hope that regular recurrence to these virtues in our learning, social interactions, and discipline will help students learn self-governance and strive toward excellence in all areas of life.

The emphasis on virtue at Ivy Classical Academy is not primarily intended as a discipline policy: we aspire to excellence for its own sake, because it is good, and because we are made better as we aspire to it. We have bound our commitment to virtue into an Honor Code that we ask our families and students to sign as a common pledge. All our students memorize and recite this Honor Code at the beginning of each school day.

Honor Code

The Ivy Classical Academy 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.

At the end of the Family Handbook is a separate page with the honor code and a place for parents and students to sign as a pledge of acceptance and agreement. At least one parent from each family is required to sign the pledge. All students in the Upper School (Grades 6-12) are also required to sign it.

The Purpose of Discipline

The main purpose of all discipline is to teach moral and intellectual virtue. Self-discipline arises from a desire for virtue, and without that desire, a student will falter when laws and rules are silent. A secondary purpose is to foster an orderly and disciplined environment in which all students can learn and develop friendships. Order and discipline are the foundation for a thriving school culture. Any departure from proper decorum is liable to disciplinary action. Because not all students respond to the same arguments, incentives, or punishments, any discipline policy must be at once equal to all students and consistently applied, and also fitted to both the nature of each individual student and the circumstances in which any misbehavior occurs.

Consistent School-Wide Rules

Teachers, coaches, and other staff members across all grade levels will post prominently and train all students in our fundamental three classroom 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 in civility and politeness entails that they respect themselves, their peers, and teachers, as well as respecting property. These forms of respect are imperative to building the school culture we desire.

Simple, Age-Appropriate, Consistent Classroom Procedures

Each teacher will follow and enforce our schoolwide classroom procedures in a manner that is age-appropriate. Consistent classroom procedures help students navigate the school day successfully. Those procedures, however, should not be elevated to the level of a “rule.” Violation of class procedures only becomes a disciplinary issue if the student has been effectively trained in a procedure but willfully violates it, thereby violating one of our three school-wide rules.

Reasonable Consequences

Ivy Classical Academy will make every reasonable effort to support students in learning the skills necessary to enhance a positive school environment and avoid negative behavior. Minor disciplinary issues should be addressed at the classroom level by teachers. School discipline should always be reasonable, timely, fair, age appropriate, and should match the severity of the student’s infraction.

Responsibility for Discipline

In most cases, teachers will be able to manage student behavior and communicate with the parents if needed. Teachers will be assertive in controlling their classrooms, through both positive reinforcement of good behavior and redirection and retraining if students engage in negative behaviors. In some situations, either due to the seriousness or repetitive nature of the negative behavior, intervention by the appropriate school administrator is warranted.

The Head of School and Dean of Students are the only staff members responsible for implementing suspension or expulsion. If the student’s parents would like to appeal the decision of the Dean of Students, they may contact the Head of School’s office to schedule a meeting. If the parents/guardians wish to appeal the Head of School’s decision, they may send a written appeal to the Head of School, who will provide the appeal to the members of the Governing Board. The Governing Board will convene to determine if the Head of School used best judgment and followed applicable laws and regulations and did not exercise prejudice in any manner when making the decision to suspend or expel.

During extracurricular activities, the coach, teacher, or other assigned school member reserves the right to deny athletic or extracurricular participation to any student whose inappropriate actions or conduct are not specifically covered in this handbook or individual team rules.

General Behavioral Expectations for Students

All schoolwide procedures and the reasons for them are explained in detail in our School Culture Plan. In addition to our three school-wide rules, we will train students in all grades in the following specific behaviors:

1. Follow all classroom procedures.

2. Stand when answering a question in a formal setting.
3. Walk quietly and calmly when inside the school building.
4. Stand when adults enter the room.
5. “Give me Five.” When the teacher raises her hand to establish order, the students give their attention and stop talking, with their eyes on the speaker, their hands still and empty, listening intently.
6. Take pride in and take care of the school facility and property.
7. Use “Sir” or “Ma’am” when addressing adults.
8. Respond when greeted. Shake hands when introduced to someone.
9. Open doors for others, and express gratitude when receiving that courtesy.
10. Appropriate etiquette at meals.
11. Make appropriate eye contact.
12. Maintain appropriate dress code.
13. Express gratefulness to teachers, parents, and other faculty and staff members.

Awards, Positive Recognition, and Weekly Assemblies

Rewards and recognition are an important way of reinforcing positive attitudes and behavior in students. The purpose of rewards, however, is to encourage students to internalize the belief that positive actions are good in and for themselves rather than because of any extrinsic motivations. Because our goal is to motivate students to understand the importance of good behavior on its own merits, food, candy, tokens, and similar items are not appropriate rewards and are not permitted at ICA.

Appropriate classroom rewards include such things as special recognition by the teacher and/or classmates, designating students with special classroom jobs that are highly desirable (for example, assisting the teacher with passing out items, holding the door open for the class, etc.), and opportunities for greater autonomy in the classroom, as age appropriate.

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 assembly on a shared spreadsheet. 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.

Each Monday, there is an all-school assembly in the cafeteria at 8:00 a.m. All students will be seated by class. These assemblies include the morning recitations, recognition for students who have done outstanding work in the previous week, and a short story, poem, or exhortation by the Head of School or other school leader related to that month’s focus virtue.

The last assembly of each month is an all-academy assembly 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.

Parents of all students are invited to attend ICA’s 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.

Disciplinary Interventions

Each Lower School teacher provides 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.

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.

Upper School merits and demerits will be communicated to parents via email daily.

For all students, the following represents the general series of disciplinary actions for minor infractions:

Students will be verbally redirected as needed. If the behavior is serious or repetitive, they will receive a mark on their Conduct Tracker (Lower School) or a demerit (Upper School). Both will be communicated to the parents. The number of warnings on the Lower School Conduct Tracker or the number of demerits that accrue for the same or related offenses will result in age-appropriate consequences, specifically ones that may help address the root of why the misbehavior occurred or that may reinforce for the student why the behavior was wrong, such as the completion of a Reflection Form (as age- and developmentally-appropriate). Serious or frequently repeated misbehavior that interrupts the learning environment will result in removal from class and a phone call home. The Dean of Students and/or Head of School will contact the parents and may ask the parents to conference with the teacher and administrator. The purpose of this conference is to determine a course of action to support the student's behavioral and academic success.

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. 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. Student may receive detention or suspension.

Third Level 2 Demerit:

Student is sent to the office and parents are notified. Student receives detention or suspension, as appropriate. A parent conference 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. 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 administrator 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, 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.

Relevant Factors in Making Discipline Decisions

When choosing appropriate consequences for a students' misbehavior, teachers, administrators, and staff must consider the following factors:

- Age, health, mental state, disability, or special education status
- Appropriateness of student's academic placement.
- Student's prior conduct, record of behavior, attitude.
- Seriousness of the offense and the degree of harm caused, and impact of the incident on overall school community.

Use of Out-of-School Suspensions and Expulsions

The use of measures such as out-of-school suspensions and expulsions should be minimized and follow a clear and documented path of escalation and interaction as described above. Suspensions or Expulsions are the responsibility of the Dean of Students and Head of School only.

Use of Suspension

If a student is suspended, he or she will be permitted to complete homework, receive missed assignments, and take tests or quizzes held during the students' time away from school. This may require the parent/guardian to obtain the necessary material from the school.

Use of Expulsions

The authority to expel a student lies with the Head of School, and any appeal will follow due process. The board will be involved in the due process of any appeals relating to suspension or expulsion. The purpose of the appeal is for the board to determine if the Head of School gathered the appropriate evidence, reached the correct conclusion, and handed out a measure of discipline appropriate for the violation.

Off Campus and After-Hours Behavior

The school's rules and expectations of students apply to students attending any and all school-sponsored activities including but not necessarily limited to regular school activities, transportation on school sponsored/provided transportation, field trips, athletic functions, and any other activities during which appropriate school personnel have supervisory responsibility for students.

Arrests and Referrals to Law Enforcement

If the Dean of Students or Head of School feels that a student poses a clear and present danger to the school, themselves, or other students, they will call in the appropriate law enforcement agencies. Such action should only be used as a last resort and incidents should be resolved without the involvement of law enforcement whenever possible.

All staff will receive training regarding student discipline and conduct, including which steps to take in a perceived emergency.

Due Process

In the event a student is facing suspension or expulsion, the school will always afford them due process. Students facing suspension or expulsion can appeal the Head of School's decision and will:

- Be allowed to call a parent/guardian and have the parent/guardian speak with the Head of School and/or Dean of Students.
- Be informed of the allegations and evidence against them.
- Have an opportunity to respond to the allegations, verbally or in writing, and present their version of events.
- Be informed of the right not to submit a written statement, if a written statement is requested.
- Have an opportunity to present evidence in their defense, including the right to have witnesses interviewed by the Head of School, Dean of Students, or other designee.

The school must also provide a written notice of suspension in a language that the parent/guardian can understand. Both the oral and written notices must:

- Inform the parent/guardian that the student has been suspended.
- Include the grounds for the suspension, the period of the suspension, and offer to schedule a time and place for the parent/guardian to meet with the Head of School and/or Dean of Students to review the suspension prior to or concurrent with reinstatement.
- State that make-up work will be provided during the period of suspension, and that the student's parent/guardian has the right to appeal the suspension and how to do so.

If an emergency requires immediate removal of the student from school, the Head of School, Dean of Students, or designee shall immediately notify the parent/guardian to determine the best way to transfer custody of the student to the parent/guardian.

While suspended, students shall be provided a reasonable opportunity to earn equivalent grades and academic credits as other students. They must also be provided the opportunity to make up tests, final examinations, and complete class and homework assignments while on suspension or within a reasonable time following the completion of the suspension. Suspensions are counted toward a student's unexcused absences.

Right to Appeal Suspension - School Administration

Students have the following rights during the appeals process:

- The right to request a meeting with the Head of School and/or Dean of Students within five days of the incident.
- The right to a representative being present at the meeting.
- The right to address the Head of School, Dean of Students, or appropriate designee on the evidence and the appropriateness of the penalty.
- The right to submit a dissenting opinion regarding the disciplinary action, and have it included in the student's disciplinary file.

The student's parent(s) or representative may, upon request, have access to the student's previous school records; this request must be made in writing (or email) within at least two (2) days before the appeal. If the records of one student contain information about another student, that information shall be redacted from the copy furnished to the student's parents or representative.

The Head of School must do the following:

- Review all written documents
- Determine if sufficient evidence exists to corroborate the violation
- Determine whether the penalty imposed was appropriate
- Provide a written decision within five days of the appeal

If it is determined that no violation occurred, all school records pertaining to the suspension will be expunged from the student's file, and a corrected copy of the student's file will be provided to the student's parent or guardian.

If the penalty is found to be disproportionate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the Head of School.

If the Head of School denies the appeal, the student and his or her parent/guardian must be notified of the right to a second appeal of the disciplinary action to be conducted by the Governing Board.

Right to Appeal Suspension – Governing Board

The student's parent/guardian may appeal to the Governing Board through the Head of School in writing within three (3) school days of receiving the Head of School's appeal decision.

Implementation of the penalty will be imposed pending the outcome of the appeal. New evidence may be admitted only to avoid injustice or to correct any facts presented earlier.

The Governing Board will convene an emergency meeting to conduct the appeals process. As a result of this hearing, the Governing Board will only reverse or alter the Head of School's decision in the instance the Board finds the Head of School's decision clearly in error or based on prejudice or discrimination. The decision put forth by the Governing Board is final and may only be appealed to a court of law.

Procedures for Expulsions

When a student is recommended for expulsion, the Head of School must, at the time of making such recommendation, give the student and the student's parent/guardian written notice of the recommendation in a language that they can understand. The notice must contain:

- Clear reasoning and documentation for the decision to expel the student
- The date set for the hearing, not to exceed ten days after the date of the notice
- A statement that the student may be present at the hearing to hear the evidence against them, an opportunity to present relevant evidence in their defense, and to notify parents/guardians that they can accompany the student or assign a representative of their choice

There shall be no expulsion without a hearing at which evidence may be presented on the student's behalf by the parent and/or an attorney or advocate of the parent/guardian's choice.

The student, parent/guardian, or representative must be allowed to question individuals presenting information.

Written statements made by the student may not be used as evidence unless his or her parent/guardian was present at the time it was signed by the student, or school officials had made reasonable attempts to have the parent/guardian present at the time of signing.

A written opinion notifying the student and his or her parent/guardian of the action taken must be issued within five days of the hearing. The period of expulsion shall not exceed one calendar year.

The Governing Board chairperson or a designee must also notify the student and his or her parent/guardian of their right to appeal the decision to the Governing Board within ten calendar days of the receipt of the notice. The notice must be in a language that the parent/guardian can understand.

Right to Appeal Expulsions

If an appeal is requested, the Governing Board must review the record and offer the opportunity for representatives of the school and the student to make statements to the Board. The Board must:

- Review all written documents
- Determine if sufficient evidence exists to corroborate the violation
- Determine whether the penalty imposed was appropriate
- Provide a written decision within five days of the appeal

If it is determined that no violation occurred, all school records pertaining to the expulsion will be expunged from the student's file, and a corrected copy of the student's file will be provided to the student's parent or guardian.

If the penalty was disproportionate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the Governing Board.

Information will be provided to the parent/guardian of every expelled student regarding educational alternatives available during the period of expulsion.

Specific Offenses

The following is a list of several specific offenses that are contrary to the expected conduct of Ivy Classical Academy students. Each of these activities will result in serious and immediate consequences for the student as described below.

1. Weapons and Deadly Objects

Possession of a deadly weapon will not be tolerated on school campus. Possession of a weapon will result in out-of-school suspension or expulsion. Possession of fireworks and explosives or the use of these items will also result in out-of-school suspension or expulsion.

2. Tobacco, Drugs, and Alcohol

Ivy Classical Academy is a tobacco, drug, and alcohol-free campus. Any possession or use of these substances is strictly prohibited. Possession, use or sale of real or counterfeit drugs will result in out-of-school suspension or expulsion, at the discretion of the Head of School.

Drug paraphernalia, whether possessed for use or with the intent to sell or distribute, will be an attempt to promote the distribution and use of illegal drugs and will result in suspension or expulsion.

3. Acts of Violence

Fighting is not allowed. This action is considered one of the most severe infringements on the rights of others. Acts of violence, whether directed at another student, teacher, or adult will carry a severe penalty. Possible disciplinary actions: In-school or out-of-school suspension or expulsion.

4. Stealing, Robbery, or Extortion

These offenses will result in in-school suspension, out-of-school suspension, or expulsion. The severity of the crime and the number of offenses will dictate the punishment.

5. Vandalism or Property Damage

Actions that cause or attempt to cause damage to school property will result in fines levied upon the student and their parent/guardian. The fine will not exceed the amount spent on repairing or replacing the damaged or broken property. Severe cases of damaging, defacing, or mutilating school property such as arson, damage to windows, playground equipment, computers, etc. may result in the suspension or expulsion of the student.

4. Profanity, Obscene Acts, Demeaning Racial Statements, and Vulgarity

These acts will be construed as an attack on the rights and privileges of other students who are attempting to receive an education and the rights of teachers to teach. Therefore, any incident of derogatory, hurtful, or insensitive remarks or statements will be a clear violation of the school's Code of Conduct. This policy will be enforced whether the infraction is caused through messages purposefully displayed on clothes, written, communicated verbally, or using physical gestures. The resulting disciplinary action will require changing offensive clothing, in-school suspension, out-of-school suspension, expulsion, or a combination of any of these actions.

5. Willful Disobedience

Intentional defiance of teachers, administration, or school staff will not be tolerated. Such action may be exhibited while coming to and from school, during the normal school day, on fieldtrips, or during school-sanctioned events or extracurricular activities. For the safety of the student, their peers and the establishment of a nurturing learning environment, respect for faculty, staff, and parents will be always displayed. Students are expected to demonstrate good citizenship and act in a reasonable manner as presented by the school's virtues. Students demonstrating willful disobedience or other misbehavior during field trips, after school, or during other extracurricular activities and events may not be allowed to participate in extracurricular activities for a period of time to be determined by the Head of School. Willful disobedience may result in out-of-school suspension or expulsion from Ivy Classical Academy, at the discretion of the Head of School.

6. Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature.

Other types of conduct that are prohibited and may constitute sexual harassment include: Unwelcome leering, sexual flirtations or propositions, unwelcome sexual slurs, labels, verbal abuse, derogatory comments or sexually degrading descriptions, graphic verbal comments about an individual's body, or overly personal conversation, sexual jokes, stories, drawings, pictures or gestures, spreading sexual rumors, teasing or sexual remarks about students enrolled in a

predominantly single-sex class, touching an individual's body or clothes in a sexual way, cornering or blocking of normal movements, displaying sexually suggestive objects in the educational environment; and any act of retaliation against an individual who reports a violation of the school's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

The school leader or designee shall take appropriate actions to enforce the board's sexual harassment policy. Sexual harassment may result in out-of-school suspension or expulsion from Ivy Classical Academy, at the discretion of the Head of School.

7. Act of Hate

Any violence or threat of violence, threat or attempting to cause or participate in an act of hate can be defined as willfully interfering with or threatening another person's personal or property rights because of race, ethnicity, national origin, religion, disability, or sexual orientation.

Speech that threatens violence, when the perpetrator has the apparent ability to carry out the threat, may be considered an act of hate violence. These offenses may call for reprimand, suspension, and/or expulsion.

8. Other Harassment

Intentionally engaging in harassment, threats, or intimidation against a student or group of students when the harassment is severe and pervasive and disrupts classes or creates disorder or an intimidating or hostile educational environment will not be tolerated. These offenses may call for a reprimand, suspension, and/or expulsion.

9. Bullying

Ivy Classical Academy's Bullying Policy includes, but is not limited to bullying based on an individual's:

- Race
- Sex
- Religion
- Creed
- Ethnicity
- Political Belief
- Age
- National Origin
- Linguistic and Language Differences
- Sexual Orientation
- Socioeconomic Status
- Physical Characteristics or Disabilities

It is possible for bullying to occur between fellow students, between co-workers, between supervisors and subordinates, between employees and students, or imposed by non-employees, including visitors, on employees, and/or students.

Types of Bullying

1. Verbal Bullying - saying or writing mean things. Verbal bullying includes but is not limited to teasing, name-calling, insults, inappropriate sexual comments, taunting, and/or threatening to cause harm.

2. Social or Relational Bullying - involves intentionally hurting someone's reputation or relationships. Social or relational bullying includes, but is not limited to:
 - Leaving someone out on purpose
 - Telling other students not to be friends with someone
 - Spreading rumors or lies about someone, and/or
 - Embarrassing someone in public purposefully

3. Physical Bullying - involves hurting a person's body or possessions. Physical bullying includes but is not limited to:
 - Hitting
 - Kicking
 - Pinching
 - Spitting
 - Tripping
 - Pushing
 - Taking or breaking someone's things, and/or
 - Making mean or rude hand gestures

4. Social Media or Cyber Bullying - Involves bullying that takes place using electronic technology and social media. Cyber bullying can include but is not limited to:
 - Malicious text messages or emails
 - Rumors spread by email or posted on social networking sites
 - Spreading embarrassing pictures, videos, websites, or fake profiles. This can be authentic content, or content that has been manipulated through photoshop, deep fake video production, or other measures meant to deceive.

Ivy Classical Academy may authorize suspensions for violations of the school's Code of Conduct that do not occur on educational property. Consequences for students violating the Bullying policy will depend on the severity of the behavior and be determined by the Dean of Students and/or Head of School, up to and including expulsion from Ivy Classical Academy.

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.

Restraint

Per Alabama Administrative Code (AAC), Rule 290-3-1-.02(1)(f), the use of physical restraint is prohibited in Alabama public schools and educational programs except in those situations in which the student is an immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques. The school shall contact the parent(s) or legal guardian(s) as soon as possible after physical restraint is used.

Alabama Administrative Code (AAC), Rule 290-3-1-.02(1)(f) also prohibits the use of seclusion in all Alabama public schools. Seclusion does not include in-school suspensions, detention, student-

requested breaks, or instances in which faculty or staff members speak with the student separately as a de-escalation technique.

Complaints regarding the use of restraint or seclusion should follow the grievance process outlined in this Handbook.

Discipline of Students with Disabilities

Ivy Classical Academy follows the Individuals with Disabilities in Education Act (IDEA) and the procedural safeguards provided under IDEA and State law for students with disabilities. In disciplinary matters, this means that a student with disabilities may, based on the severity of the behavior, be moved to a temporary alternate placement determined by the IEP team or suspended for no more than 10 consecutive school days (a student may be moved by a temporary administrative decision if there is a risk of serious bodily injury).

A student does not have to have an IEP in place to receive IDEA discipline protections. Protections are available as long as the school had knowledge that the student may have a disability before the misconduct occurred.

Ivy Classical Academy may suspend a student with a disability for up to 10 days without a duty to continue to provide services from the IEP, review his or her Behavior Intervention Plan, or reconsider the Functional Behavior Assessment.

Suspending a student with disabilities for more than 10 cumulative days in a single school year (even for separate incidents), however, constitutes a change of placement. In those cases, the student must continue to receive all services required by the IEP. If a student's behavior warrants in-school suspension, ICA will provide services comparable to those in the student's IEP and that allow the student opportunities to participate in his or her general curriculum.

If a student with a disability is being considered for expulsion or a suspension that would result in more than 10 days (consecutive or cumulative of the school year), ICA will conduct a Manifestation Determination Review (MDR) hearing. At this hearing a determination will be made regarding whether the behavior was caused by, or had a direct or substantial relationship to, the student's disability, or whether the conduct resulted from the school's failure to implement the IEP. Parents will be notified at least 24 hours prior to an MDR.

If the MDR results in a finding that the behavior was not a manifestation of the disability, then ICA will take the same disciplinary action for the student with a disability that it would have for children without disabilities. As noted above, if a removal constitutes more than 10 cumulative days during the school year, all required IEP services shall be provided. If necessary, ICA may also perform a functional behavioral assessment (FBA) and implement positive behavioral intervention services to reduce the likelihood of recurrence.

If the MDR results in a finding that the behavior was a manifestation of the disability, or if the conduct was a direct result of ICA's failure to implement the IEP, then ICA will conduct an FBA or, following a review, modify any existing behavioral intervention plan as necessary. The student will be returned to the student's placement at the school (though the parents and the school may agree to a change of placement as part of modifications to the IEP or BIP).

Parents or the school may appeal an MDR determination. An appeal hearing must be held within 20 days of notice by the LEA representative. A decision shall be rendered within 10 days. Disability

services shall be provided during the appeal process. If the school believes continuing IEP services is substantially likely to result in injury to the student or others, the school may appeal that decision. School officials shall remove a student to an interim alternative setting for up to 45 school days, regardless of whether the conduct is a manifestation of the disability in the following three situations: a student is found to have used or possessed illegal drugs, possessed a firearm on school grounds, or committed aggravated assault on a school employee.

In these cases, the student may be placed in an alternative education setting for up to 45 days. The Head of School or Dean of Students will notify parents of all matters related to the incident in writing. And parents may bring an attorney or advocate to any related meetings.

Regardless of the determination following the MDR, the school will resume providing IEP services on the 11th day of suspension (if they were halted as part of the suspension).

Public Displays of Affection

Public displays of affection are not allowed on campus or during school-related activities, and are liable to disciplinary consequences.

Electronic Devices

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.

Any student who is using a phone or other electronic device during the day will have that device confiscated until the end of the day. 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 disciplinary action. Ivy Classical Academy is not responsible for the damage, loss, or theft of these items.

Lockers

Ivy Classical Academy provides lockers (as available) for students in the Upper School (Grades 6-12). The lockers are school property. ICA has the authority to search lockers when deemed necessary. No locks are permitted on the lockers.

ICA is not responsible for lost or stolen items. Valuables should NOT be brought to school. Problems with lockers should be reported to the Dean of Students.

Students must observe the following rules:

- While students are allowed to decorate the inside of lockers, there may be no posters, pictures, or anything else which advertises sex, drugs, suicide, cults, alcohol, or promotes other negative or derogatory messages as determined by the Head of School.
- Lockers must be kept neat and orderly at all times. Locker checks will occur each semester.

- Lockers must be kept closed when not in use to maintain the integrity of the fire corridors and avoid careless accidents. Items left outside lockers or on the floor may be removed or disposed of.
- Students may not decorate the outside of their lockers. A student may be assessed a fine or asked to clean a locker that becomes dirty or damaged because of his or her use of it.

School Meals & Lunchtime

Applications for free or reduced meals are available in the front office.

Lunchtime provides an opportunity to relax, play, and restore the body and mind. Students must remain seated, talk quietly, and behave calmly during lunch.

Snacks

We understand that young students require snacks to keep them going during the day, and teachers in Grades K-3 will set aside a time in the afternoon during which students can enjoy a quick bite to eat. Parents are responsible for sending students to school with a small, healthy snack that can be eaten in a couple of minutes. We ask that students bring things that can be eaten without utensils and without creating a mess. Candies, sodas, and energy drinks are not permitted as snacks.

With the exception of water bottles and K-3 snacks, food and drink are not permitted in the classrooms.

Birthday Celebrations

If you would like to bring birthday treats in for your student's class, please coordinate with the classroom teacher several days in advance. Our students' academic days are carefully scheduled, and we cannot accommodate last-minute celebrations.

Medication and Medical Care

Administration of Medication

Ivy Classical Academy is committed to the health and safety of its students. Medication and/or medical procedures required by students should be administered by a parent/legal guardian at home. Under exceptional circumstances, prescribed medication and/or medical health-related procedures may be administered by the Head of School, his/her designee, the school nurse, or self-administered by the student per written physician's orders and written parent/guardian authorization. The parent/guardian must complete and sign the Administration of Medication/Medical Procedure form to acknowledge that the school assumes no responsibility for medications or procedures that are self-administered. Office staff will make this form available to parents/guardians.

School nurses or other employees may administer auto-injectable epinephrine to students upon the occurrence of an actual or perceived anaphylactic adverse (allergic) reaction by the student, whether or not such student has a prescription for epinephrine. Any school employee who in good faith administers or chooses not to administer auto-injectable epinephrine to a student in such circumstances shall be immune from civil liability, pursuant to Alabama statute.

Students may not bring ANY medication to school. This includes cough drops, pain medication, etc.

Student medical records

Student health records will be maintained in locked or password-protected files in order to maintain confidentiality. All health records will be managed by the School Nurse and any appropriate,

designated staff and will only be released to service providers as allowed and dictated by district and state regulations.

Medical operations

Ivy Classical Academy will:

- Participate in health-related workshops, in-services and/or training offered by the Alabama State Department of Education
- Use appropriate State forms for health services
- Require nurses and volunteers to have completed training in CPR/first aid, diabetic education, medication administration, and AED training, as required.

Parents will be informed when a student reports to the office with a fever or has been injured seriously. If a parent cannot be reached, school personnel will determine what action needs to be taken. Any child with a temperature of 100°F or higher will not be allowed to remain in the classroom and must be picked up by a parent or designee. If a head injury is sustained, or any injury requiring medical attention, the parent will be asked to come to school and determine what action should be taken. In case of more serious injuries, or in case the parent cannot be contacted, the school will immediately call 911 for emergency assistance.

Students who are sent home with a fever or vomiting may only return to school when they have been fever- or vomit-free for 24 consecutive hours.

Medical records and enrollment

In order to complete the enrollment process, parents shall submit all required immunization records and health forms.

Parent/guardian obligations

Parents shall, at all times, ensure that the school has updated medical information on file. It is the parent's/guardian's responsibility to keep this information updated.

It is the parent's responsibility to notify the office if a child has been injured at home and may need special considerations at school.

Food allergies

ICA is not a peanut-free school. The school will, however, establish a table in the cafeteria for students with allergies, and teachers/monitors will ensure that this peanut-free zone is enforced.

Sick students

Sick children should not be in school. Any child who has a fever or is contagious (e.g., with pink eye, strep, the flu) should be kept home. Before a student may return to school, fevers must resolve and the student must be symptom-free without medication for 24 hours.

Lice Policy

Lice is an extremely contagious issue that can easily spread through a school. Children suspected of lice (scratching heads, visible lice, or nits) will be checked by trained staff in the privacy of the clinic. Should lice be found, siblings may be checked as well. Children suspected of having head lice may not attend school. Parents will be notified of the situation and asked to pick up their child. ICA's policy requires that no lice or nits (white eggs) be present when the child returns to school. Proof of treatment must be furnished before the child is readmitted to class. Students will be rechecked

within 10 days of treatment to see if further treatment is necessary. If a head lice issue prevents a child from attending school, ICA will provide missed work within 24 hours for the student to complete. Excused absences for lice treatment will be limited to two (2) consecutive days per occurrence. Two days is a reasonable length of time to correct the lice problem. Any length of time after two (2) days will be considered unexcused.

Student Fees and Supplies

Textbooks

Ivy Classical Academy provides students in the Upper School (Grades 6-12) with paperback copies of some literature books free of charge. Students are encouraged to annotate these books as they read them with the class and add them to their home libraries when the class is finished. If you have questions about whether a book is yours to keep after the school year, please ask your child's teacher.

ICA takes on the extra expense of providing students with some literature books free of charge because we hope to cultivate a love of reading, and because annotation is an important skill. If you would like to make a donation to the school to help offset the cost of these books, please make a check payable to Ivy Classical Academy in the amount of \$60 (the cost per child of literature books alone) or any amount you choose. Donations are optional.

Other textbooks belong to the school and must be used year after year. Students are issued textbooks at the beginning of the year and are expected to keep them in good condition. Textbooks that travel home with the student should be treated with respect and returned to the teacher when the class has concluded.

Students who do not return their textbooks or who return them damaged will be charged for the cost of replacing the textbooks. In the case that reimbursement has not been made for lost or damaged materials, no further materials will be issued to that student until the past due fees are paid.

Fees

From time to time the school may charge fees to its families for the purpose of funding expenses related to athletics, transportation, classroom supplies, band, orchestra, art, elective courses, activities, field trips, etc. All charges and fees must be authorized by the Head of School. All financial obligations must be rectified prior to registration for the upcoming school year.

While these fees have been approved by the Head of School and are requested to help provide all students a great classical education, there is no fee to attend Ivy Classical Academy, a tuition-free public charter school. This includes fees for activities and supplies to participate in any course offered for credit or grade and fees for graduation ceremonies. We appreciate your support of the education of all students at Ivy Classical Academy and note that the fees you decide to pay are a gift rather than a required payment. We thank you for partnering with us in providing a strong classical education.

Extracurricular Activities

We encourage students to participate in as many extracurricular activities as they can reasonably manage, knowing that academics comes first. Every member of a club or team has a responsibility to his or her teammates to show up on time ready to participate, and to remain in good academic standing, and to display Ivy Classical Academy's core virtues as ambassadors for the school.

Extracurricular activities may charge a participation fee and athletic events may charge an attendance fee for spectators. These funds will be used to pay for uniforms, equipment, instruments, fees for invitationals, and other miscellaneous items.

Each coach or club leader will set rules by which each student must abide in order to participate.

Eligibility

Extracurriculars enrich a student's life at the school. Ivy Classical Academy's goal is to encourage students to prioritize academics, but also to provide meaningful opportunities to compete and flourish as young men and women. Participation in extracurricular activities, however, is a privilege that is contingent on school attendance, academic performance, and good behavior.

Only enrolled students may participate in ICA extracurricular activities, though the Head of School may grant exemptions in specific circumstances and for specific events (e.g., school dances). Students participating in any school-sponsored event or extracurricular activity falling on a regular weekday must have been in attendance for the full school day the day of the event, otherwise they will be disallowed from participating in the event. Additionally, students who are considered truant based on this policy manual may be disallowed from participating in any extracurricular activities sponsored by the school.

Students with either two Ds or one F are ineligible to participate in extracurricular activities. Grades are based upon regularly scheduled progress reports, which occur at the mid-point and end of each academic quarter. Ineligible students will not become eligible until the following progress report or later.

Student athletes may still practice at the discretion of the coach if they are ineligible to compete. Any student who receives two or more Level 2 Demerits in a semester will be ineligible to participate in extracurricular activities for the remainder of the semester.

Ultimate discretion on eligibility is the responsibility of the Head of School.

Clubs

The school will sponsor a number of student clubs that enhance the curriculum of the school and are in keeping with the school's mission. The school will not sponsor clubs that are open to only part of the student body, including clubs for students with particular religious or political views. All clubs must be approved by the Head of School and have an active faculty or approved volunteer sponsor.

Special Events

Special events or parties held during a significant part of the school day must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum.

Any special event or party must be approved by the Head of School a minimum of 3 weeks prior to its scheduled date. Approval for one year does not carry over to the next.

The school will host various social events, including dances, in the course of a regular school year. Students are expected to follow School rules and the Honor Code at these events, and attending students are subject to school disciplinary procedures. Eligibility to attend these events is based

upon the same guidance given for all extracurricular activities, though the Head of School may make specific exceptions.

Sports

All student-athletes will need to complete a physical and sign a release form before they will be allowed to participate in any school-sanctioned sport activity, including practice. These forms are available in the front office and on the school website.

ICA encourages students to participate in sports outside of the school day, whether at Ivy Classical Academy or elsewhere if we do not offer the sport in question. In all cases, a student's academic needs and performance are the foremost priority and take precedence over athletics. Similarly, disciplinary consequences will take precedence over athletics.

Ivy Classical Academy will make every effort to develop a modest athletics program that focuses on sportsmanship and the school's core virtues. The school will consider adding new sports by weighing student interest, the number of potential participants, the school's general capacity to support new sports and teams, and the likelihood of a sport's longevity in the culture of the school.

Student Publications

Student publications must uphold ICA's mission, philosophy, core virtues, and policies. The purpose of such publications is to inform the Ivy Classical Academy community of school-related events, achievements, and business. In addition, student publications are a way for students to learn and to practice responsible writing and journalism. Student editorials are permitted, subject to prior review by the Head of School or designee. Employees of the school or parents may not use student media to proselytize their own views on controversial issues. The Head of School acts as the final editor in all cases.

Volunteers

Ivy Classical Academy rests on a partnership between the school and families who choose to enroll their students. Volunteering is a crucial element in that partnership. ICA relies on volunteers during carlines, at lunch and recess, in the classroom, and in other events sponsored by the school.

The classical model of education prioritizes the role of the teacher in the classroom, direct instruction, and Socratic conversation. For these reasons, the school's volunteering needs are primarily in assisting teachers in their administrative and supervisory tasks.

The school also seeks qualified and interested parents to help with clubs, chaperone activities, and assist the school in developing a culture of respect and responsibility.

Volunteer Background Checks

If an adult plans to volunteer with students (such as coaching, field trip chaperones, student tutoring, etc.) the individual must complete a volunteer registration form. If the adult will be responsible for student supervision, the parent must go through an additional background check, the cost of which the parent is responsible for paying. The school conducts the complete background check to ensure the individual is clear of anything in their past which would prevent them from working with children.

Volunteer Confidentiality

Volunteers often inadvertently have access to sensitive information. Any information about students, grades, faculty, etc. is to remain confidential. Volunteers may observe situations of a sensitive nature. These are also to remain confidential.

If a volunteer has a concern involving something that is witnessed, observed, or overheard it may only be discussed with the faculty members involved or the Head of School. The matter may also be brought to the attention of the Board of Directors by following the grievance policy explained in this manual. Under no circumstance is it acceptable for a volunteer to confront a teacher about an issue when students are present.

If a volunteer disregards the confidentiality policy, the privilege of volunteering may be revoked.

Visitors

Sign-In

ICA has a mandatory sign-in procedure for all visitors on campus, including parents. Any visitor to campus between the hours of 7:30 a.m. and 4:00 p.m. must first report to the school office, and will be required to furnish a U.S. federal or state-issued photo ID. The visitor's information will be stored in an electronic database to document visitors to the school. Information stored in the electronic database may be used only for the purpose of school security, and may not be sold or otherwise disseminated to a third party for any purpose.

Visitors must check in with the front office and provide identification each time they visit the school, not just the first. A visitor badge will be issued to the visitor and displayed conspicuously during the visit.

In the unlikely event that a registered sex offender attempts to gain access to the school, the authorities will be notified immediately. If a person who is a registered sex offender is visiting the school because he or she has a child enrolled at ICA, that person will be supervised by school staff at all times during a school visit and will not have access to children without direct supervision.

Parent Visits

Classrooms, the lunchroom, and the recess areas are closed to parents during the school day except school volunteers or parents who have scheduled a formal observation. Parents and family members are welcome to join their child for lunch. Please sign in at the front office to obtain a badge prior to joining your child in the lunchroom.

During the school day, it may be necessary for a parent to drop off lunch or a forgotten item. Parents making deliveries should stop by the front office. One of the office staff members will be happy to deliver the item.

All of our teachers welcome parent/teacher conferences as long as they are scheduled in advance and on their calendar. To schedule a meeting with a teacher, please contact him or her via email. Due to the busy nature of a school, impromptu or unscheduled meetings with teachers and administrators are generally not possible. All meetings should be scheduled in advance by contacting the teacher and/or administrator via email.

Classroom Observations

We encourage parents to visit our classrooms to learn more about classical education and discover ways to contribute to their children's education at home. Beginning October 1 of each school year, classroom visits are available to parents by appointment. Parents may schedule a formal observation

of a student's class with the front office and check in at the office before the observation begins. A normal parent observation will last for one period, or, in the Lower School (K-5), two subjects at a time.

School Tours

Also beginning October 1 each year, the Head of School will lead tours of the school for current and prospective parents at 9 a.m. each Tuesday morning. All adults joining a tour must RSVP due to space limitations. The form to RSVP is available on the school's website.

Inclement Weather

When weather threatens a school closing, you may tune into one of the local news stations to find out if ICA will be closing. We will follow the decisions of the Elmore County School District when making our decision. If you see that the district schools are closed, then so are we. If the local district has a delayed opening, then so have we. Please stay informed of the weather conditions and do not bring your child to school unnecessarily. If the school is closed there will not be a school employee on campus. As possible, ICA will also notify parents of school closures by email and other electronic methods.

Withdrawals

We are always sorry to have a student move from ICA. To facilitate withdrawal of students from School, we ask that parents advise the school office of an intended withdrawal three days prior to leaving. A parent is required to meet with the Registrar to sign the withdrawal paperwork prior to the student's departure. This will provide adequate time for contacting teachers, closing the student's records, and preparing transfer documents. All debts must be paid prior to withdrawal, and textbooks must be returned.

SECTION 2: ACADEMIC POLICIES

Curriculum Introduction

The curriculum of Ivy Classical Academy is based on the curriculum scope and sequence offered by Hillsdale College. This curriculum is used throughout the network of Hillsdale-affiliated schools, of which Ivy Classical Academy is an affiliate. While ICA has and will continue to make curricular adjustments in order to reflect local circumstances and requirements, our School has committed to embrace and uphold the following key characteristics:

1. The centrality of the Western tradition in the study of history, literature, philosophy, and fine arts;
2. A rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions;
3. The use of explicit phonics instruction leading to reading fluency, and the use of explicit grammar instruction leading to English language mastery;
4. The teaching of Latin;
5. The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;
6. A culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty;
7. A curriculum that is content-rich, balanced, and strong across the four core disciplines of math, science, literature, and history;
8. A faculty where well-educated and articulate teachers convey real knowledge using traditional teaching methods rather than "student-centered learning" methods;
9. The effective use of technology without diminishing the faculty leadership that is crucial to academic achievement; and

10. A plan to serve grades K through 12.

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. Homework takes place in the home, with all of the distractions that come with it. We encourage parents to provide a calm, quiet place for their children to complete their work. Television, music, movies, and video games seldom contribute to real learning, and we suggest that these be restricted while students are studying. At best this will extend homework time beyond what one would typically need and at worst will hinder real learning.

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 practice, 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. Parents are expected to support their children in this endeavor.

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

One of the reasons for assigning 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 (grades 6-12), no late homework will be accepted. The student will complete the assignment during lunch and/or detention and must turn the assignment in so that the teacher can provide helpful feedback, but no credit will be awarded.

Grading

Grading is not the be-all and end-all of education. If anything, some students put more emphasis on grades than their teachers do. The grade a student receives in a class is subordinate to the knowledge the student acquires. Still, grades are a useful tool to evaluate the extent to which a student has mastered a particular subject. Therefore, grades will be assigned in all classes and subjects. Ivy Classical Academy will assign grades in order to accurately reflect the range between true mastery and insufficient knowledge of a subject. Grade inflation will be discouraged.

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

Students will receive report cards every 9 weeks. 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. See below for further information about calculating GPA for ranking purposes in high school.

Weighted GPA and HS Transcripts

In order to maintain the integrity of our classrooms while recognizing the pressures of the broader academic world, ICA has adopted the following weighted grading policy.

For purposes of official High School transcripts only, Honors courses and courses that count for both High School and college credit will be weighted on a 5-point scale as follows:

Grade	GPA
A+	5.00
A	4.85
A-	4.70
B+	4.30
B	4.00
B-	3.70
C+	3.30
C	3.00
C-	2.70
D+	2.3
D	2.0
D-	1.7
F	0.00

For report cards, retention and promotion decisions, club and athletic eligibility, honor roll designations, eligibility for in-school honors, and for all other purposes, the standard 4-point scale applies.

Students completing high school level courses in grade levels 6th-8th are awarded high school credit. The final semester grades and credits are reported on the student's transcript, however, any high school level courses completed in 6th-8th grade will not be factored into a student's cumulative GPA.

Because weighting procedures and level of rigor vary greatly from institution to institution, the final GPA reported on the transcript is based on courses taken at ICA only. Courses and final grades earned outside of ICA are listed on the transcript. For college applications, students may choose to provide a transcript from their previous high school if they believe it will strengthen their application.

Reporting Student Progress

For students to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the school will inform parents of their student's academic progress in the following ways:

- If a student is determined to be significantly below grade level, a meeting will be scheduled with a parent, the teacher, and other faculty as deemed appropriate.

- Progress reports will be available on PowerSchool at the midpoint of the quarter. Teachers will contact the parents of any student who has earned a D in two or more classes, or earned an F in one or more classes. In such cases, a student will be ineligible for extracurricular activities.
- Report cards will be available quarterly via PowerSchool. At the end of each semester, teachers will also send parents a lengthier narrative of their child's progress by subject area.
- Once a semester, parent-teacher conferences will occur to discuss the student's academic progress.
- Parents have the ability to review student progress via online access to Ivy Classical Academy's teachers' grade books on PowerSchool.

In general, grades will be posted within seven business days after the due date unless otherwise notified by the teacher on the syllabus. Written assignments in the Upper School and labs may take longer to grade due to the kind and amount of feedback. Parents are able to monitor missing assignments online. Parents are encouraged to notify the teacher, Dean of Curriculum and Instruction, and/or the Head of School, as appropriate, if there is no assignment/grade information for a particular academic subject or course.

Teacher Conferences

Parent teacher conferences happen at the end of the first and third quarters. At the end of the second and fourth quarters teachers provide extensive comments on students' report cards. During the school year, a parent/teacher conference may be scheduled at any time a parent or the teacher thinks one is necessary. To schedule a conference with a teacher, please contact him or her via email.

Student Placement

For students to thrive in school, they must master the fundamentals. The grade level placement policy is designed to promote educational excellence and fairness by placing students at the most appropriate level for instruction. Ivy Classical Academy will respect the promotion and retention decisions from the school from which a student transfers.

If students new to the school are found to be reading more than one grade level behind their existing peer group, they may be asked to enroll in the grade level deemed appropriate by the Dean of Curriculum and Instruction and the Head of School. If the parent chooses that the student be placed at the grade level in which the student originally enrolled against the advice of the Dean of Curriculum and Instruction and the Head of School, a signed document of this choice will become part of the student's permanent file.

High school transfer students will be placed based upon their state-recognized credit hours; however, transfer students may require additional time in order to meet ICA's graduation requirements.

ICA is not able to accept special requests from parents for student placement with a specific teacher, with another student, or in a particular class.

Promotion & Retention

The purpose of promotion and retention is to provide maximum consideration for the long-range welfare of the student and to provide an opportunity for each student to progress through school according to his/her own needs and abilities.

It is expected that most students will be promoted annually from one grade level to another upon completion of satisfactory work, however, a student may be retained when his/her standards of achievement or social, emotional, mental, or physical development would not allow satisfactory progress in the next higher grade. In certain cases—especially the academic cases detailed below—school administration may recommend or require that a student be retained.

Lower School (Kindergarten-5th Grade)

A student will be considered for promotion only if he or she can read at or above grade level and is competent in the four core subjects (English, Math, History, and Science). Students in Kindergarten through second grade must achieve minimum levels of mastery with the English phonograms taught in the ICA phonics and literacy curriculum.

Students who fail end of year state assessments and/or ICA's final assessments in reading or math may be retained. The Alabama Literacy Act requires third graders to demonstrate reading skills at the appropriate level by the end of the school year to be promoted to fourth grade

6th-8th Grade

A student must attain a 70% or higher in all of the core subjects (English, Math, History, Science) to pass to the next grade. If a student does not earn a 70% or above in any semester of a high school credit course (Algebra I, Geometry, Algebra II, Latin I-III), then the student must retake the course in order to receive credit.

Students who fail final exams and/or state assessments in reading or math may be retained.

9th-12th Grade

Students must earn an average grade of 70% or above in both semesters to earn full credit for a high school credit course. If a student fails to attain 70% or above in a course, that student can either retake courses the following year if the schedule allows or earn credit through another suitable program approved in advance by the Head of School.

Grade level classification of students is composed of two requirements:

1. Units of credit for each grade, and
2. Sequence of courses for each grade and prerequisites for each course.

Grade level classification is based on these units of credit earned:

- Sophomore: 6 units of credit
- Junior: 12 units of credit
- Senior: 18 units of credit

High School Graduation Requirements

English 4.0 credits

Core courses:

Classical Literature (2 semesters),

British Literature (2 semesters),

American Literature (2 semesters),

Modern Literature (2 semesters)

4.0 credits

Math

In addition to meeting the credit requirement, students must successfully complete

Geometry (2 semesters) and
Algebra II (2 semesters).

Science 4.0 credits

In addition to meeting the credit requirement, students must successfully complete

Biology (2 semesters),
Chemistry (2 semesters), and
Physics (2 semesters).

History 4.0 credits

Core courses:

Ancient World History (2 semesters),
European History 500-1815 (2 semesters),
American History (2 semesters),
Modern World History (2 semesters)

Government

Core course: American Government and Politics (2 semesters) 1.0 credit

Economics

Core course: Economics (1 semester) 0.5 credits

Foreign Language 3.0 credits

Students who begin Latin in grade 6 must successfully complete Latin through 9th grade. Students who begin Latin in grades 7, 8, or 9 must successfully complete Latin through 10th Grade. Additional courses in Latin, French, and Spanish are offered to allow students to fulfill the six-semester language requirement.

Composition, Logic, and Rhetoric 1.0 credit

Core Courses: Logic OR Composition (1 semester) and Rhetoric (1 semester)

Philosophy 1.5 credits

Core courses: Introduction to Moral and Political Philosophy (1 semester) and
Moral and Political Philosophy (2 semesters)

Senior Thesis 1.0 credits

Electives (minimum, although more may be accrued) 3.0 credits

Core courses: Fine Arts and P.E. (1 semester of each)

- AP courses available to qualifying students at Ivy Classical Academy are limited to Calculus, Chemistry, Biology, and Physics.
- All students are required to complete the core courses. If a student fails a course, the course must be re-taken in lieu of an elective provided the total number of credits earned during the student's high school tenure does not fall below the state minimum credit requirement for graduation.

- At the discretion of the Head of School, a student may be required to complete remedial courses in order to graduate.
- The Head of School has the authority to waive any graduation requirement except those meeting the state requirements.
- Once enrolled full-time, a student will not receive credit from any other institution without the prior approval of the Head of School.
- A special education diploma may be awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements, or who have not completed all of the requirements for a high school diploma but who have completed their Individualized Education Program (IEP).

Mathematics

All students are required to follow the mathematics course sequence through Pre-Calculus. After successful completion of Pre-Calculus students will be placed into Calculus or another advanced math course based on the recommendations of the Pre-Calculus teacher and by approval of the Head of School or Dean of Curriculum and Instruction.

Senior Thesis

The senior thesis is the culmination of a student's classical education and a rite of passage to a life of virtue and self-government. As a capstone to their classical education at Ivy Classical Academy, each student will prepare a senior thesis addressing the question "What is the good life?" This question directs students to reflect upon the central theme of classical education and to prepare themselves for a life in society outside of ICA. By taking time to ponder the qualities and characteristics of a life properly lived, students respond to Socrates' famous dictum that "the unexamined life is not worth living." Every senior will write, orally deliver, and defend a thesis on the good life, drawing upon the rich recourses of the great ideas, great books, and great minds they have encountered in the curriculum. Each student will adapt his or her paper into a speech which will be delivered publicly and then defended to a panel of faculty members. A satisfactory performance on the writing and presentation of the thesis is required for graduation.

Students must complete a senior thesis and present that thesis in a formal setting in order to graduate from Ivy Classical Academy. More information about the senior thesis may be found in ICA's Senior Thesis Handbook.

Academic Honesty

Plagiarism

Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment rests on the assumption that the work a student turns in is his or her own. Plagiarism compromises this system, is unfair to other students in the class who do their own work, and constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply rephrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the student has the responsibility to ask how an author should be used in an assignment.

Whenever a student has been caught plagiarizing, the following process will be followed.

- The teacher will keep a copy of the student's assignment and, whenever possible, a copy of the plagiarized work.
- The teacher will discuss the matter with the student.

- The teacher will inform the Dean of Students and Head of School of the plagiarism.
- The student will receive a Level 2 Demerit.
- The teacher, Dean of Students, or Head of School will inform the student's parent of the plagiarism.
- The student will receive an F (an automatic zero) on the assignment if it is the first offense.
- For a second offense, the student will fail the entire course, and further disciplinary action, to include suspension or expulsion, may be instituted.
- High school students found guilty of academic dishonesty or similar serious offenses may, if applicable, lose the status of valedictorian or salutatorian.
- Instances of plagiarism may be placed in the student's permanent record.

Cheating

Like plagiarism, cheating will not be tolerated by any teacher in any subject. Cheating occurs when a student uses someone else's work or a prohibited source of information in order to gain an unfair advantage on a test or an assignment and to avoid doing his own work. Cheating comes in many forms. One student copying off another, a student using a "cheat sheet" to answer questions on a test, and a student trying to pass off another student's work as his own are examples of cheating. The same process outlined for plagiarism will be followed for instances of cheating, including that students caught cheating will fail the assignment. A student who allows others to copy his work will also be held accountable in the same fashion.

A Level 2 Demerit will be issued if cheating has occurred. High school students found guilty of academic dishonesty or similar serious offenses may, when applicable, lose their status as valedictorian or salutatorian.

Student Services

In furtherance of our mission, Ivy Classical Academy admits all students, based on available seats, without knowing the special needs of any student before a seat is offered.

ICA will offer a continuum of special education services and placements for the special needs of students.

ICA provides in-class accommodations, pull-out tutoring, and resource time for students with special needs. We also contract with providers for therapeutic services (occupational therapy, speech and language therapy, counseling) that the school cannot offer on its own.

When a child with special needs is accepted into ICA, the family will be informed of the services and staffing levels provided by the school. If a child has special needs that the ICA staff cannot adequately address with the current staffing and services, the school will convene an IEP meeting to discuss the provision of comparable services and/or other appropriate school placement and services.

ICA's Student Services program rests on three pillars of instruction: explicit phonics instruction, arithmetic skills, and organization. Since classroom time is crucial for all students to develop these skills, Student Services will create and lead resource class time for students who need extra help. The goal is to reinforce what is learned in the classroom and to help the student develop independence.

State Assessments

Students in grades 2-8 take the Alabama Comprehensive Assessment Program (ACAP) in ELA and math. Students are also tested in science in grades 4, 6, and 8. Students in 9th and 10th grade take the Pre-ACT. Students in 11th grade take the ACT. Students in 12th grade take the ACT WorkKeys.

While we are required to participate in these exams and will take them seriously when they arrive in the spring, our approach differs from that in many public schools and deserves a comment.

Our curriculum is not designed around the state assessments and our teachers do not “teach to the test.” We do dedicate some time to test preparation, but to do so excessively would detract from the classical course of study that ICA provides. Test preparation has less to do with content than it does with the form and manner in which test questions are written, as well as the order in which certain subjects are placed in the general state curriculum. Our curriculum in Lower School math, for instance, follows a rational order that deepens and broadens student knowledge, but not in an order that aligns perfectly with the math subjects in the state exams. In order to do well on these assessments, we will supplement our curriculum where necessary.

Please consult the school calendar for the testing schedule. On state testing dates, our campus is closed to visitors and students may not be picked up early from school. Please plan accordingly.

Controversial subjects

Controversial subjects are defined as contemporary problems, issues, or questions of a political or social nature where there are entrenched differences of opinion and passions run high. Controversial issues will be explored only when emanating from some part of the curriculum in grades 9 through 12. When these subjects come up, teachers will present an impartial view of all sides of the issue without proselytizing. Contemporary controversial issues will not be discussed in the Lower School without Head of School approval.

Guest Speakers who cover controversial topics must be screened by the Head of School. The screening may include an interview of the guest by the Head of School or designee. Parents must be notified prior to guest speaker presentations on controversial issues, including religions covered in the academic sequence. Parents may have students excused from such presentations and understand that the student will be supervised in a silent study hall. Teachers will provide permission slips to parents as notification of a guest speaker covering controversial issues and indicate an option on the permission slip for students to be excused.

Religion

Western civilization has had and continues to have an ongoing, vigorous, and thoughtful conversation concerning the place of religion in human life. We will encourage such discussions as they arise from the material that students engage, and will respect the diverse viewpoints that such a topic elicits, so long as those views are offered respectfully and with the solemnity they merit.

In the course of history and literature classes, the ICA curriculum will include texts, stories, histories, and beliefs connected to Judaism, Christianity, Islam, Buddhism, and Hinduism. Knowledge of these topics is crucial to understanding the modern world and much of our own history. Teachers will address these topics without either advocating or undermining religion in general or any specific faith.

Evolution

ICA embraces a rigorous program in the natural sciences. In biology, the school will teach the theory of evolution as found in the standard high-school biology textbooks and as also taught at the college level in both secular and many religious colleges.

Much of what constitutes the teaching of evolution concerns adaptation of species to their environment and change over time. A great many of these phenomena are observable. A very small percentage of evolutionary theory deals with the more controversial issue of the origins of life. This latter aspect of evolution, to the extent it is taught, will be introduced to students briefly with a great deal of circumspection; it is not a central part of the theory. Furthermore, the study of science will be confined to the investigation of the physical world. It is not the place of science to make metaphysical claims nor to confirm or deny the validity of religion or the existence of God.

ICA recognizes a clear distinction between science and scientism. Science is the continued research into the natural world in order to find the most plausible explanations for natural phenomena. Scientism is the belief—and it is a belief—that science is the only means of understanding our world, thus excluding other ways of interpreting the world, such as through literature or religion. Keeping in mind this distinction, the teachers at ICA will leave matters of faith up to students and their parents. The role of a teacher in a public school is neither that of preacher nor of skeptic. Science teachers will teach science without comment on religion. Teachers, students, and parents must realize that a biology class has a particular purpose and is not the proper venue for a philosophical or theological discussion on the existence of God or claims relating to the activity of God or absence thereof in the natural world.

Human Sexuality

At ICA, we believe parents own the fundamental responsibility for their children's education, which includes the areas of morality and sexuality. The school's role, at most, should be viewed as a supportive one. It is apparent that sexuality is more than biology and physiology. It also encompasses morality, spirituality, and emotions. Because it is a part of the whole human experience, it must be taught with circumspection and sensitivity.

We believe children are naturally modest concerning their bodies and are not ready to learn everything at once. They are naturally curious, however, and need to get answers to their questions in a way appropriate to their stage of development. In teaching this topic, we want to minimize the embarrassment associated with it.

In the course of our usual science curriculum, 5th grade students will learn about human reproductive organs, reproduction, and the menstrual cycle. The class will be taught in a gender-separated environment. Parents will have the opportunity to preview the materials the class will be reading. Parents will also have the opportunity to attend a meeting with the teacher(s) prior to the section on sexuality. Parents will have the choice of having their children opt out of this portion of the class, which will be taught during the regular science time.

In the upper school, themes that deal with sexuality may emerge from the reading of a serious text, such as *Brave New World* or *The Scarlet Letter*. When these topics do emerge from the curriculum itself, teachers will engage the material in a serious way. Upper School students may be involved in discussions concerning sexuality and sexual restraint as these issues affect their living a moral and responsible life. Such discussions will always be led by the administration or a faculty member who has the full confidence of the Head of School in these matters.

Character education is an integral part of our program. Sexuality involves serious moral decision-making. It is important to help children build the capacity to make and abide by sound moral choices. We would like our teaching of human reproduction to be a springboard to initiate and facilitate discussions between parents and children on this sensitive subject.

Employees will not discuss their personal lives on such matters with students.

Videos in the Classroom

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.

Students will not be shown a full movie in class without prior parent permission.

SECTION 3: ADDITIONAL POLICIES & PROCEDURES

Admissions and Enrollment

For current enrollment information, including grades offered, class sizes, admissions deadlines, and enrollment lotteries, please visit the school's website.

Admissions Eligibility

While students residing within the Elmore County School District are given priority, per state law, Ivy Classical Academy is open to all students who reside within the state of Alabama, subject to the availability of seats. At the time of enrollment and re-enrollment, students will be required to demonstrate residency within the state.

ICA will not discriminate on the basis of race, color, ethnic background, sexuality, national origin, gender, or disability in administration of its educational policies, admissions policies, athletics, and other school-administered programs.

Admission forms and deadlines will be available in the school office and online.

Limited Availability

ICA will determine the number of seats to be offered in each grade on an annual basis. While it is our expectation that such numbers will be determined prior to the Open Enrollment period, the school may decide to revise these numbers prior to the beginning of the new school year. Open Enrollment will be held during the spring semester each year; exact dates will be posted online and available in the school office. Families of enrolled students who wish to re-enroll will be required to submit a re-enrollment form for each student prior to or during the open enrollment period in order to secure each seat.

At the end of the Open Enrollment period, the school will admit students in the following order:

1. Current students who have submitted re-enrollment forms.
2. Children of teachers, staff, or board members.
3. Applicants who have siblings already admitted to the school.
4. Applicants residing within the Elmore County School District.
5. All other applicants.

If the number of applicants exceeds the number of available seats in any grade, a random lottery process will be used to select admitted students from the pool of applicants. This lottery will take

place in a public meeting called by the governing board of Ivy Classical Academy and following all posting and notice requirements prescribed by the Alabama Open Meetings Act. The lottery will also establish the order of the waitlist.

The school may, at the direction of the Head of School, establish more seats in any grade in order to accommodate applicants who are next-of-kin to any teachers, staff, or board members.

Once students are admitted at the end of the open enrollment period, families will receive notice via email and, if possible, via phone and/or text. Families will have three weeks from the date on which notices are emailed to submit enrollment paperwork. If families do not submit enrollment paperwork by the due date, then they forfeit the offered seat. Seats that become available after the enrollment period will go first to waitlisted students—in the order established by the lottery—and will then become available on a first-come, first-served basis.

The school will allow enrollment for open seats after the start of each school year, but only until such date as is determined by the Head of School.

Field Trips

Field trips should be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Each grade level will have one field trip per semester. See the school calendar for more information about the date and location of each field trip at each grade level.

A permission slip must be signed and returned to the teacher by the parent/guardian of each student prior to the field trip. Students may be asked to pay a fee to attend field trips. School uniforms are required on all field trips unless specifically noted otherwise and approved by the Head of School. Students who have received two (2) or more Level 2 Demerits may not attend field trips without the approval of the Head of School.

Some field trips may require parent volunteers. Only currently registered volunteers will be permitted to accompany students on a field trip.

Extended Field Trips

An extended field trip is one that requires an overnight stay. All students attending the extended field trip must have Head of School approval. For Upper School students, the trip must include coursework and/or lesson plans and all students must be awarded credit and a letter grade, which will be based on the accompanying coursework as well as their behavior on the trip. All extended field trips must have liability insurance protecting all the trip attendees and the school. Any liability insurance not covered by the school's policy must be paid for by the fees charged to trip participants. Any increases in the costs of extended field trips (due to inflation, changes in exchange rates, etc.) must be paid for by increases in fees by trip participants. All adults attending the field trip are required to be currently registered volunteers. The field trip planner will work with administration to ensure that all procedures are followed.

School Communication Procedures

Parent Communications to Administration, Faculty, and Staff

Ivy Classical Academy values the conversation that takes place between parents and teachers about the education of children. Nonetheless, this conversation must follow certain guidelines in order to be fruitful and to allow teachers to devote themselves to their classes during the day. Parents may

use any of the following ways to contact or communicate with the Administration, Faculty, and Staff:

- Scheduled face-to-face meeting
- Scheduled phone call
- Message (given to the front office)
- Voice Mail
- Email

ICA employees will not use social media to communicate with parents or students.

During the school day and both immediately before and after school, teachers have their minds on teaching or imminent meetings and extracurricular activities. Parents should schedule in advance a phone call or meeting with a teacher rather than try to communicate through an impromptu conversation. Parents who are in the building for another reason should not use their access to faculty to circumvent the normal means of contacting a teacher unless that teacher clearly invites such a conversation. This policy applies to parents who are themselves teachers or other employees at the school.

ICA teachers and administrators will respond to parents as quickly as possible. In general, parents should expect to hear from a teacher or staff member within twenty-four hours of contacting the school, barring weekends and holidays. While a teacher's schedule may not permit an actual meeting within that time, the teacher will attempt to make contact in some way. During busy periods, the Head of School may require an extra day to respond to correspondence.

General Communication with the School Community

The Head of School must approve all letters and bulletins, including e-mail (excluding class assignments or bulletins by teachers to their classes) from teachers, parents, or other parties to the entire school community.

We ask parents to be responsible in sharing information about the school, and to consult the school website and school staff when asking questions or raising concerns. We also ask that parents be responsible when seeking out information about the school, especially online.

The official outlets for school information are limited to the following:

1. The school website, <http://www.ivyclassical.org>
2. The official weekly newsletter, sent each Friday afternoon
3. The official Facebook page, <https://www.facebook.com/ivyclassical>
4. The Ivy Classical Academy Official Parent Group, <https://www.facebook.com/groups/1059787838344696>
5. Correspondence from school administration, including emails and postal correspondence
6. Notices sent home with students and/or distributed by the school office

The school disclaims any responsibility for information from third-party websites, social media pages, or entities outside the school.

Social Media

ICA recognizes the utility and necessity of maintaining a social media presence and therefore regularly updates its official Facebook page. This page is intended to provide regular communication with the school community and beyond as we share information, celebrate our successes, and tell our stories. We invite parents to “like” or “follow” our page to receive updates. Any important

notifications from ICA that are posted on our Facebook page will also be provided to parents by some other timely means of communication.

In the interest of privacy, ICA will limit the sharing of personal information about students on our Facebook page, and ICA staff and faculty will not discuss a student's personal record in any format on social media, including direct messages.

In the interest of clarity and prudence, ICA will avoid lengthy or controversial replies to comments on our Facebook page. It will be the usual practice of ICA to invite questions and grievances posted on our official Facebook page to be brought to the school through our direct channels. ICA reserves the right to delete comments that are inappropriate, quarrelsome, or out of place.

While ICA is aware that other social media pages connected to the school community exist or may exist, we disclaim any authority or responsibility for these pages or the content posted therein. Furthermore, we encourage parents and other members of the school community to use social media for the positive support of the school and avoid using it for fomenting a culture of dissent. The ICA administration does not review independent pages and will not recognize complaints until they are registered through formal channels.

ICA retains the right to enforce school policies and commitments insofar as these are implicated on social media and in the social media use of parents, students, teachers, and staff.

Communicating with Parents with Joint Custody

The school will recognize and communicate with parents with joint custody upon written request, signed by both parents or a court order. In the case of school forms, the school encourages one of the parents to complete the forms so that the school does not receive conflicting information.

Student Network Use

Students at Ivy Classical Academy shall not have access to the internet without staff supervision and will not have the network or wireless passwords.

We also recognize the need for supervision to protect our students. It is our goal to provide these services in as safe an environment as possible. Network access is a privilege, and all students are expected to practice proper and ethical use of these systems.

The use of these systems is monitored, without an expectation of privacy, and subject to administrative review at any time. It is intended that these resources will be used to pursue intellectual activities in support of research and education.

ICA does not assume responsibility for system failures that could result in the loss of data.

It is the policy of ICA to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via the Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act.

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or to any material deemed harmful to minors. Subject to

staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Security Checks

The school may exercise its right to inspect all backpacks, packages, parcels, and closed containers entering and leaving the premises. School lockers are school property and may be subjected to searches at any time, with or without cause.

Emergency Policy

The Administration shall maintain a stand-alone Emergency Operations Plan, which shall be available for reference in the front office.

Student Drivers and Parking

Being able to bring a vehicle on campus is a privilege. The school is not responsible for damage to a vehicle that occurs while it is on campus. A student has full responsibility for the security of his or her vehicle and must make certain that it is locked and that the keys are not given to others. Permission is required for any student who finds it necessary to go to his or her vehicle during the school day.

Vehicles parked on campus are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the presence of the student. A copy of a student's driver's license and insurance must be on file in the school office. Students who have received a driver's license and are in good standing may drive to school and park in designated parking spaces. Students must maintain a 1.7 GPA in order to drive to or from school. The school will check a student driver's GPA each semester, and falling below the 1.7 threshold will revoke driving privileges for the following semester.

Students must receive a parking pass in order to park on campus. Due to limited space on campus, passes will be distributed first to seniors, then to juniors, then to sophomores, through a lottery process as established by the school administration. Students who receive their driver's license during the course of the school year may apply for a parking permit if spaces are available. The school shall not issue more than one parking pass per family.

The school will set the fee for a parking pass each year before the start of school.

Student passengers must have parent permission to be in other students' vehicles, other than siblings.

Facility Use

The Head of School will be the approving authority for all outside uses of the school fields, buildings, and facilities. All users will be required to carry insurance and appoint a representative acceptable to the administration who is capable of executing the school's emergency and security procedures.

Parent Service Organization

Ivy Classical Academy establishes the Parent Service Organization (PSO) to support the school's mission. PSO teams and activities will be designed to help the school flourish in and beyond the classroom. Largely, the PSO consists of a series of task-oriented teams whose purpose is to marshal parent volunteerism in achieving defined goals that improve the life of the school.

All parents, adult family members, and community members are encouraged to volunteer on a team and attend regular monthly meetings. PSO meetings are an excellent opportunity to obtain information and engage in discussions about the school. The PSO requests a \$10 annual donation from each adult member. A parent does not need to be a PSO member to attend PSO meetings.

The PSO will serve as a fundraising arm of the school, but it will not be a stand-alone, tax exempt, non-profit organization. ICA is itself a non-profit organization with 501(c)3 status.

The Head of School reserves the right to create, remove, or dissolve PSO teams and leadership in accordance with immediate priorities and the long-term flourishing of the school.

See the PSO Policies Manual for more information about the PSO.

SECTION 4: GOVERNANCE & MANAGEMENT

Board of Directors

Ivy Classical Academy (the “School”) is a subsidiary of the Alabama Classical Group, a non-profit corporation, recognized as a 501(c)3 organization by the Internal Revenue Service. Alabama Classical Group works in cooperation with American Classical Education, Inc. Ivy Classical Academy is governed by its Board of Directors (the “Board”). The Board operates in accordance with its bylaws and using the principles of policy governance. The Board has entered into a Charter Agreement with the Elmore County School District. The bylaws and Charter Agreement are available on the School’s website, www.ivyclassical.org.

Board Responsibilities and Obligations

The Board is the governing body of the school and is responsible for overseeing the effective, faithful execution of the mission. The Board created Ivy Classical Academy specifically to implement a traditional, classical, liberal-arts education guided by the following 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.

The Board oversees budgeting and spending, community outreach, charter fidelity, compliance with applicable laws and regulations, and development to support the program.

Board Meetings

In compliance with Alabama law, the Board will:

- Establish a set schedule of meetings;
- Post meeting dates in a conspicuous location, including the School website (date, time, location);
- Post agendas not more than 2 weeks in advance but at least one week before a meeting;
- Post and place 24-hour notice for emergency called meetings and state the reason for the emergency meeting in the notice;
- Provide specific agendas for meetings to advise the public of the matters expected to come before the Board. Matters not on the agenda can be addressed if not anticipated before the meeting by amending the agenda.
- Keep minutes of all Board Meetings, including members present, description of motions or proposals, and a record of votes.

Communication to the Board

Members of the ICA community must refrain from approaching individual Board Directors with concerns or grievances that should be brought to a specific teacher, the Head of School, or the whole Board. Any communication to the Board should follow the Grievance Policy detailed below.

Role of the Head of School

The Head of School will implement a traditional, classical, liberal-arts curriculum. The Head of School makes final decisions on curriculum. The Head of School, while chiefly the academic leader, is also responsible for the discipline, moral culture, operations, and financial priorities of the school.

Internal Communication Procedure

The Board has established an internal communication procedure whereby all authority for the management of the school rests with the Head of School, and he has the sole responsibility of reporting to the Board and managing the operations of the School. It is the expectation of the Board that the Head of School will establish an internal communication procedure within the School to assist him with its operations.

In all communication to the School, the Board expects the ICA community to observe the internal communication procedure and direct communication accordingly. The practice of following the internal communication procedure in communications with the school on matters concerning particular students encompasses far more than grievances. It refers to parents' communication of any kind that seeks or requires an action on the part of the school regarding their students. ICA understands that parents will have questions, opinions, and comments that need to be expressed concerning their children's education. Such communication can be very helpful to the running of the school.

Our preference is that such communication be expressed initially to the teacher or teachers of the child. If further communication is warranted, the parent should consult the appropriate administrator. If further communication is warranted after speaking with the Head of School, then the parent should refer the matter to the Board, as needed.

The Board is not the first point of contact and therefore will refer communications that seek response or action to the appropriate members of the administration.

The reason for this internal communication procedure is that the teacher invariably has the most direct knowledge of the child and can usually do more to remedy or ameliorate a situation than can an administrator or board member. We understand that some parents are "conflict averse" and do not want to bring up a potentially difficult issue with a teacher. Nonetheless, the teachers are eager to help each child in whatever way possible.

Some situations, admittedly, seem by their very nature to warrant a discussion with the Head of School initially. For example, parents may have questions or concerns about the overall homework load or a particular way of teaching, such as the Socratic method. As a result, it is easier and more expedient to speak to the Head of School first. In these cases, however, it is always better for the parent to have as much specific information as possible so the Head of School can act on that information.

Grievance Policy

Grievance Related to the Classroom

ICA firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the

school, that grievance should be resolved using the following internal communication procedure. Issues that arise in a particular classroom should always be addressed to the teacher first since the teacher always has more direct knowledge of the student than anyone else.

- The Teacher: Parents should schedule a meeting with the teacher through the office. Under no circumstance is it ever acceptable for a parent to confront a teacher about an issue with students present, including his/her own.
- Deans: If the grievance cannot be resolved with the teacher, the parent should speak with the Dean of Curriculum and Instruction, Dean of Students, or Director of Operations, as appropriate.
- The Head of School: If the appropriate Dean is unable to adequately address the issue, the parent should discuss the matter with the Head of School.
- The Board: If the grievance cannot be resolved with the Head of School, the parent should refer the matter to the Board in writing. The board may be emailed at governingboard@ivyclassical.org.

Grievance Related to Administration

For grievances regarding an administrator who reports to the Head of School, the grievance should be directed to the individual first, then the Head of School. If necessary, grievances left unresolved by the Head of School should be submitted in writing to the Board. Grievances regarding the Head of School should be directed to the individual first, then in writing to the Board.

Records Requests

Alabama residents wishing to view or receive copies of public records maintained by Ivy Classical Academy may submit a records request using a form on the Academy's website. Individuals will need to provide a detailed description of the record(s) requested and whether they would like to view or receive copies of the record(s). The School's records custodian will respond to each request within seven days, in one of the following ways:

- By providing access to view the record or by providing the actual record,
- Providing an estimate of how much longer it will take to complete the request,
- Requesting additional information to complete the request, or
- Denying the request with a citation to the reason for the denial.

SECTION 5: PRIVACY

Family Educational Rights Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age certain rights with respect to a student's education records. These rights include the following:

- The right to inspect and review the student's education records within 45 days of the day the school receives the request for access. Parents or eligible students should submit to the Head of School or appropriate school official a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write to the Head of School or appropriate official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605

Student Information

Students' names, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received, and other similar information may be released without parental consent unless the parent notifies the school.

Classroom activities and events sponsored by the school occasionally are photographed or video-taped for use by the school, by the media, or by other organizations operating with approval from the Head of School. Photos and videos help the school to share information within the school community and our mission beyond our immediate community. We request that all parents sign the ICA photo/video release waiver included with ICA enrollment paperwork, but respect the rights of parents who do not wish for photos and videos of their students to be shared.

Student names will not be listed alongside their pictures on the school website or in ICA advertising publications.

APPENDIX**Change Log**

This is version 1.0 of the ICA Family Handbook. The handbook and the policies herein were adopted for use by the ICA Board of Directors for use during the 2024-25 school year on August 7, 2024.

Future changes to the handbook and policies contained herein will be noted in this appendix.

PARENT ACKNOWLEDGEMENT

I, _____ (printed name of parent), do hereby recognize receipt and review of the Ivy Classical Academy Family Handbook, 2024-25. As a parent of a child enrolled in ICA, I agree to abide by these terms and support the mission and operations of the school.

Signature: _____ Date: _____

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.

Parent Pledge

I have carefully discussed the ICA Honor Code with my child and he/she understands what it means. I pledge to encourage my child to be honest in word and deed, dutiful in study and service, and respectful and kind to others. I will help my child aspire to excellence in wisdom, justice, temperance, courage, compassion, and wonder.

Name(s): _____

Signature(s): _____

Date: _____

Student Pledge—To be signed by all students in grades 6-12

I understand the ICA Honor Code and have discussed it with my parent(s). I pledge to be honest in word and deed, dutiful in study and service, and respectful and kind to others. I will aspire to excellence in wisdom, justice, temperance, courage, compassion, and wonder.

Name(s): _____

Signature(s): _____

Date: _____