IVY CLASSICAL ACADEMY

FAMILY HANDBOOK

2026–2027

Ivy Classical Academy Family Handbook

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Handbook Notice

This Family Handbook is intended to provide students, their parents, and their families with information regarding the policies, procedures, and expectations of Ivy Classical Academy. The policies contained herein may be amended, modified, suspended, or rescinded by action of the Board of Directors in accordance with applicable law and School policy.
Students and parents/guardians are responsible for familiarizing themselves with the contents of this Handbook and complying with all applicable provisions.

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PART I — Mission and Educational Philosophy

1. Classical Liberal Education

1.1 Ivy Classical Academy provides a content-rich classical education rooted in the liberal arts and sciences. We believe that education is more than preparation for college or a career; it is the lifelong formation of virtuous and knowledgeable human beings.
Our curriculum emphasizes the pursuit of truth, goodness, and beauty through careful study of history, literature, mathematics, science, language, and the fine arts. Students are challenged to think carefully, communicate clearly, and cultivate habits of intellectual curiosity and moral character.

1.2 A classical liberal education seeks to develop the whole person rather than focusing exclusively on vocational preparation.

Accordingly, Ivy Classical Academy emphasizes:

(a) mastery of foundational knowledge;
(b) careful reasoning and sound judgment;
(c) clear and effective communication;
(d) appreciation for beauty in art, literature, music, and nature;
(e) moral virtue and civic responsibility; and
(f) a lifelong love of learning.

2. Mission and Identity

2.1 Our School 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.

2.2 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.

2.3 Pledge of Allegiance (Latin): Fidem meam obligo vexillo civitatium Americae foederatarum et rei publicae, pro qua stat. uni nationi deo ducente non dividendae, cum libertate iustitiaque omnibus.

2.4 School Pledge:
I will learn the True.
I will do the Good.
I will love the Beautiful.

2.5 Student 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.

3. Core 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 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.”

4. 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 school year.

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

5. Partnership Between School and Family

5.1 Philosophy of Partnership

5.1.1 Ivy Classical Academy recognizes parents and guardians as the primary educators of their children. The School exists to support families by providing a rigorous classical education in an orderly environment dedicated to the pursuit of truth, goodness, and beauty.

5.1.2 The education of a child is most effective when the School and the home work together in mutual trust, respect, and open communication.

5.1.3 Enrollment at Ivy Classical Academy reflects a family's commitment to support the mission, philosophy, policies, and educational program of the School.

5.1 Shared Responsibilities

Successful partnerships require mutual commitment.

5.2.1 Responsibilities of the School

The School commits to:

(a) Provide a content-rich classical education aligned with its mission
(b) Maintain a safe, orderly, and respectful learning environment
(c) Employ qualified faculty and staff
(d) Communicate regularly regarding student progress
(e) Apply School policies consistently and fairly
(f) Encourage the intellectual, moral, and civic development of every student

5.2.2 Responsibilities of Parents and Guardians

Parents and guardians are expected to:

(a) Support the mission and philosophy of Ivy Classical Academy
(b) Ensure regular student attendance and punctuality
(c) Reinforce the School's expectations for student conduct
(d) Maintain open and respectful communication with School personnel
(e) Support their child's academic progress through consistent involvement at home
(f) Read School communications and remain informed of important events and deadlines
(g) Work collaboratively with School personnel to address academic, behavioral, or social concerns

5.2.3 Responsibilities of Students

Students are expected to:

(a) Demonstrate respect for classmates, faculty, staff, and visitors
(b) Complete assigned work to the best of their ability
(c) Follow School rules and classroom expectations
(d) Care for School property
(e) Contribute positively to the School community

(f) Pursue excellence in both character and scholarship

5.3 Communication and Collaboration

5.3.1 Questions and concerns should ordinarily be addressed first with the individual most directly responsible for the matter.

5.3.2 If a concern cannot be resolved at that level, it should be elevated through the appropriate administrative channels.

5.3.3 The School encourages prompt communication so that concerns may be addressed while they remain small.

5.3.4 Parents and School personnel should presume good intentions and approach conversations with professionalism, courtesy, and a shared commitment to the student's success.

5.4 Respectful Community Standards

5.4.1 All members of the Ivy Classical Academy community are expected to interact with one another respectfully.

5.4.2 The School expects communication among parents, students, employees, volunteers, and visitors to reflect:

(a) Courtesy
(b) Honesty
(c) Civility
(d) Charity
(e) Professionalism
(f) Respect for differing viewpoints

5.4.3 Conduct that substantially disrupts the educational environment or interferes with the School's ability to carry out its mission may be addressed in accordance with School policy.

5.5 Supporting Student Growth

5.5.1 Parents play an essential role in fostering the habits that contribute to student success. Families are encouraged to:

(a) Establish consistent daily routines
(b) Encourage regular reading at home
(c) Provide an appropriate environment for homework and study
(d) Promote responsibility and independence
(e) Support healthy habits, including adequate sleep and nutrition
(f) Assistant students with being on time and prepared for school each day
(g) Encourage perseverance, honesty, and respectful conduct

5.6 Resolving Questions and Concerns

5.6.1 Most concerns can be resolved through timely, respectful communication.

5.6.2 When questions arise, parents are encouraged to:
(a) Gather the relevant information.
(b) Contact the appropriate teacher or staff member.
(c) Allow a reasonable opportunity for response.
(d) Work collaboratively toward a solution.
(e) Follow the communication process outlined in Section 31 if additional assistance is needed.

5.7 Commitment to Partnership

5.7.1 Ivy Classical Academy believes that a strong partnership between home and school is essential to fulfilling its mission. By working together with mutual respect, shared purpose, and open communication, families and the School create an environment in which students can flourish academically, socially, and morally.

PART II — Enrollment and Attendance

6. Admissions and Enrollment

6.1 Admissions

6.1.1 Eligibility

6.1.1.1 While students residing within the Elmore County School District are given priority in accordance with 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.

6.1.1.2 Ivy 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. Students are enrolled and admitted without regard to English Learner, Foster Care, Homeless, Immigrant, and/or Migrant status.

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

6.1.2 Limited Availability

6.1.2.1 Ivy 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.

6.1.2.2 Open Enrollment will be held for several months each year; exact dates will be posted online and available in the school office. Families of enrolled students who wish to return the following school year will be required to submit an intent-to-return form for each student prior to or during the open enrollment period in order to secure each seat.

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

(a) Current students who have submitted intent-to-return forms
(b) Children of teachers, staff, or board members
(c) Applicants who have siblings already admitted to the school
(d) Applicants residing within the Elmore County School District
(e) All other applicants

6.1.2.4 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. The lottery will also establish the order of the waitlist.

6.1.2.5 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.

6.1.2.6 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 two 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.

6.1.2.7 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.

6.2 Enrollment

6.2.1 Enrollment is not complete until all required documentation has been submitted and accepted by the School.

6.2.2 Required enrollment documentation may include:

(a) Proof of residency
(b) Birth certificate
(c) Immunization records
(d) Academic records
(e) Custody documentation (when applicable)
(f) Emergency contact information
(g) Other records required by law or School policy

6.2.3 Families are responsible for notifying the School promptly whenever enrollment information changes during the school year.

6.3 Annual Intent-to-Return

6.3.1 Continuing students must complete the annual intent-to-return process according to School timelines.

6.3.2 Failure to complete required intent-to-return materials by published deadlines may affect a student's continued enrollment.

6.4 Withdrawal from School

6.4.1 Parents or guardians who withdraw a student should notify the School as soon as possible by completing a withdrawal form. To obtain a copy of the form, please contact the Registrar.

6.4.2 Before withdrawal, families should complete all required checkout procedures, including the return of School property and payment of any outstanding obligations.

6.4.3 Student records will be released in accordance with applicable law.

6.5 Student Records

6.5.1 The School maintains student educational records in accordance with applicable federal and state law.

6.5.2 Parents and eligible students may review educational records as provided by law and School policy.

6.5.3 Requests for official records should be directed to the School office.

6.6 Changes in Family Information

6.6.1 Parents and guardians shall promptly notify the School of changes involving:

(a) Address
(b) Telephone numbers
(c) Email addresses
(d) Emergency contacts
(e) Custody arrangements
(f) Medical information
(g) Individuals authorized to pick up a student

6.6.2 Maintaining current information is essential to student safety and effective communication.

7. Attendance

7.1 Philosophy of Attendance

7.1.1 Regular attendance is essential to student learning and academic success. Ivy Classical Academy expects students to attend school consistently, arrive on time, and participate fully in the instructional program.

7.1.2 Parents and guardians share responsibility for ensuring that students attend school in accordance with applicable law and School policy.

7.2 Attendance Expectations

7.2.1 Students are expected to attend school each day that school is in session unless prevented by illness or another excused absence recognized by School policy or applicable law.

7.2.2 Regular attendance supports academic achievement, classroom participation, and the development of habits of responsibility and perseverance.

7.3 Excused Absences

7.3.1 Written documentation to substantiate excused absences 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 unexcused.

7.3.2 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.

7.3.3 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, including lunch and recess time.

7.3.4 Examples of excused absences may include:
(a) Personal illness
(b) Medical or dental appointments
(c) Serious illness or death in the immediate family
(d) Religious observances
(e) Court appearances
(f) Other circumstances approved by the Principal

7.3.5 Parents or guardians should notify the School promptly regarding the reason for a student's absence and provide documentation when required.

7.3.6 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 Principal, to secure a physician's statement for all future absences.

7.4 Unexcused Absences

7.4.1 Absences that do not meet the criteria for an excused absence shall be considered unexcused.

7.4.2 Students will not be permitted to make up work for unexcused absences.

7.4.3 Any student who has accumulated more than fifteen (15) excused or unexcused absences may be considered for retention in the Elementary School.

7.4.4 In addition, any student in the Middle School who accumulates more than fifteen (15) excused or unexcused absences in a full-year class may be denied credit for that course. Students in the Middle School who accumulate more than seven (7) excused or unexcused absences in a single semester class may be denied credit for that course.

7.4.5 Unexcused absences include:
(a) Failure to start the school year on time
(b) Truancy
(c) Missing a ride
(d) Suspension

(e) Unauthorized trips, such as family vacations without prior permission, including shopping, hunting, fishing, ball games, etc.
(f) Birthdays or other celebrations
(g) Updating an expired immunization form
(h) Any absence for which a written excuse was not provided within three (3) days

7.5 Tardies

7.5.1 Students are expected to arrive at school no later than 7:55 a.m. each day. Repeated tardiness disrupts instruction and interferes with student learning.

7.5.2 Every three (3) tardies will be counted as one unexcused absence for the purposes of determining retention, pass/fail in Middle School classes, and truancy.

7.6 Early Check-Out

7.6.1 Students leaving campus before the end of the instructional day must be signed out by a parent, guardian, or other individual authorized by the parent. The School may require identification before releasing a student.

7.6.2 Early check-outs should be limited to circumstances in which they are necessary, as they interrupt instructional time.

7.7 Late Arrival

7.7.1 Students arriving after the beginning of the school day must report to the School office before entering class.

7.7.2 Parents are required to accompany students arriving late to sign them in at the Front Office.

7.8 Extended Absences

7.8.1 Families anticipating an extended absence should notify the School as early as possible.

7.8.2 Teachers are not required to provide advance assignments for planned absences unless otherwise required by School policy.

7.8.3 Students are responsible for completing missed work in accordance with classroom expectations and School policy.

7.9 Make-Up Work

7.9.1 Students are expected to complete assignments missed because of an absence.

7.9.2 The timeframe for completing make-up work shall be determined in accordance with School policy and at the reasonable discretion of the teacher.

7.9.3 Certain classroom activities, assessments, laboratories, discussions, performances, or other instructional experiences may not be fully reproducible after an absence.

7.10 Truancy

7.10.1 According to Alabama law, all absences that are not explained by a written excuse within three (3) school days are considered truancy.

7.10.2 The Principal or designee will contact the parent/guardian with a written notice when a student has accumulated three (3) unexcused absences.

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

(a) Participation in the Early Warning Truancy Prevention Program provided by the juvenile court
(b) Possible referral to the Helping Families Initiative Program
(c) Possible retention/denial of credit
(d) 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.

7.10.4 If a student accumulates seven (7) unexcused absences, the School 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 Principal or their designee 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 Principal or their designee for the parent/guardian and student to appear in juvenile court and/or a referral to the Helping Families Initiative Program.

7.10.5 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.

7.11 Attendance and Student Success

7.11.1 Consistent attendance is one of the strongest predictors of academic success. Families are encouraged to:

(a) Schedule appointments outside the instructional day whenever practical
(b) Limit unnecessary absences
(c) Arrive on time each day
(d) Communicate promptly with the School regarding attendance concerns
(e) Support the development of consistent attendance habits

PART III — Daily School Operations

8. School Hours and Daily Operations

8.1 School Calendar

8.1.1 The Board of Directors annually adopts the official School calendar. The calendar identifies instructional days, holidays, professional development days, early dismissal days, and other significant events. Families are encouraged to consult the School calendar before scheduling appointments or extended travel.

8.2 School Hours

8.2.1 Students may arrive no earlier than 7:00 a.m. each morning and (except students in clubs, YMCA after care, or other afterschool programs) must be picked up no later than 4:00 p.m. Students should not arrive before the designated arrival time unless participating in an approved School activity or program. The late fee for pick-up after 4:00 p.m. is $10 for the first minute and $1 per minute thereafter.

8.3 Student Arrival

8.3.1 Morning arrival procedures are designed to provide a safe and orderly beginning to each school day. Parents should follow all published traffic patterns, staff directions, and designated drop-off procedures. Students should arrive prepared for the school day with required materials, assignments, and appropriate uniform.

8.3.2 Students may not be dropped off in the parking lot or in the shopping area nearby the School.

8.3.3 Parents should remain in designated areas during arrival unless instructed otherwise by School personnel.

8.4 Student Dismissal

8.4.1 Students shall be dismissed according to established School procedures.

8.4.2 Dismissal changes should be communicated to the School office using the PikMyKid app no later than 2:30 p.m. each day.

8.4.3 Students will be released only to parents, guardians, or individuals authorized by the parent or guardian. Parents must have their car tags and/or PikMyKid app available at the time of pick up.

8.4.4 The latest time for students to be picked up early is one full hour before their scheduled dismissal time (Kindergarten - 1:30 p.m., 1st-5th - 2:00 p.m., and Middle School - 2:30 p.m.).

8.5 Carline Procedures

8.5.1 At the end of each school day, car line will run in this order:
(a) Kindergarten-only dismissal: 2:45 to 3:00 p.m.
(b) 1st-5th Grade car line: 3:00 - 3:30 p.m.
(c) Middle School car line: 3:40 to 4:00 p.m.

If you arrive before your allotted time, you will have to leave the car line and re-enter when your time has begun.

8.5.2 Families are expected to follow all published carline procedures to ensure student safety and efficient traffic flow. Drivers shall obey all traffic signs, staff directions, and posted speed limits while on School property.

8.5.3 Parents should remain in their vehicles unless directed otherwise by School personnel.

8.5.4 Students should enter and exit vehicles promptly when directed by School staff.

8.6 Early Release and Delayed Opening

8.6.1 The School may implement early dismissal or delayed opening schedules due to weather, emergencies, or other circumstances.

8.6.2 Families will be notified through the School's established communication systems.

8.7 School Closings

8.7.1 The Head of School or designee may close the School because of inclement weather, emergency conditions, or other circumstances affecting the safety of students and employees.

8.7.2 Announcements regarding School closings will be communicated through the School's official communication channels.

8.8 Forgotten Items

8.8.1 To minimize disruptions to instruction, parents are encouraged to ensure that students arrive with all necessary materials.

8.8.2 Forgotten lunches, assignments, instruments, athletic equipment, and other items should be delivered through the School office in accordance with School procedures.

8.8.3 Classroom interruptions for non-emergency deliveries should be minimized whenever practical.

9. Campus Procedures

9.1 Campus Access

9.1.1 During the school day, access to School buildings is restricted to authorized students, employees, volunteers, and visitors.

9.1.2 All visitors must enter through the designated main entrance and report to the School office upon arrival.

9.1.3 Visitors may be required to present government-issued identification, comply with visitor management procedures, and wear a visitor badge while on campus.

9.1.4 Visitors should sign out before leaving campus.

9.2 Parent and Family Visits

9.2.1 Parents and guardians are welcome at Ivy Classical Academy and are encouraged to participate appropriately in the life of the School.

9.2.2 To preserve instructional time and maintain campus security, visits during the instructional day should be limited to legitimate School business or approved activities.

9.2.3 Parents may not enter classrooms or instructional areas without prior authorization.

9.3 Classroom Observations

9.3.1 Parents wishing to observe a classroom should schedule the visit in advance through their child's teacher and principal.

9.3.2 Classroom observations are intended to provide families with an opportunity to better understand the educational program while minimizing disruption to instruction. Classroom visits may last up to two hours (in the Elementary School) or two class periods (Middle School)

9.3.3 Visitors should refrain from interacting with students or interrupting instruction during classroom observations.

9.4 School Tours

9.4.1 Beginning September 1 of each school year, the Head of School will lead tours of the school for current and prospective parents at 9:00 a.m. each Tuesday morning. There is no requirement to RSVP.

9.5 Lost and Found

9.5.1 Lost items should be reported to the School office as soon as possible.

9.5.2 Unclaimed items will be retained for a reasonable period before being donated or otherwise disposed of in accordance with School procedures.

9.5.3 Families are encouraged to label personal belongings, including uniform items, with the student's name.

9.6 Campus Safety

9.6.1 All visitors are expected to comply with School safety procedures while on campus.

9.6.2 Individuals who observe suspicious activity or an unsafe condition should notify the School office immediately.

9.6.3 The School reserves the right to restrict campus access when necessary to protect the safety, security, or orderly operation of the School.

9.7 Animals on Campus

9.7.1 Animals are not permitted on campus during the school day unless authorized by the School or required by applicable law. Service animals shall be accommodated in accordance with applicable law.

9.8 Respect for the Learning Environment

9.8.1 Families, volunteers, and visitors contribute to the educational environment by respecting instructional time, following campus procedures, and supporting the orderly operation of the School. The cooperation of all visitors helps ensure a safe, welcoming, and academically focused campus for every student.

10. Student Health and Safety

10.1 The health, safety, and well-being of students are essential to the educational mission of Ivy Classical Academy. This section establishes the policies governing student health services, medication, medical emergencies, and student support programs. The School and families share responsibility for maintaining a safe and healthy learning environment. Timely communication and accurate health information enable the School to respond appropriately to student needs.

10.2 Student Illness

10.2.1 Students who are ill should remain at home to protect both their own health and the well-being of the School community.

10.2.2 Parents and guardians should notify the School whenever a student will be absent because of illness.

10.2.3 Students who become ill during the school day will be evaluated by the School nurse or other designated personnel. When appropriate, parents or guardians will be contacted to arrange for the student's dismissal.

10.2.4 Students should not return to school until they satisfy the School's requirements for returning following illness. Students who have had fever or vomiting should not return until they have been without these symptoms for at least 24 hours.

10.3 Medication at School

10.3.1 Whenever possible, medications should be administered at home.

10.3.2 Prescription and non-prescription medications administered during the school day shall comply with School procedures and applicable law.

10.3.3 Medication must be delivered to the school nurse by a parent or guardian.

10.3.4 Students shall not possess medication, including pain medications and cough drops.

10.4 School Health Services

10.4.1 The School provides basic health services intended to support student safety during the school day.

10.4.2 School health personnel are not a substitute for a student's primary healthcare provider.

10.4.3 Parents remain responsible for obtaining appropriate medical evaluation and treatment when recommended.

10.5 Health Records and Immunizations

10.5.1 Parents are responsible for notifying the School promptly of changes in medical information, emergency contacts, medications, allergies, or other significant health concerns.

10.5.2 Schools must ensure that each pupil presents a valid Certificate of Immunization as required by the Code of Alabama, 16-30-4. A child’s entry and attendance in school is conditioned upon the presentation of a current and valid Alabama Certificate of Immunization unless a recognized exception applies. Exceptions include:

(a) Medical Exemption - Issued by the child’s Primary Care Physician or Specialty Physician
(b) Religious Exemption - Issued by the Alabama Department of Public Health
(c) Exemptions for those deemed Homeless under Federal Law

10.5.3 If a student's immunizations are expiring soon or expired, parents will be notified and required to obtain up to date immunizations required by law within 4 weeks of

notification from the school unless an exemption is presented to the school from the County Health Department.

10.5.4 If a student's immunization status is not up to date, parents may choose to visit a Department of Public Health location. Parents may also choose to visit a local Walk-In Health Clinic or contact a Physician's office for an appointment. Fees are determined by the facility. Immunization availability may vary. Contact them for more information.

10.5.5 The School shall maintain student health information in accordance with applicable confidentiality requirements.

10.6 Allergies and Chronic Medical Conditions

10.6.1 Parents should inform the School of any significant allergies or chronic medical conditions prior to the student's attendance. When appropriate, individualized health plans or emergency action plans may be developed in cooperation with the student's healthcare provider and family. Families should provide updated medical documentation whenever treatment plans change.

10.6.2 Ivy Classical Academy 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.

10.7 Communicable Diseases

10.7.1 The School may require students exhibiting symptoms of communicable illness to remain at home or be dismissed from school.

10.7.2 The School shall follow applicable public health requirements regarding communicable diseases.

10.7.3 Parents should notify the School of diagnosed communicable illnesses when requested by School policy or applicable public health guidance.

10.8 Head Lice

10.8.1 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.

10.8.2 No lice or nits (white eggs) may 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.

10.8.3 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.

10.9 Medical Emergencies

10.9.1 In the event of a medical emergency, the School will provide reasonable first aid and contact emergency medical services when appropriate.

10.9.2 The School will make reasonable efforts to notify parents or guardians as quickly as possible.

10.9.3 Accurate emergency contact information is essential and must be maintained throughout the school year.

10.10 Student Safety and Mandatory Reporting

10.10.1 The safety and well-being of every student are of the highest importance.

10.10.2 School employees are mandatory reporters under Alabama law and are required to report suspected child abuse or neglect as provided by law.

10.10.3 The School cooperates fully with appropriate governmental agencies in carrying out these legal responsibilities.

PART IV — Student Life and School Culture

11. School Culture

11.1 Ivy Classical Academy seeks to cultivate a school culture that supports the intellectual, moral, and civic formation of every student. School culture is shaped by the daily habits, relationships, and shared expectations of the entire school community. Students learn most effectively in an environment characterized by order, respect, responsibility, and joyful pursuit of learning.

11.2 Formation of Character

11.2.1 Ivy Classical Academy believes that education involves the formation of both intellect and character.

11.2.2 Students are encouraged to develop habits of honesty, diligence, self-control, perseverance, courage, justice, compassion, and respect for others.

11.2.3 Faculty and staff intentionally model these virtues while providing students with opportunities to practice them in daily school life.

11.3 School-Wide Expectations

11.3.1 Ivy Classical Academy has three school-wide rules:

(a) Be Punctual
(b) Be Prepared
(c) Be Polite

11.3.2 In addition to our three school-wide rules, we will train students in all grades in the following specific behaviors:

(a) Follow all classroom procedures.
(b) Stand when answering a question in a formal setting.
(c) Walk quietly and calmly when inside the school building.
(d) Stand when adults enter the room.
(e) “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.
(f) Take pride in and take care of the school facility and property.
(g) Use “Sir” or “Ma’am” when addressing adults.
(h) Respond when greeted. Shake hands when introduced to someone.
(i) Open doors for others, and express gratitude when receiving that courtesy.
(j) Appropriate etiquette at meals.
(k) Make appropriate eye contact.
(l) Maintain appropriate dress code.
(m) Express gratefulness to teachers, parents, and other faculty and staff members.

11.4 School Traditions

11.4.1 School traditions strengthen the identity of the Ivy Classical Academy community and provide opportunities for students to celebrate learning, service, leadership, and shared accomplishments.

Examples may include:
(a) Assemblies
(b) House activities
(c) Academic celebrations
(d) Patriotic observances
(e) Musical performances
(f) Community service
(g) Graduation ceremonies

11.5 Recognition of Student Achievement

11.5.1 The School believes that recognizing student achievement encourages continued growth while reinforcing the values of the School community.

Students may be recognized for:
(a) Academic excellence
(b) Virtuous conduct
(c) Leadership
(d) Citizenship
(e) Service
(f) Attendance
(g) Other accomplishments consistent with the mission of the School

Recognition may occur through assemblies, awards programs, classroom celebrations, or other School activities.

11.6 Student Leadership

11.6.1 Students are encouraged to assume increasing responsibility as they mature.

Leadership opportunities may include:
(a) House leadership
(b) Student government
(c) Classroom leadership
(d) Service projects
(e) Peer mentoring
(f) Clubs and organizations
(g) Other leadership opportunities established by the School

Student leadership should reflect the virtues and expectations of Ivy Classical Academy.

11.7 Building Community

11.7.1 Every member of the School community contributes to the culture of Ivy Classical Academy.

Students strengthen the community by:
(a) Encouraging classmates
(b) Welcoming new students
(c) Demonstrating good sportsmanship
(d) Respecting differences
(e) Serving others
(f) Caring for the campus
(g) Participating positively in School life

11.8 Partnership with Families

11.8.1 The School's culture is strongest when the expectations of home and school reinforce one another.

Families support the development of a positive school culture by:
(a) Reinforcing the School's virtues at home
(b) Speaking respectfully about the School and its employees
(c) Encouraging students to accept responsibility for their actions
(d) Supporting School expectations
(e) Participating in School events when possible

Working together, the School and families cultivate an environment in which students can grow intellectually, morally, and socially.

12. Appearance and Uniform

12.1 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.

12.2 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.

12.3 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.

12.4 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.

12.5 Additional Uniform Provisions

(a) 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.
(b) 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.
(c) All shirts must be tucked in.
(d) 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. Sweatpants are not permitted.
(e) Girls may wear gym shorts or compression shorts underneath their skirt, so long as these are not visible when the student is standing.
(f) Students may use any backpack as long as it is clean and tasteful.
(g) All girls' and boys' polo shirts may have the top button unbuttoned. All other buttons must be buttoned.
(h) 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.
(i) Students may wear only one bracelet (including watches) on each wrist.
(j) Hats and sunglasses are not to be worn in the building. Hats include visors and bandanas.
(k) Religious headgear is permitted when worn for religious purposes.
(l) All Elementary School students must wear non-marking all-white or all-black tennis shoes. Black shoes must have a black sole and logo and white shoes must have a white sole and logo.
(m) Boots, moccasins, and slippers are not permitted. Shoes must have a single, solid toe; "barefoot trainers," swim shoes, and similar styles of shoe are not permitted. Dress shoes are not permitted in the Elementary School.
(n) Middle School students may wear non-marking tennis shoes or dress shoes.
(o) Socks and shoelaces should be solid white or black and must be the same color as the shoe (black shoelaces on black shoes, white shoelaces on white shoes).
(p) Belts must be worn in all grades except Kindergarten and must be black. No lettering or oversized belt buckles are permitted.
(q) Good personal hygiene is required at all times. This includes wearing neat, clean clothing. In addition, clothes may not be ripped or torn.
(r) Strong/offensive body odors are inappropriate.
(s) 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.

(t) Should a student require reasonable uniform alterations based on religion, disability, or medical condition, please contact the applicable principal.

(u) All school-sponsored events, including those after school and on weekends, are subject to school uniform policy.

13. Technology and Electronic Devices

13.1 Students are expected to use School technology responsibly and in accordance with School conduct expectations.

13.2 Electronic devices

13.2.1 Electronic devices may not be used during the school day, clubs and athletic practices, Before and Aftercare, or drop-off and pick-up. Students may not keep electronic devices on their person during the academic school day. Such devices include, but are not limited to, laptops, portable audio devices, headphones, handheld video games, cell phones, and any other device or accessory with wireless or cellular capabilities, including watches and eyewear. Exceptions will be made for necessary medical devices and at the appropriate principal's discretion.

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

13.2.3 Students who break this rule will be subject to escalating disciplinary action, beginning with immediate suspension.

13.2.4 Ivy Classical Academy is not responsible for the damage, loss, or theft of these items. Students needing to use a phone may ask to use the office phone.

14. Discipline Procedures

14.1 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.

14.2 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.

14.3 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.

14.4 Authority of School Personnel

14.4.1 Teachers have primary responsibility for maintaining appropriate classroom discipline.

14.4.2 School administrators support teachers by providing additional intervention when classroom-level strategies are insufficient or when the seriousness of an incident requires administrative involvement.

14.4.3 The Head of School or designee retains final authority regarding disciplinary decisions consistent with School policy.

14.5 Classroom Discipline

14.5.1 Teachers are expected to address minor behavioral concerns promptly and consistently using classroom management practices aligned with School expectations.

14.5.2 Whenever practical, teachers should employ corrective measures that encourage students to understand and improve their behavior before administrative intervention becomes necessary.

14.5.3 Persistent or serious misconduct may result in a Level 2 Demerit, which is a referral to School administration.

14.6 Progressive Discipline

14.6.1 The School generally employs a progressive approach to discipline, recognizing that the appropriate response depends upon the nature of the behavior, the student's age, prior conduct, and other relevant circumstances.

14.6.2 Progressive discipline may include:

(a) Classroom correction
(b) Parent communication
(c) Loss of privileges
(d) Lunch Detention
(e) Administrative conference
(f) Behavioral contract
(g) Suspension
(h) Expulsion

14.6.3 Nothing in this section limits the School's authority to impose more serious consequences immediately when warranted by the nature of the offense.

14.7 Discipline Records

14.7.1 The School maintains appropriate documentation of disciplinary incidents and actions. Behavioral records may be considered when determining appropriate interventions or disciplinary responses.

14.8 Parent Communication

14.8.1 The School seeks to communicate promptly with parents regarding significant disciplinary matters. Parents are encouraged to work collaboratively with School personnel in addressing behavioral concerns. Open communication between home and school is essential to helping students develop appropriate habits of conduct.

14.9 Administrative Discretion

14.9.1 Because every disciplinary situation is unique, School administrators may consider the totality of the circumstances when determining an appropriate response. Relevant considerations may include:

(a) Student age
(b) Prior conduct
(c) Intent
(d) Severity
(e) Safety concerns
(f) Cooperation
(g) Other relevant factors

14.10 Conduct Tracker

14.10.1 Each Elementary School teacher provides a daily report on student behavior to parents using our Elementary 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 Elementary School Conduct Tracker is sent home each day in each child's dark blue folder. Parents should review the Elementary School Conduct Tracker, initial it, and return it to school the following day. If concerns arise, parents are encouraged to contact the teacher directly.

14.11 Level 2 Demerits

14.11.1 Level 2 Demerits will 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, including loss of field trip and other extracurricular privileges.

14.11.1.1 First Level 2 Demerit: Student is sent to the office and parents are notified by the Principal or designee. Student may receive lunch detention or suspension, depending on the severity of the behavior and the age of the child. Suspensions may be in-school or out-of-school.

14.11.1.2 Second Level 2 Demerit: Student is sent to the office and parents are notified by the Principal or designee. Student may receive detention or suspension.

14.11.1.3 Third Level 2 Demerit: Student is sent to the office and parents are notified by the Principal or designee. Student receives detention or suspension, as appropriate. A parent conference with the Principal and the student's teacher(s) is requested. The purpose of this meeting is to exchange accurate information about the student to determine how the school, working in partnership with the parents, can best help the student reform his or her behavior.

14.11.1.4 Fourth Level 2 Demerit: Student is sent to the office and the parent is called by the Principal or designee. 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 Principal about the seriousness of the behavioral pattern and the consequences going forward of not reforming the behavior.

14.11.1.5 Fifth Level 2 Demerit: Student is sent to the office, parents are called by the Principal or designee, 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.

14.11.2 Level 2 Demerits accumulate over the course of the school year. A student's total does not reset at the semester break.

14.11.3 Level 2 Demerits reset at the end of each school year and do not carry over from year to year.

14.11.4 A student may be suspended or expelled immediately for especially serious offenses.

11.12 Suspension

14.12.1 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 Principals and Head of School only.

14.12.2 Suspensions are recorded as unexcused absences. No work missed as a result of a suspension may be completed for credit. Students who are suspended may not attend clubs, sports practice or games, or other extracurricular activities and school events.

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

(a) Inform the parent/guardian that the student has been suspended.
(b) 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 Principal to review the suspension prior to or concurrent with reinstatement.

14.12.4 Right to Appeal Suspension

14.12.4.1 Students and their parents have the right to appeal a suspension. The appeal process for suspensions is as follows:

(a) Parent/student requests an appeal in writing to the applicable Principal.
(b) The Principal will review all written documents, speak to involved parties as necessary, and review any additional evidence.
(c) The Principal will provide a written response within five school days.
(d) If the Principal denies the appeal, the parent/student may appeal to the Head of School, who will review all written documentation to:
    (i) Determine if sufficient evidence exists to corroborate the violation
    (ii) Determine whether the penalty imposed was appropriate
(e) The Head of the School will provide a written decision within five days of the appeal.
(f) If it is determined that no violation occurred, all school records pertaining to the suspension will be expunged from the student's file. 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 Principal or Head of School.
(g) If the Head of School denies the appeal, the student and his or her parent/guardian may file an appeal of the disciplinary action to be conducted by the Governing Board. The student or their parent/guardian must provide a written intent to appeal to the Head of School 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.
(h) 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.

14.13 Expulsions

14.13.1 The authority to expel a student lies with the Head of School only, and any appeal will follow due process.

14.13.2 Procedures for Expulsions

14.13.2.1 A student may be recommended to the Head of School for expulsion by one of the Principals. When the Head of School receives this recommendation, he/she must 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:

(a) Clear reasoning and documentation for the decision to expel the student
(b) The date set for the hearing, not to exceed ten days after the date of the notice
(c) 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

14.13.2.2 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.

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

14.13.2.4 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.

14.13.2.5 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.

14.13.3 Right to Appeal Expulsions

14.13.3.1 The student or their parent/guardian may appeal an expulsion decision by providing the School with a written request to appeal within three (3) days of the Head of School's decision. 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:

(a) Review all written documents
(b) Determine if sufficient evidence exists to corroborate the violation
(c) Determine whether the penalty imposed was appropriate
(d) Provide a written decision within five (5) days of the appeal

14.13.3.2 If it is determined that no violation occurred, all school records pertaining to the expulsion will be expunged from the student's file.

14.13.3.3 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.

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

14.14 Off Campus and After-Hours Behavior

14.14.1 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.

14.15 Arrests and Referrals to Law Enforcement

14.15.1 If the Principal 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.

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

14.16 Due Process

14.16.1 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 or Principal's decision and will:

(a) Be allowed to call a parent/guardian and have the parent/guardian speak with the Principal.
(b) Be informed of the allegations and evidence against them.
(c) Have an opportunity to respond to the allegations, verbally or in writing, and present their version of events.
(d) Be informed of the right not to submit a written statement, if a written statement is requested.
(e) Have an opportunity to present evidence in their defense, including the right to have witnesses interviewed by the Principal or designee.

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

14.17 Specific Offenses

14.17.1 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.

14.17.1.1 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.

14.17.1.2 Tobacco, Drugs, and Alcohol
Ivy Classical Academy is a tobacco, vape, 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 considered an attempt to promote the distribution and use of illegal drugs and will result in suspension or expulsion.

14.17.1.3 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 severe penalties, including in-school or out-of-school suspension or expulsion.

14.17.1.4 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.

14.17.1.5 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.

14.17.1.6 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, purposefully 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.

14.17.1.7 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 Principal or Head of School.

14.17.1.8 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 Principal or Head of School.

14.17.1.9 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.

14.17.1.10 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.

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

(a) Race
(b) Sex
(c) Religion
(d) Creed
(e) Ethnicity
(f) Political Belief
(g) Age
(h) National Origin
(i) Linguistic and Language Differences
(j) Sexual Orientation
(k) Socioeconomic Status
(l) 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.

14.17.1.12 Types of Bullying:

(a) 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.

(b) Social or Relational Bullying - involves intentionally hurting someone's reputation or relationships. Social or relational bullying includes, but is not limited to:

(i) Leaving someone out on purpose
(ii) Telling other students not to be friends with someone
(iii) Spreading rumors or lies about someone, and/or
(iv) Embarrassing someone in public purposefully

(c) Physical Bullying - involves hurting a person's body or possessions. Physical bullying includes but is not limited to:
(i) Hitting
(ii) Kicking
(iii) Pinching
(iv) Spitting
(v) Tripping
(vi) Pushing
(vii) Taking or breaking someone's things, and/or
(viii) Making mean or rude hand gestures

(d) 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:
(i) Malicious text messages or emails
(ii) Rumors spread by email or posted on social networking sites
(iii) 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 Principal and/or Head of School, up to and including expulsion from Ivy Classical Academy.

14.18 Corporal Punishment

14.18.1 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.

14.19 Restraint

14.19.1 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.

14.19.2 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.

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

14.20 Discipline of Students with Disabilities

14.20.1 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).

14.20.2 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.

14.20.3 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.

14.20.4 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, Ivy Classical Academy 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.

14.20.5 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), Ivy Classical Academy 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.

14.20.6 If the MDR results in a finding that the behavior was not a manifestation of the disability, then Ivy 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, Ivy may also perform a functional behavioral assessment (FBA) and implement positive behavioral intervention services to reduce the likelihood of recurrence.

14.20.7 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 Ivy's failure to implement the IEP, then Ivy

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).

14.20.8 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.

14.20.9 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.

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

14.20.11 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).

14.21 Public Displays of Affection

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

PART V — Academic Program

15. Curriculum Introduction

15.1 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 Ivy 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.

16. Homework

16.1 Homework by grade-level for each evening Monday through Friday is as follows:

Grade	Reading	Math	Other
Kindergarten	15 minutes of parent read-aloud time documented on the K–1 Reading Log and up to 10 minutes of Literacy Essentials practice	10 to 30 minutes of mathematics practice	N/A
1st	15 minutes of parent read-aloud time documented on the K–1 Reading Log and up to 10	10 to 30 minutes of mathematics practice	N/A

	minutes of Literacy Essentials practice		
2nd	20 minutes of parent read-aloud time or student read-aloud time while a parent listens, documented on the 2nd–4th Grade Reading Log and up to ten (10) minutes of Literacy Essentials practice	10 to 30 minutes of mathematics practice	N/A
3rd	20 minutes of parent read-aloud time or student read-aloud time while a parent listens, documented on the 2nd–4th Grade Reading Log and up to ten (10) minutes of Literacy Essentials practice	10 to 30 minutes of mathematics practice	N/A
4th	20 minutes of parent read-aloud time or student read-aloud time while a parent listens, documented on the 2nd–4th Grade Reading Log and up to ten (10) minutes of Literacy Essentials practice	10 to 30 minutes of mathematics practice	N/A
5th	30 to 40 minutes of reading and annotation	10 to 30 minutes of mathematics practice	N/A
6th	30 to 40 minutes of reading, student and/or annotation	10 to 30 minutes of mathematics practice	10 to 30 minutes of Latin vocabulary and grammar review
7th	30 to 40 minutes of reading, student, and/or annotation	10 to 30 minutes of mathematics practice	10 to 30 minutes of Latin vocabulary and grammar review
8th	30 to 40 minutes of reading, study, and/or annotation	10 to 30 minutes of mathematics/science practice	10 to 30 minutes of Latin vocabulary and grammar

review

16.2 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.

16.3 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.

16.4 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.

16.5 For poor or incomplete 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.

16.6 Late Homework

16.6.1 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.

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

16.6.3 In the Elementary School, 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.

16.6.4 In the Middle School, late homework will be accepted at the teacher's discretion.

17. Grading

17.1 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.

17.2 In Kindergarten and 1st grade we will use the following marks:
E = Excellent performance (90-100%)
S = Satisfactory performance (80-89.9%)
N = Performance needs improvement (70-79.9%)
U = Unsatisfactory performance (Below 70%)

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

Letter Grade	Numeric Average	Letter Grade	Numeric Average
A+	97-100%	C+	77-79.9%
A	93-96.9%	C	73-76.9%
A-	90-92.9%	C-	70-72.9%
B+	87-89.9%	D+	67-69.9%
B	83-86.9%	D	64-66.9%
B-	80-82.9%	D-	60-63.9%
		F	0-59.9%

17.4 Students' report cards are available on PowerSchool at the end of each quarter. 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.

17.5 In order to calculate a GPA for students in High School (grades 9-12), 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.

17.6 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.

17.7 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 Ivy only. Courses and final grades earned outside of Ivy 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.

18 Reporting Student Progress

18.1 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:

18.1.1 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.

18.1.2 Grades are available throughout the school year for parents to view via PowerSchool. Most grades are entered into PowerSchool by the teacher within one to two weeks of an assignment's completion. Parents are encouraged to notify the teacher or Principal, as appropriate, if there is no assignment/grade information for a particular academic subject or course.

18.1.3 Report cards will be available quarterly via PowerSchool. 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.

18.1.4 Once a semester, parent-teacher conferences will occur to discuss the student's academic progress.

18.2 Teacher Conferences

18.2.1 Parent teacher conferences happen at the end of the first and third quarters. 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.

19. Student Placement

19.1 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.

19.2 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 Principal. If the parent chooses that the student be placed at the grade level in which the student originally enrolled against the advice of the Principal, a signed document of this choice will become part of the student's permanent file.

19.3 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 Ivy's graduation requirements.

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

20. Promotion & Retention

20.1 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.

20.2 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. The school will honor any retention recommendations from the student's previous school.

20.3 Elementary School (Kindergarten-5th Grade)

20.3.1 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 Literacy Essentials curriculum.

20.3.2 Students who fail end of year state assessments and/or Ivy'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

20.4 Middle School (6th-8th Grade)

20.4.1 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.

20.4.2 Students who fail final exams and/or state assessments in reading or math may be retained. Students who demonstrate that they are performing below grade level in reading or math on Ivy Classical Academy's benchmark assessments may be retained.

20.5 High School (9th-12th Grade)

20.5.1 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.

20.5.2 Grade level classification of students is composed of two requirements:
(a) Units of credit for each grade, and
(b) Sequence of courses for each grade and prerequisites for each course

20.5.2.1 Grade level classification is based on these units of credit earned:
(a) Sophomore: 6 units of credit
(b) Junior: 12 units of credit
(c) Senior: 18 units of credit

21. High School Graduation Requirements

21.1

English 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).	4.0 credits
Science In addition to meeting the credit requirement, students must successfully complete Biology (2 semesters), Chemistry (2 semesters), and Physics (2 semesters).	4.0 credits
History Core courses: Ancient World History (2 semesters), European History 500-1815 (2 semesters), American History (2 semesters), Modern World History (2 semesters)	4.0 credits
Government Core course: American Government and Politics (2 semesters)	1.0 credit
Economics Core course: Economics (1 semester)	0.5 credits
Foreign Language 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.	3.0 credits
Composition, Logic, and Rhetoric Core Courses: Logic OR Composition (1 semester) and Rhetoric (1 semester)	1.0 credit

Philosophy Core courses: Introduction to Moral and Political Philosophy (1 semester) and Moral and Political Philosophy (2 semesters)	1.5 credits
Senior Thesis	1.0 credits
Electives (minimum, although more may be accrued)	
Core courses: Fine Arts and P.E. (1 semester of each)	3.0 credits

21.2 AP courses available to qualifying students at Ivy Classical Academy are limited to Latin, Calculus, Chemistry, Biology, and Physics.

21.3 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.

21.4 At the discretion of the High School Principal, a student may be required to complete remedial courses in order to graduate.

21.5 The High School Principal has the authority to waive any graduation requirement except those meeting the state requirements.

21.6 Once enrolled full-time, a student will not receive credit from any other institution without the prior approval of the High School Principal.

21.7 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).

21.8 Mathematics

21.8.1 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 High School Principal.

21.9 Senior Thesis

21.9.1 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 Ivy. By taking time to ponder the qualities and characteristics of a life properly lived, students respond to Socrates' famous dictum that "the unexamined is not worth living." Every senior will write, orally deliver, and defend a thesis on the good life, drawing upon the rich resources 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.

21.9.2 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 Ivy's Senior Thesis Handbook.

22. Academic Honesty

22.1 Plagiarism

22.1.1 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.

22.1.2 Plagiarism also occurs when students use an Artificial Intelligence (AI) platform, like ChatGPT, to generate work that they present as their own, without attribution. As with any source, even lightly edited responses produced by AI without proper citation constitute plagiarism. Beyond dishonesty, such reliance creates a form of cognitive debt, students bypassing the struggle that strengthens memory and understanding, leaving their minds weaker rather than stronger and their hearts less resilient. Since education depends on honest effort and the cultivation of a student's own capacity, students are expected to complete their work through their own study, reasoning, and expression.

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

(a) The teacher will keep a copy of the student's assignment and, whenever possible, a copy of the plagiarized work.
(b) The teacher will discuss the matter with the student.
(c) The teacher will inform the appropriate Principal of the plagiarism.
(d) The student will receive a Level 2 Demerit.
(e) The teacher or Principal will inform the student's parent of the plagiarism.
(f) The student will receive an F (an automatic zero) on the assignment if it is the first offense.
(g) For a second offense, the student will fail the entire course, and further disciplinary action, to include suspension or expulsion, may be instituted.
(h) High school students found guilty of academic dishonesty or similar serious offenses may, if applicable, lose the status of valedictorian or salutatorian.
(i) Instances of plagiarism may be placed in the student's permanent record.

23. Cheating

23.1 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.

23.2 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.

24. Student Services

24.1 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.

24.2 Ivy offers a continuum of special education services and placements for the special needs of students. Ivy 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.

24.3 When a child with special needs is accepted into Ivy, the family will be informed of the services and staffing levels provided by the school. If a child has special needs that the Ivy 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.

24.4 Ivy'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.

24.5 Gifted Education

24.5.1 Gifted students are those who perform at or who have demonstrated the potential to perform at high levels in academic or creative fields when compared to others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor.

24.5.2 Teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's abilities may refer a student. Additionally, all second-grade students will be observed as potential gifted referrals using a gifted behavior checklist.

24.5.3 For each student referred, information is gathered in the areas of Aptitude, Characteristics, and Performance. The information is entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the student qualifies for gifted services.

24.5.4 To make a referral, contact the Teacher of the Gifted.

25. State Assessments

25.1 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 and PSAT. Students in 12th grade take the ACT WorkKeys.

25.2 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.

25.3 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 Ivy 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 Elementary 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 for our students to do well on these assessments, we will supplement our curriculum where necessary.

25.4 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.

26. Controversial subjects

26.1 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 Elementary or Middle Schools. In the High School, contemporary controversial issues will be discussed in a manner that is professional and respectful of the diversity of our School community as they arise naturally within the curriculum.

26.2 Guest Speakers who cover controversial topics must be screened by the applicable Principal or the Head of School. The screening may include an interview of the guest by the Head of School or Principal. 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.

26.3 Religion

26.3.1 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.

26.3.2 In the course of history and literature classes, the Ivy 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.

26.4 Evolution

26.4.1 Ivy 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.

26.4.2 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.

26.4.3 Ivy 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.

26.4.4 Keeping in mind this distinction, the teachers at Ivy Classical Academy 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.

26.5 Human Sexuality

26.5.1 At Ivy, 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.

26.5.2 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.

26.5.3 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 have the choice of having their children opt out of this portion of the class, which will be taught during the regular science time.

26.5.4 In High 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. High 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 High School Principal and the Head of School in these matters.

26.5.5 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.

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

PART VI — Student Life

27. Extracurricular Activities

27.1.1 Learning at Ivy Classical Academy extends beyond the classroom. Student activities, athletics, clubs, performances, and other School-sponsored programs provide opportunities for students to develop leadership, responsibility, service, teamwork, and character.

27.1.2 Participation in student life is considered an extension of the School's educational mission. Students are expected to conduct themselves in a manner consistent with the values and expectations of Ivy Classical Academy during all School-sponsored activities.

27.1.3 The School offers extracurricular opportunities intended to enrich the educational experience and encourage the development of students' talents and interests. Participation in extracurricular activities is a privilege and may be subject to academic, behavioral, attendance, and eligibility requirements established by the School. Students participating in extracurricular activities represent Ivy Classical Academy and are expected to demonstrate exemplary conduct at all times.

27.2 Athletics

27.2.1 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.

27.2.2 Ivy Classical Academy 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.

27.2.3 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.

27.3 Clubs and Student Organizations

27.3.1 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.

27.3.2 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.

27.3.3 All clubs must be approved by the applicable Principal and have an active faculty or approved volunteer sponsor.

27.4 Field Trips

27.4.1 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.

27.4.2 A permission slip for all field trips is sent to parents at the beginning of each school year. This permission slip provides students with the privilege of riding the buses to attend field trips and to participate in off-campus school events, such as end-of-year concerts and field days.

27.4.3 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 applicable Principal. Students who have received two (2) or more Level 2 Demerits may not attend field trips without the approval of the appropriate Principal.

27.4.4 Some field trips may require parent volunteers. Only currently registered volunteers will be permitted to accompany students on a field trip. Chaporones are not permitted to bring other children of any age on Ivy Classical Field Trips.

27.4.5 Extended Field Trips

27.4.5.1 An extended field trip is one that requires an overnight stay. All students attending the extended field trip must have the approval of the appropriate Principal. For Middle and High 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.

27.4.5.2 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.

27.4.5.3 All adults attending the field trip are required to be currently registered volunteers.

27.4.5.4 The field trip planner will work with administration to ensure that all procedures are followed.

27.5 Special Events

27.5.1 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.

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

27.5.3 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 appropriate Principal may make specific exceptions.

27.6 Eligibility

27.6.1 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.

27.6.2 Only enrolled students may participate in Ivy Classical Academy extracurricular activities, though the Head of School or appropriate Principal may grant exemptions in specific circumstances and for specific events (e.g., school dances).

27.6.3 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.

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

27.6.5 Student athletes may still practice at the discretion of the coach if they are ineligible to compete.

27.6.6 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.

27.6.7 Ultimate discretion on eligibility is the responsibility of the student's Principal.

28. Student Responsibilities

28.1 Students at Ivy Classical Academy are expected to accept increasing responsibility for their conduct, appearance, personal property, and participation in the daily life of the School. The expectations described in this section are intended to promote an orderly learning environment while encouraging habits of responsibility, independence, and good citizenship.

28.2 Lunch and Snacks

28.2.1 Applications for free or reduced meals are available in the front office. Online on linq Connect App or contact meals@ivyclassical.org

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

28.2.3 Students who accumulate more than $25 in lunch debt will be unable to participate in any extracurricular activities, including clubs, sports, and field trips, until the lunch debt is paid in full.

28.2.4 If a parent would like to have lunch with their child, they may sign their child out at the beginning of their lunch period, have lunch with them at the picnic tables in front of the School, and sign their child back in at the end of their lunch period.

28.2.5 Snacks

28.2.5.1 We understand that young students require snacks to keep them going during the day, and teachers in Grades K-5 will set aside a time in the school day 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.

28.2.5.2 Candies, sodas, and energy drinks are not permitted at Ivy Classical Academy.

28.2.5.3 With the exception of water bottles and K-5 snacks, food and drink are not permitted in the classrooms.

28.3 Personal Property

28.3.1 Students are responsible for the care of their personal belongings.

28.3.2 Personal items brought to school should be clearly labeled whenever practical.

28.3.3 The School is not responsible for loss or damage to personal property.

28.3.4 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.

28.4 Lockers, Desks, and School Property

28.4.1 Lockers, desks, textbooks, technology, musical instruments, athletic equipment, and other materials provided by the School remain School property. Students are expected to care for School property responsibly.

28.4.2 Students may be financially responsible for intentional or negligent damage to School property.

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

28.4.4 Ivy is not responsible for lost or stolen items. Valuables should NOT be brought to school.

28.4.5 Problems with lockers should be reported to the Middle or High School Principal, as appropriate.

28.4.6 Students must observe the following rules:

(a) 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 appropriate Principal.
(b) Lockers must be kept neat and orderly at all times. Locker checks will occur each semester.
(c) 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.
(d) 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.

28.5 Textbooks, Library Materials, and Instructional Resources

28.5.1 Ivy Classical Academy provides students in the Middle and High Schools (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.

28.5.2 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.

28.5.3 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.

28.6 Fees and School Supply Program

28.6.1 School Supply Program

28.6.1.1 Participation in the Ivy School Supply Program is mandatory for all students. The purposes of this program are to ensure that every child has the supplies they need and to save parents money and time by eliminating the need for school supply shopping. Parents are requested to provide a donation of $130 to support the program. All students will receive all necessary supplies through the program.

28.6.1.2 If you are unable to make a contribution to the School Supply Program, please contact the School at info@ivyclassical.org and the School will ensure that your students are provided with their school supplies, field day t-shirt, and yearbook free of charge. For those parents with the ability to contribute more, we have provided an opportunity to contribute an additional $25 to help students in need.

28.6.2 Other Fees

28.6.2.1 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.

28.6.2.2 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.

28.7 Birthday Celebrations and Special Events

28.7.1 If you would like to bring birthday treats 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. All treats should be store-bought, rather than home-made, and include a list of ingredients, so that we can protect students with food allergies.

PART VII — Family Partnership

29. Communication

29.1 Parent Communications to Administration, Faculty, and Staff

29.1.1 Ivy Classical Academy values the conversation that takes place between parents and teachers about the education of children. 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:

(a) Scheduled face-to-face meeting
(b) Scheduled phone call
(c) Message (given to the front office)
(d) Voice Mail
(e) Email

29.1.2 Ivy Classical Academy employees will not use social media to communicate with parents or students.

29.1.3 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.

29.1.4 Ivy 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 two school days of contacting the School. 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 Principals, the Head of School, and other members of the School Leadership Team may require an extra day to respond to correspondence.

29.2 General Communication with the School Community

29.2.1 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.

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

(a) The school website, https://www.ivyclassical.org
(b) The official school newsletter, sent at the end of each month.

(c) The Ivy Classical Academy Updates Google Doc: https://docs.google.com/document/d/1aUBuIsZMPhpsfPuPSOTqkS-GGQX0Ed4Ab1TbtU6MCqw/edit?usp=sharing
(d) The official Facebook page, https://www.facebook.com/ivyclassical
(e) The Ivy Classical Academy Official Parent Group, https://www.facebook.com/groups/1059787838344696
(f) Correspondence from school administration, including emails and postal correspondence
(g) Text messages or voice calls sent through PikMyKid
(h) Notices sent home with students and/or distributed by the school office

29.2.3 Any social media page using the school's name and not listed above is NOT affiliated with the school and is NOT a good source of information about the school or its activities. The school disclaims any responsibility for information from third-party websites, social media pages, or entities outside the school.

29.3 Social Media

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

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

29.3.3 In the interest of clarity and prudence, Ivy will avoid lengthy or controversial replies to comments on our Facebook page. It will be the usual practice of Ivy to invite questions and grievances posted on our official Facebook page to be brought to the school through our direct channels. Ivy reserves the right to delete comments that are inappropriate, quarrelsome, or out of place. Continued misconduct may result in removal from the Official Facebook group and/or being blocked from the school's Facebook page.

29.3.4 While Ivy 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 Ivy administration does not review independent pages and will not recognize complaints until they are registered through formal channels.

29.3.5 Ivy retains the right to enforce school policies and commitments in the social media use of parents, students, teachers, and staff.

29.4 Communicating with Parents with Joint Custody

29.4.1 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.

30. Parent Involvement

30.1 Ivy Classical Academy recognizes that parents are the primary educators of their children and that a strong partnership between home and school is essential to fulfilling the mission of the School. The School encourages parents and guardians to participate actively in the educational life of the School through service, communication, attendance at School events, and support of their children's academic and personal development.

30.2 Volunteering

30.2.1 Ivy relies on volunteers during carlines, at lunch and recess, in the classroom, and in other events sponsored by the school.

30.2.2 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.

30.2.3 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.

30.2.4 Volunteer Background Checks

30.2.4.1 If an adult plans to volunteer with students (such as coaching, field trip chaperones, student tutoring, etc.) the individual must complete volunteer training and become a registered Ivy volunteer. Contact info@ivyclassical.org for upcoming volunteer training dates. 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.

30.2.5 Volunteer Confidentiality

30.2.5.1 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.

30.2.5.2 If a volunteer has a concern involving something that is witnessed, observed, or overheard it may only be discussed with the faculty members involved, the appropriate Principal, and/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.

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

30.3 Parent Service Organization (PSO)

30.3.1 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.

30.3.2 All parents, adult family members, and community members are encouraged to volunteer on a team and attend regular quarterly 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.

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

30.3.4 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.

30.4 School Events

30.4.1 Families are encouraged to participate in School-sponsored events, including:

(a) Parent Orientation/Open House
(b) Curriculum nights
(c) Weekly and special assemblies
(d) Concerts
(e) Performances
(f) Athletic events
(g) Academic competitions
(h) Awards ceremonies
(i) Graduation
(j) Community celebrations

30.4.2 Participation in these events strengthens the School community and reinforces the partnership between home and school.

30.4.3 See the school calendar for dates, times, and other event details.

31. Questions, Concerns, and Grievances

31.1 Ivy Classical Academy is committed to maintaining open, respectful, and constructive communication with families. Most questions and concerns can be resolved through timely

communication between the individuals most directly involved. This section establishes the process by which families may seek clarification, resolve concerns, and, when necessary, pursue formal review of significant matters.

31.2 Guiding Principles

31.2.1 Questions and concerns should ordinarily be addressed first with the individual most directly responsible for the matter.

31.2.2 All parties are encouraged to communicate respectfully, presume good intentions, and work collaboratively toward a resolution.

31.3 Informal Resolution

31.3.1 Parents are encouraged to communicate directly with the appropriate teacher or staff member whenever questions arise regarding:

(a) Classroom instruction
(b) Assignments
(c) Grades
(d) Student behavior
(e) Classroom procedures
(f) Routine school matters

31.3.2 Most concerns can be resolved through conversation that is both direct and respectful before they become more significant.

31.4 Communication Chain

31.4.1 When a concern cannot be resolved through direct communication, families should ordinarily proceed through the following sequence:

(a) Classroom Teacher
(b) Principal
(c) Head of School

31.4.2 Questions involving operations, student services, or other specialized matters may be directed to the appropriate administrator.

31.5 Formal Concerns

31.5.1 If a concern remains unresolved after reasonable efforts at informal resolution, parents may request review by the appropriate administrator. The administrator will review the matter, gather relevant information, and communicate a decision or recommended resolution. Parents are encouraged to provide relevant information and documentation when appropriate.

31.6 Appeals

31.6.1 When School policy provides for an appeal, parents may request review by the Head of School. The Head of School's review may include meetings with the parties involved, review of applicable policies, and consideration of relevant information. The Head of School shall communicate the outcome of the review in accordance with School procedures.

31.7 Role of the Board of Directors

31.7.1 The Board of Directors is responsible for governance, strategic leadership, and policy oversight.

31.7.2 Except as provided by Board policy or applicable law, the Board ordinarily does not participate in the resolution of individual student matters, personnel matters, classroom concerns, or routine administrative decisions.

31.7.3 Operational responsibility for the daily administration of the School has been delegated to the Head of School.

31.8 Confidentiality

31.8.1 The School respects the privacy rights of all students and families.

31.8.2 Because of legal and ethical obligations, the School generally cannot discuss disciplinary actions, academic records, or personal information regarding other students or employees.

31.8.3 The inability to share confidential information should not be interpreted as a lack of investigation or concern.

31.9 Resolving Differences

31.9.1 The School recognizes that reasonable people may occasionally disagree.

31.9.2 Families and School personnel are encouraged to:

(a) Listen respectfully
(b) Seek understanding
(c) Focus on the best interests of the student
(d) Distinguish facts from assumptions
(e) Work collaboratively toward solutions
(f) Preserve positive relationships whenever possible

PART VIII — Governance and Leadership

32. Governance

32.1 Board of Directors

32.1.1 Ivy Classical Academy is governed by a Board of Directors that is responsible for establishing the School's mission, policies, and long-term strategic direction. The Board's responsibilities include:

(a) Establishing the mission and vision of the School
(b) Adopting policies
(c) Providing strategic oversight
(d) Ensuring financial stewardship
(e) Evaluating the Head of School
(f) Supporting the long-term success of the School

32.1.2 The Board delegates responsibility for the daily administration and operation of the School to the Head of School, who is responsible for implementing Board policies and overseeing the educational program.

32.1.3 The Board acts collectively and does not ordinarily supervise employees or manage the daily operations of the School.

33. School Leadership

33.1 The leadership structure of Ivy Classical Academy exists to support the School's mission by providing clear lines of responsibility, consistent communication, and faithful stewardship of the School's educational philosophy.

33.2 The Role of the Head of School

33.2.1 The Head of School serves as the chief executive officer of Ivy Classical Academy and is the sole employee who reports directly to the Board of Directors. The Head of School is responsible for the overall leadership of the School and for ensuring that the mission, vision, and philosophy of Ivy Classical Academy are faithfully carried out.

33.2.2 The Head of School provides leadership in matters including, but not limited to:

(a) Mission and vision
(b) Curriculum and instructional philosophy
(c) Strategic planning
(d) Personnel
(e) School culture
(f) Budget oversight
(g) Board relations
(h) Community partnerships
(i) Long-term organizational development

33.2.3 Although the Head of School delegates many responsibilities to other members of the School Leadership Team, ultimate responsibility for the operation of the School remains with the Head of School.

33.3 The Role of the Principals

33.3.1 The Principals are responsible for the day-to-day academic and operational leadership of their respective divisions and serve as the primary instructional leaders of those divisions.

33.3.2 Principals provide leadership through regular classroom observations, instructional coaching, professional development, student discipline, faculty support, parent communication, and the daily operation of the School.

33.3.3 Principals are visible throughout the School, accessible to faculty, students, and parents, and actively engaged in the instructional life of the Academy.

33.4 Other Members of the School Leadership Team

33.4.1 Director of Operations

33.4.1.1 The Director of Operations oversees the non-instructional functions of the School, including operations, facilities, finance, human resources, and other administrative responsibilities assigned by the Head of School.

33.4.2 Assistant Head of School

33.4.2.1 The Assistant Head of School supports the implementation of the School's curriculum and culture, as well as other initiatives assigned by the Head of School. The Assistant Head of School may act in the place of the Head of School whenever appropriate.

33.4.3 Director of Student Services

33.4.3.1 The Director of Student Services oversees special education services, student support systems, compliance requirements, and related responsibilities in accordance with School policy and applicable law.

34. Family Educational Rights Privacy Act (FERPA)

34.1 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:

(a) 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 School a written request that identifies the record(s) they wish to inspect. The School will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(b) 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, 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.

(c) 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. Law enforcement agencies may make periodic visits to the school to detect the presence of illegal drugs, unannounced to anyone except the Head of School.

(d) 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

34.2 Student Information

34.2.1 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.

34.2.2 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. The school respects the rights of parents who do not wish for photos and videos of their students to be shared. If you object to the school's use of photos or video of your child, please contact the Head of School directly.

34.3 Records Requests

34.3.1 Alabama residents wishing to view or receive copies of public records maintained by Ivy Classical Academy may submit a records request by emailing info@ivyclassical.org. 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:

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

34.4 Closing Statement

34.4.1 The faculty, staff, leadership, and Board of Directors of Ivy Classical Academy are grateful for the trust families place in the School.

34.4.2 Together, students, families, and educators form a community dedicated to the pursuit of truth, goodness, and beauty. Through our shared commitment to intellectual excellence, moral virtue, and respectful partnership, we seek to prepare students not only for future academic success but also for lives of wisdom, service, and responsible citizenship.

34.4.3 We look forward to partnering with your family throughout your child's educational journey.

PARENT ACKNOWLEDGEMENT

I, _____ (printed name of parent), do hereby recognize receipt and review of the Ivy Classical Academy Family Handbook, 2026-27. As a parent of a child enrolled in Ivy, 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 Ivy 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 Ivy 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: _____

Appendix A: Daily Schedules

Daily Operational Schedule

Time	Activity
7:00 a.m.	Building Opens Student Arrival Begins
7:45	Breakfast Ends
7:55	Tardy Cutoff Time Morning Announcements Attendance
8:00	Instruction Begins Front Office Opens
...	(Consult Individual Teacher and Class Schedules)
2:30	Cutoff Time for Changes in PikMyKid
2:45	Kindergarten Dismissal Begins
3:00	1st-5th Grade Dismissal Begins
3:35	1st-5th Grade Dismissal Ends
3:40	Middle School Dismissal Begins Clubs Begin
4:00	Middle School Dismissal Ends Remaining Car Riders Brought to Front Office YMCA Car Line Begins Front Office Closes
4:40	Clubs End

Middle School Bell Schedule

Period	Time
Arrival	7:00 a.m. – 7:55 a.m.
Homerooom	7:55 a.m. – 8:00 a.m.
Period 1	8:00 a.m. – 8:45 a.m.

Period 2	8:50 a.m. – 9:35 a.m.
Break	9:35 a.m. – 9:45 a.m.
Period 3	9:45 a.m. – 10:30 a.m.
Period 4	10:35 a.m. – 11:20 a.m.
Period 5	11:25 a.m. – 12:10 p.m.
Lunch/Ivy Time	12:10 p.m. – 1:10 p.m.
Period 6	1:10 p.m. – 1:55 p.m.
Period 7	2:00 p.m. – 2:45 p.m.
PE	2:45 p.m. – 3:35 p.m.
Dismissal	3:40 p.m. – 4:00 p.m.