



IVYWOOD
CLASSICAL ACADEMY

2026-2027 Family Handbook & Student Code of Conduct

12413 Ridge Rd, Plymouth, MI 48170
(248) 207-1757
ivywoodclassicalacademy.com

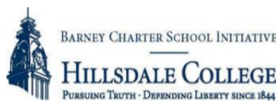
Ivywood Classical Academy
14356 Genoa Ct.
Plymouth, MI 48170

248.207.1757

Mrs. Kayla Cruthers, Head of School
Ms. Grace Hambleton, Assistant Lower Head of School
Mr. Thomas Merlo, Assistant Upper School Head of School

ivywoodclassicalacademy@choiceschools.com
<https://ivywoodclassicalacademy.com>

Revised August 2026



This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

INTRODUCTION	5
Mission	5
Virtues	5
Affiliation with Hillsdale College	5
SECTION I: SCHOOL LIFE AND DECORUM	6
School Hours	6
Lower School	7
Upper School	10
All School Attendance	12
All School Tardiness/Early Release	14
Upper School Class Attendance	15
All School Uniform and Personal Appearance	15
Discipline	21
Public Displays of Affection	27
Electronic Devices	27
E-bike, Micromobility Devices, and Motor Vehicles	28
Lockers	28
Lunch and Snacks	30
Medication and Medical Care	31
Extracurricular Activities	35
Volunteers	36
Visitors	37
SECTION II: ACADEMIC POLICIES	39
Curriculum Introduction	39
Homework	39
Grading	40
Teacher Conferences	43
Student Placement	44
Promotion and Retention	44
High School Graduation Requirements	46
Academic Honesty	48
Student Services	49
State Assessments	52
Controversial Subjects	53
Videos in the Classroom	55

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

SECTION III: ADDITIONAL POLICIES AND PROCEDURES	56
Admissions and Enrollment	56
School Communication Procedures	58
1.9 Channels of Communication	58
Interrogations and Searches	66
Non-Discrimination Policy	67
Sexual Harassment	67
Emergency Policy	72
Student Drivers and Parking	74
Facility Use	75
Parent Teacher Organization	76
SECTION IV: GOVERNANCE AND MANAGEMENT	77
Board of Directors, Authorizer, and Management Company	77
Board Responsibilities and Obligations	77
Board Meetings	78
Role of the School Leader (Principal/Headmaster)	79
Chain of Command	79
Grievance Policy	79
SECTION V: PRIVACY	80
Family Educational Rights Privacy Act (FERPA)	80
Student Information	83
APPENDIX: ATHLETIC CODE OF CONDUCT	84
Introduction	84
Athletic Code	84
Requirements for Participation	85
Objectives of the Ivywood Classical Academy Athletic Program	86
Athletic Training Rules	86
Parent Guidelines	88
Resolving Athletic Issues	89
Dual Participation	89
Physical Education and Participation	89
Uniform Policy	89
(please return this section to the athletic office)	90
Student and Parent/Guardian Acknowledgment	91

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

INTRODUCTION

Mission

Ivywood Classical Academy teaches and equips scholars to become moral and intellectual leaders in a self-governing society. We inspire wonder.

Virtues

Our core virtues empower students with the knowledge, skills, attitudes, and opportunities to become responsible members of the home, school, and community. The seven core virtues are:

- *Courage: I will choose rightly in the face of fear or temptation.*
- *Respect: I will honor everything according to its nature.*
- *Excellence: I will do my best to develop intellectual and moral virtue.*
- *Integrity: I will think and act consistent with right beliefs and values.*
- *Humility: I will properly assess my thoughts and actions while selflessly serving others.*
- *Self-Government: I will exercise mastery over my thoughts and actions.*
- *Wonder: I will seek to understand with an open mind and with an amazement of the world around me.*

Affiliation with Hillsdale College

The Hillsdale K-12 Education Office is a project of Hillsdale College devoted to the education of young Americans. Through this office and its initiatives, the College supports the launch of K-12 classical schools that will 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.

It is Ivywood's belief that American K-12 education, to be successful and good, must be built on a foundation of classical liberal arts learning—the kind of learning best suited to

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

a free society and most needed for its preservation. The work of Hillsdale K-12 Education is an important step in that direction.

To advance the founding of classical charter schools, Hillsdale College works with select school-founding groups of local citizens who care deeply about education, who plan to apply for a charter, and who prove themselves capable of starting and governing a school. When a founding group's interests and abilities are a good match, Hillsdale will assist in creating and implementing the school's academic program, providing the curriculum design and teacher training. This support, along with guidance on the shaping of a vibrant and ennobling school culture, will provide the foundation for these new schools to promote a liberal and civic education in America's public schools.

Ivywood is a Hillsdale College Member School, a relationship that offers our school ongoing access to curriculum, training, and resources. For more information on Hillsdale K-12 Education, visit k12.hillsdale.edu.

SECTION I: SCHOOL LIFE AND DECORUM

School Hours

1. Lower School
 - a. Monday-Thursday 8:10 am – 3:10 pm
 - b. Friday 8:10 am – 1:10 pm
 - c. Half Day (first and last days of school) 8:10am - 12:10 pm
2. Upper School
 - a. Monday-Thursday 7:45 am – 2:45 pm
 - b. Friday 7:45 am – 12:45 pm
 - c. Half Day 7:45 am - 11:45 am

Front Office:

1. Lower School: Monday-Friday 7:30 am – 3:30 pm
2. Upper School: Monday-Friday 7:20 am – 3:15 pm

Closed weekends and during school holidays

Summer Office Hours: Tuesday-Thursday 9:00 am – 1:00 pm

Phone: 248.207.1757

Email: ivywoodclassicalacademy@choiceschools.com

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Student Drop-Off and Pick-Up

In our classical education setting, where teachers serve as masters and primary instruction is driven by rich discussion and thoughtful questioning, classroom experiences cannot be replicated. Consistent and punctual attendance is essential for acquiring knowledge and fostering a true love of learning.

Lower School



This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Morning Drop-Off Procedures

The drop-off window is 7:50am - 8:10am, Monday through Friday. Classes at the Lower School begin promptly at 8:10am. It is recommended that students arrive no later than 8:05am to ensure they are in class at the start of school. Doors will be closed and locked promptly at 8:10am, any students not in class at that time will be marked “tardy”.

Drop-Off:

- **Option #1 Park and Drop Off:** Parents may park and escort their children to the front door (indicated by the orange star on the map) using the designated crosswalks starting at 7:50am.
- **Option #2 Utilize the Car Loop 7:50-8:05:** Please enter through the first driveway and follow the loop around the building (indicated by the orange line on the map). Staff will direct you once you pull to the front of the building. Once stopped in the unloading zone (indicated by the green line on the map above), students may exit the car **using the driver’s side only**. If your child needs assistance or cannot exit the driver’s side, you cannot use this option.

Lower School Tardy Students: Please review our tardy policy outlined in the Family Handbook.

If you arrive at or after 8:10 you will need to:

- 1) Park
- 2) Escort your child(ren) to the front door
- 3) Sign your child in on the iPad and ring the doorbell
 - Students are not permitted to sign themselves in or out of school.

Afternoon Pick-Up Procedures

The pick-up window is 3:10pm - 3:30pm, Monday through Thursday and 1:10pm - 1:30pm on Fridays (please note pick-up on the first and last days of school is 12:10pm - 12:30pm). All families park and pick-up their students at their classroom door. Please note: 5th and 6th grade students must also be picked up from their classrooms as we will no longer be continuing the “Walker Policy.” Only approved pick-up persons will be granted access to the building presenting an Ivywood assigned student pick up pass. If a pick-up person does not have their tag, they will be required to check-in at the front office and present identification before picking up their student.

Flow of Traffic in the Building: Everyone will enter the main entrance and exit using the side doors only. There will be no entry granted at the side doors.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Staggered Release: Families scheduled to pick up starting at 3:20pm please DO NOT ENTER the parking lot until 3:20pm. If you arrive early, you will be asked to wait until your scheduled pick-up time.

- At the end of the first semester (beginning in February) pick up times will switch and last names L-Z will be granted access first and last names A-K will be granted access second. A reminder will come out closer to semester 2.

Please adhere to the dismissal schedule below:

Last Names	Monday-Thursday Dismissal Times
A-K (orange ID Code)	3:10-3:20
L-Z (blue ID Code)	3:20-3:30

Last Names	Friday Dismissal Times
A-K (orange ID Code)	1:10-1:20
L-Z (blue ID Code)	1:20-1:30

Last Names	First & Last Day of School Dismissal Times
A-K (orange ID Code)	12:10-12:20
L-Z (blue ID Code)	12:20-12:30

Late Pick-Up Policy

Lower School: Late Pick-Up will apply after 3:30 pm Monday-Thursday and after 1:30 pm on Fridays. This policy also covers picking up students participating in afterschool activities and clubs and will apply within 5 minutes of the scheduled release for that activity or club. Failure to comply with this policy may result in removing the student from the activity or club without refund.

- Offense #1 = \$1.00/minute per child.
- Offense #2 = \$5.00/minute per child.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

- Offense #3 = \$10.00/minute per child and proof of enrollment in Ivywood's aftercare program. Police may be contacted.

Unpaid fines may result in the following: field trip permissions suspended, PowerSchool account locked, progress reports and report cards held in the office.

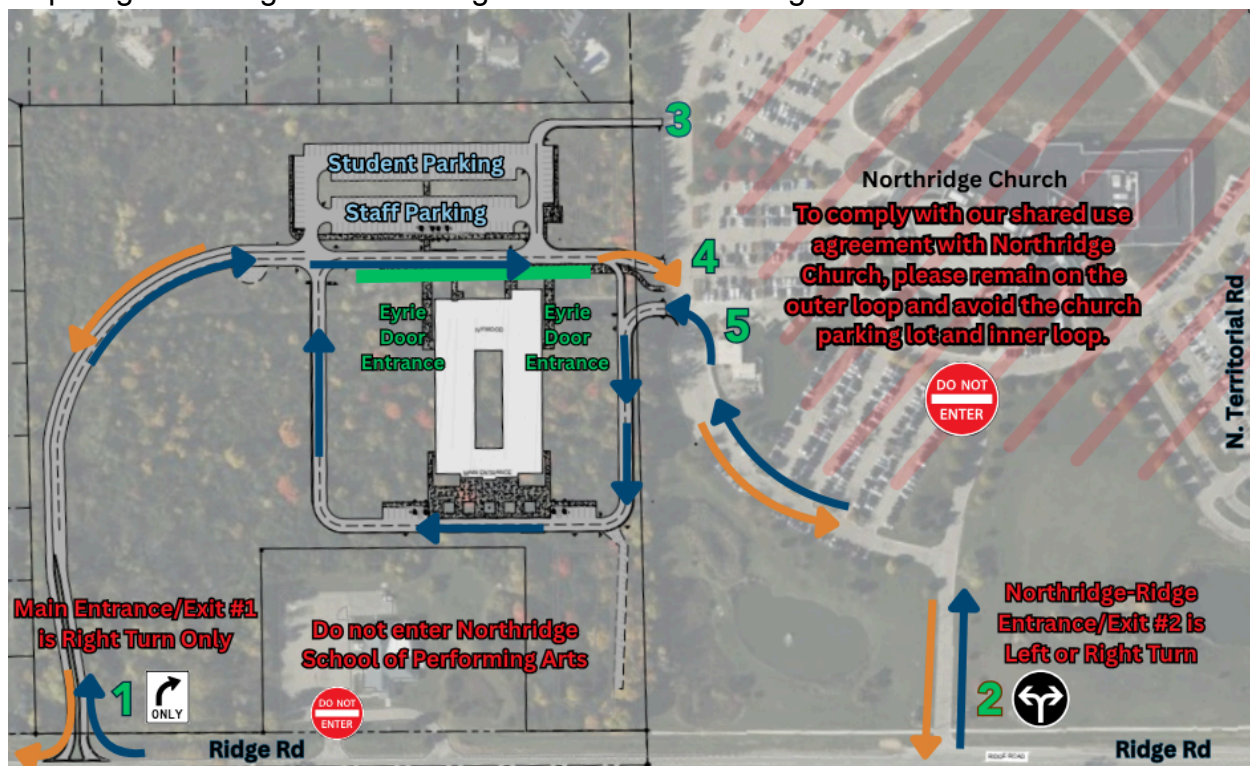
Before and After Care

The academy partners with the Ivy Camps to provide before and after care. The before and after care program is housed on site at the Academy. Information regarding registration can be found on the Ivywood website: [Ivywood After School Care](#)

Before Care Hours	6:30am-7:50am
After Care Hours	3:30-6:00pm (Fridays: 1:30-6:00pm)

Upper School

In our classical education setting, where teachers serve as masters and primary instruction is driven by rich discussion and thoughtful questioning, classroom experiences cannot be replicated. Consistent and punctual attendance is essential for acquiring knowledge and fostering a true love of learning.



This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Morning Drop-Off Procedures

The drop-off window is 7:25am - 7:45am, Monday through Friday. Classes at the Upper School begin promptly at 7:45am. It is recommended that students arrive no later than 7:40am to ensure they are in class at the start of school. Doors will be closed and locked promptly at 7:45am, any students not in class at that time will be marked “tardy”.

Drop-Off: please note the following:

- The carloop is one way.
- The inner lane closest to the building is the queue for drop-off and the outer lane is for through traffic.
- There is no parking or standing in the outer lane.
- To minimize the impact on surrounding neighborhoods, both the main entrance & exit (driveway #1) are **strictly right turn only**.
- When entering driveway #2, please respect our shared use agreement with Northridge Church by using only the outer loop marked on the map, avoiding their parking lot and inner loop closest to the church.
- Students will enter the building through the “Eyrie” student entrance
- There are three routes to enter/exit the school:
 - **Student Drivers:** Will enter through the Northridge-Ridge Road entrance (#2) and use driveway #3 to enter the Ivywood staff and student parking lot. They can exit the exact same way (for right or left turn from driveway #2) or from the south side of the parking lot, turning right onto our main driveway, and turning right (only) from the Ivywood Southbound Main Entrance #1 onto Ridge Road.
 - **Car Loop 7:25-7:40 from Ivywood Southbound Main Entrance #1** (traffic traveling **southbound only**): enter the drop-off loop by turning right into Ivywood’s driveway #1 and merging into the carloop queue line in the innermost lane at the back of the building. Students will exit along the sidewalk on the back of the building (indicated in green on map). Please pull forward to the furthest available space before allowing students to exit your vehicle. Cars wanting to head northbound will exit using driveway #2 to the Northridge - Ridge Road. Cars wanting to head southbound will loop around the front of the building using the outermost lane and turning right from driveway #1.
 - **Car Loop 7:25-7:40 from Northridge-Ridge Road Entrance #2:** Parents will enter the drop-off loop by (1) tuning right into the Northridge-Ridge Road Entrance #2, (2) making an immediate left around the outside of the Northridge parking lot, (3) turning left into driveway #5, , (4) looping around the front of the building, and (5) pulling into the innermost lane to drop off students along the back sidewalk (indicated in green on map). Please pull forward to the furthest available space before allowing students to exit your vehicle. Cars will

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

then exit driveway #2 utilizing the Northridge-Ridge Road exit, staying outside of the Northridge parking lot.

Upper School Tardy Students: Please review our tardy policy outlined in the Family Handbook. If you arrive at or after 7:45, you will need to:

- 1) Park in the temporary parking at the front of the building
- 2) Direct your student to the front office
- 3) Your child will sign themselves into the front office using the school's attendance system.

Afternoon Pick-Up Procedures

The pick-up window is 2:45pm - 3:05pm, Monday through Thursday and 12:45pm - 1:05pm on Fridays (please note that pick-up is 11:45am - 12:05pm on half days). Students will be dismissed to leave the building on their own at the conclusion of the school day. The building will CLOSE after 4pm Monday - Thursday and after 1:05pm on Fridays. Parents can park along the interior curb closest to the school building in the car loop while waiting for their student.

The “Eyrie” Student Corridor: The “Eyrie” student corridor will remain open after school until 4pm Monday-Thursday for Upper School students only.

- Classroom hallways will be closed and locked at 3:05pm Monday-Thursday and at 1:05pm on Fridays
- Students will not have access to their lockers

All School Attendance

Classical education is highly interactive and requires consistent and punctual attendance. Because the classical approach relies heavily on classroom discussion among students and teachers, most work done in class cannot be made up if a student is absent. For this reason, parents should exercise prudence and make every reasonable effort to ensure that students are on time and do not miss class, including restricting trips to the allotted breaks.

Parents must alert their student's teachers and the front office for every day a child is to be away from school. To notify teachers, please email your student's teachers directly. To notify the front office, please call the attendance line at 248.207.1757 or utilize the “Safe Arrival” function in the My PowerHub (PowerSchool) App . Please include your child's name and the reason for his or her absence. Parents must make us aware of the child's absence before 7:45am (Upper School) or 8:10 am (Lower School) on the day of the absence otherwise the absence will be coded as unexcused.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Absences

Planned absence during the school term is highly discouraged. We discourage doctors' and other appointments during the school day when avoidable.

Students must attend 90% of a class (i.e., 18 total absences) in order to receive credit for that class. This threshold includes both excused and unexcused absences. If a student is not physically present in class, regardless of the reason, the student's total attendance percentage is reduced. Students who do not attend 90% of a class are in danger of failing the class because of absences and will be referred to school leadership.

When a student accumulates 8 absences, school leadership will send a letter home to the student's parents notifying them of the accrued absences. At 12 absences, the parents will attend a mandatory meeting with the Dean of Students. This meeting will determine the course of action that will be taken, which may include the development of an attendance contract, an absenteeism report submitted to the truancy officer, possible withdrawal from the school, and possible petition to the juvenile court. If the family chooses not to participate in the meeting, or the family/student does not uphold the attendance contract, an absenteeism report will be submitted to the county truancy officer. Students who are chronically absent (i.e., 18 absences per year or 9 absences per semester), tardy, or checked out early may also be recommended for retention and/or not receive credit (Upper School) for their coursework resulting in the need for credit recovery.

When a student is absent from school for ten consecutive school days, the student may be withdrawn from the Academy and the student's directory information will be reported to the truancy officer of the intermediate school district and other state and local agencies unless the parent/guardian provides a reason for the absence. The School Leader will attempt to make contact with the student's parent/guardian during the period of consecutive absences.

Excused Absences

Excused absences may be granted for the following reasons:

- Illness of the student. A doctor's statement of illness must be presented if a student is absent more than three consecutive days or more than ten absences during a semester.
- Illness in the immediate family, which requires absence of the student from school.
- Death in the immediate family (should not exceed five days).
- Recovery from an accident.
- Required court appearance. Parents are asked to notify the school in advance.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

- Professional appointments. Parents are encouraged to have the child return to school after the appointment.
- Religious holidays regularly observed by persons of the student's faith.
- Absences for other reasons as approved by the School Leader upon request of the parent.

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

Absences are unexcused when parents do not follow the procedure to excuse absences noted above, when a student is unaccounted for, or if a student does not make a reasonable effort to come to school on time. Such absences are liable to disciplinary action, up to and including suspension.

All School Tardiness/Early Release

Each tardy or early release prevents students from engaging their classes appropriately. In order to get the most from class, students must begin and end on time. Tardiness refers to any occasion in which a student arrives after the start of school or after the start time of any given class. Early release refers to any occasion in which a student leaves before the official end of school—with the exception of students directly participating in school-related activities.

In order for a tardy or early release to be excused, it must follow the guidelines for an excused absence or be reasonably grounded, e.g., student was with another teacher. For an excused tardy, the front office should be notified before the start of school on the day of the tardy.

After the accumulation of five (5) unexcused tardies or early releases, you will be contacted by the Dean of Students. Unexcused tardies/early checkouts will not reset at the beginning of the new semester; they will be counted from the beginning of the school year.

Additionally, should a student have an excused or unexcused absence, they will not be permitted to attend any after-school activities either on the day the excused or unexcused absence occurred or on the weekend if the absence is on a Friday. For instance, if a student has an unexcused absence on the Friday before the Regency Ball, they will not be permitted to attend the ball. This policy also extends to athletic events. Should a student-athlete have an unexcused absence the day of practice or a game, they will not be permitted to attend either. The school reserves the right to approve exceptions to this policy in extraordinary circumstances at its sole discretion.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Releasing a Student from School

Students will only be released to people who are their parents or legal guardians, unless we have received written permission to release the student to another adult. In the case of divorce or separation of the parents, both parents shall have full rights until legal notification is provided to the school limiting the rights of either parent.

School-sponsored activities require a teacher or sponsor to be responsible for the students. Students may only leave the activity or event with their own parent unless prior written authorization is given to the teacher or sponsor.

Student drivers requiring early release will need to wait in the office until parent authorization is obtained per instance.

College Visit Absence Requests

High school students who meet the following criteria will be allowed to have two excused days of absence for a college visit during their junior year and two excused days of absence for a college visit during their senior year:

- The student must be on track to graduate on time.
- The student must be classified as a junior or senior based upon credits earned.
- The student must be passing all coursework.
- The student must meet the 90% attendance rule.

Students must submit a “College Visit Absence Request Form” to the office at least two days prior to the day requested for a college visit. This form is available in the Guidance Counselor’s office.

Upper School Class Attendance

Should students arrive to class after the beginning of the class period and not have a signed and timed pass from another teacher, administrator, or office staff member for that day, they will be marked as tardy and on the first offence receive a warning. On proceeding offences, students will receive a pink slip . Students who have a timed pass from a teacher are expected to have reached their classrooms prepared to learn within 10 minutes of the signed time. For example, should a student have been sent from the office to class, they will have a signed pass from the office example: Alt 10:05. That student must then be at the class to which they are being sent at or before 10:15 or they will receive a pink slip for tardiness. The consequences for the pink slip are outlined in the pink slip policy. Students are expected to be at their studium appointments within 2 minutes of being released.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

All School Uniform and Personal Appearance

A school uniform is crucial to a successful classical school, accomplishing three key goals. First, it diminishes the burden of thinking about clothing and fashion that can become all-encompassing for many students. This removes distractions in the classroom and redoubles focus on the task at hand. Second, it helps students take school more seriously by acknowledging that, through dress, we respect fellow classmates, teachers, and the common enterprise of education. Third, it develops school identity and pride. All students are therefore expected to adhere to the school uniform policy.

When questions about particular aspects of the uniform arise, the student is expected to follow the general and leading spirit of the policy, which is to diminish distractions, show respect, and elevate the tenor of the school.

All students are expected to come to school wearing the appropriate uniform as outlined in the handbook, and they are expected to wear it properly and with the dignity befitting an Ivywood Classical Academy scholar. Students found to be out of uniform will be given a pink slip, and the pink slip policy will be followed. The office will also 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. 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 to bring acceptable attire.

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 ([K-6](#) and [7-12](#)) 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 Ivywood website. Uniforms may be directly purchased at the Ivywood Classical Academy Lands' End store here: <https://www.landsend.com/pp/SchoolSearch.html?action=landing&selectedSchoolNum=900190638>

Additional Uniform Provisions

- Students may wear their own outerwear (coats, sweaters, vests) to school and on the playground or in the courtyard. Students are not permitted to wear the following: any clothing with alcohol, drugs, tobacco wording, advertising, or logos of such items. If a student is cold in the classroom, he or she should wear one of the long sleeve uniform items.
- All students must be in uniform at all times. No other clothing other than uniform tops and bottoms are permitted. No outside tops, jeans, or bottoms are permitted in the building.
- All students must follow spirit wear guidelines on Fridays.
- All shirts must be tucked in.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

- Skirts and shorts shall fall no higher than 2 inches above the knee as measured when the student is standing.
- Girls must wear gym shorts or compression shorts underneath their skirts. These must not be visible when the student is standing.
- Students may bring any backpack as long as it is clean and tasteful.
- Hair must be clean and neat. Only natural hair colors are allowed. No unusual or radical hairstyles. Hair accessories must be uniform colors (light or dark blue, khaki, or white). Novelty hair items are not allowed.
- Lower School: All girls' and boys' polo shirts may have the top button unbuttoned. All other buttons must be fastened. Shirts must be at a length that are tuckable and must remain tucked when moving.
- Upper School: All girls' and boys' shirts must have their top button fastened. Their tie should be worn properly and touching the collar.
- Modest jewelry is allowed. Any questions concerning modesty will be evaluated by the School leader. An object that has a purpose other than jewelry cannot be worn as jewelry. Students may wear no more than two necklaces at one time. Students are permitted a maximum of two earrings per ear on the earlobe, and earrings must not be larger than a quarter. No visible facial piercings are permitted. No stretched piercings or holes may be visible.
- Tattoos must be covered at all times.
- Makeup and nail polish must look natural.
- Pimple patches or any other items worn on the face must be clear or skin toned.
- Hats and sunglasses are not to be worn in the building. Hats include visors and bandanas. Religious headgear is permitted when worn for religious purposes.
- Non-marking tennis shoes are required for P.E. class and/or sports in the gym.
- Dress shoes must be worn during the day. Dress shoes must be closed-toed, closed-heeled, black or brown, leather, faux leather or patent leather. Boots, sandals, moccasins, slides, UGGs, Crocs, Vans, Hey Dudes, and slippers are not permitted. Shoelaces must be a solid, matching color.
- Socks must be solid white, navy or black. Socks must cover the ankle, No logos.
- Good personal hygiene is required at all times. This includes wearing neat, clean clothing. Strong/offensive body odors are inappropriate. Clothes may not be ripped or torn. Boys should be clean-shaven and sideburns should not extend lower than the earlobe.
- The use of perfumes, oils, and body sprays should not inhibit the learning environment and should only be used in the restrooms and/or locker rooms.
- Should a student require reasonable uniform alterations based on religion, disability, or medical condition, please contact administration.
- All school-sponsored events, including after school and weekends, are subject to school uniform policy.
- Upper school students may wear the Ivywood Classical Academy branded gym uniform or they may wear the suggested gym uniform of grey shorts that must reach to the knee and a navy solid shirt.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Spirit wear policies

Every Friday is spirit wear day. Students may wear spirit wear purchased from the Ivywood Store (ivywoodspirit.com) or from a school sponsored event. Homemade Ivywood branded clothing items are not permitted.

Spirit Wear Tops:

- Uniform tops, Ivywood spirit wear tops from school-wide events, clubs, or extra-curricular activities (no athletic jerseys) are permitted as spirit wear. No visible shoulders or midriffs.

Spirit Wear Bottoms:

- Uniform bottoms and jeans with no holes, frays, or embellishments are permitted. No cargo pants, colored jeans, skinny jeans, jeggings, or leggings. Jean shorts & skirts must be no more than 2" above the knee with no holes and follow the same guidelines as above.

Spirit Wear Shoes:

- Students are permitted to wear school shoes or tennis shoes. Shoes must be closed-toed and closed-heeled. Boots, sandals, moccasins, slides, UGGs, Crocs, and slippers are not permitted.

Other Dress Down Days:

- On occasion administration may permit other dress down days. On these days, Spirit Wear guidelines will be the minimum requirement and other guidelines will be published by administration.

Personal Care

All students of Ivywood must be independent in toileting. On occasion students may have accidents. When an accident occurs, it is the responsibility of the parent to assist the child and to provide clean clothing. If there are repeated accidents, a meeting with the parents, the School Leader or Assistant Head of School and teacher will be held to evaluate the situation. Appropriate action will be taken based on what is in the best interest of all students and the school.

Uniforms and Financial Assistance

Ivywood will not allow financial need to limit access to the School, and this includes access to uniforms. At minimum, the School will fund one complete uniform set for children whose families qualify for financial assistance.

Lost and Found

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Students are responsible for retrieving their misplaced items from the Lost and Found. Due to limited space, all unclaimed items will automatically be donated to either Goodwill or the school uniform closet at the end of each month.

OK2Say Student Safety Reporting

The safety and well-being of our school is a shared responsibility. We utilize OK2SAY as our confidential student safety reporting program. OK2SAY is for students to report concerns such as threats of violence, bullying, self-harm, abuse, or other behaviors that may place someone at risk. The Academy encourages students to see something, say something.

Reports are received and evaluated by the Michigan State Police OK2Say program and then reported to school officials for follow-up. Every report is taken seriously. Students are encouraged to report concerns to a trusted adult whenever possible, and OK2SAY is available 24/7 as a confidential reporting option.

In accordance with Michigan law, OK2SAY information is available on the Academy's website.

Threat Assessment and Management Policy

Our school uses the Michigan K-12 Behavioral Threat Assessment and Management (Mi-BTAM) model as part of a proactive and student-centered approach to promoting safety and well-being. BTAM is an evidence-based process designed to identify, assess, and manage threatening or concerning behaviors before they escalate. It is not a disciplinary tool or criminal investigation, but rather a compassionate intervention process focused on violence prevention and student support.

When behaviors arise that could pose a threat to school safety, a multidisciplinary team composed of school administrators, mental health professionals, special education staff, and others trained in BTAM protocols collaborates to assess the situation. The team uses a fact-based, case-specific process to gather information, evaluate concerns, and develop an individualized support and intervention plan that addresses both student needs and school safety. Information may be gathered through interviews with students, staff, parents or guardians, review of relevant school records, and other lawful sources to develop a complete understanding of the situation and identify appropriate interventions. The process respects the rights of students under applicable laws, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Family Educational Rights and Privacy Act (FERPA).

In situations where a student with an Individualized Education Program (IEP) or Section 504 plan is involved, the BTAM team works closely with the student's special education team to ensure compliance with legal requirements and to develop supports tailored to

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

the student's unique needs. The emphasis is on early identification and positive intervention, not punishment or exclusion. BTAM is not zero tolerance, profiling, or adversarial in nature. It is a thoughtful, student-focused practice designed to foster a safe and inclusive school culture.

Parents and guardians are important partners in the BTAM process. School leaders may speak with students during the school day as part of the BTAM process when necessary to evaluate and address potential safety concerns. While parental permission is not required for these conversations, the Academy is committed to involving parents and guardians as early as appropriate in the process, unless immediate notification would compromise student safety or the integrity of the assessment. Families will be informed of concerns, the steps being taken to support the student, and opportunities to participate in developing intervention and support plans. The school is committed to handling all matters with discretion and respect while protecting the privacy of those involved and fulfilling its responsibility to maintain a safe school environment.

Digital Safety

The Academy takes digital safety seriously. We reserve the right to monitor student use of district networks and internet access. Students should report security concerns to staff immediately. All students should use technology responsibly and safely, all users must follow the Acceptable Usage Policy.

Digital Threat Prevention

Protecting students extends beyond the school building. When the Academy becomes aware of credible concerns involving threats of violence, suicide, self-harm, exploitation, or other behaviors that may jeopardize school safety, trained personnel may review publicly available online information as part of the Behavioral Threat Assessment and Management (BTAM) process. Reviews are conducted only when there is a legitimate safety concern, follow applicable laws and Board policy and are intended to identify students who may need intervention or support before a crisis occurs. The Academy does not require students to provide passwords to personal social media accounts.

Mandatory Reporting of Child Abuse or Neglect

All staff members at the Academy are considered mandated reporters under Michigan's Child Protection Law. This means they are legally required to report any suspected abuse or neglect of a child to the Michigan Department of Health and Human Services. Reports are made to protect the safety and well-being of all students and are kept confidential to the extent allowed by law.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Discipline

Virtues and General Expectations for Behavior

At Ivywood, we seek virtue in all its forms, and we focus specifically on the virtues of courage, respect, excellence, integrity, humility, self-government, and wonder. We hope that regular recurrence to these virtues in our learning, social interactions, and discipline will help students learn self-governance and strive toward excellence in all areas of life.

The emphasis on virtue at Ivywood is not primarily intended as a discipline policy: we aspire to excellence for its own sake, because it is good, and because we are made better as we aspire to it..

School, Parent, Student Compact and Honor Code

One foundational principle at Ivywood Classical Academy is that parents are the primary educators of their children and without their support the mission of the school can not be accomplished. It is our sincerest desire that the school partners with parents to support them in the moral and intellectual formation of their children. With this goal in mind, Ivywood Classical Academy has a school, parent, and student compact which outlines how parents, school staff, and the students share the responsibility for improved student academic achievement.

At the end of the Family Handbook is a separate page with the School, Parent, and Student Compact and a place for parents and students to sign. At least one parent from each family is required to sign the compact. All students in grades 5-12 are also required to sign it.

In addition to the school, parent, and student compact Ivywood Classical Academy has an honor code. Our honor code expresses the virtues which students need to exemplify on a day to day basis. The Ivywood Honor Code is as follows: An Ivywood student is honest in word and deed, dutiful in study and service, and respectful and kind to others. The student aspires to courage, respect, excellence, integrity, humility, self-government, and wonder. The honor code has also been written as a pledge that will be recited by the upper school students at the beginning of each day. The Ivywood Honor Pledge is "I pledge to be honest in word and deed, dutiful in study and service, and respectful and kind to others. I aspire to courage, respect, excellence, integrity, humility, self-governance, and wonder."

The Purpose of Discipline

The main purpose of all discipline is to teach moral and intellectual virtue. Self-discipline arises from a desire for virtue, and without that desire, a student will falter when laws and rules are silent.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

A secondary purpose is to foster an orderly and disciplined environment in which all students can learn and develop friendships. Order and discipline are the foundation for a thriving school culture.

Any departure from proper decorum is liable to disciplinary action. Because not all students respond to the same arguments, incentives, or punishments, any discipline policy must be at once equal to all students and consistently applied, and also fitted to both the nature of each individual student and the circumstances in which any misbehavior occurs.

Disciplinary Action

Disciplinary action ranges from verbal warnings to suspension and expulsion, and will be used to promote both a student's self-discipline and an orderly environment for all. Even when more serious discipline like a suspension is necessary, the purpose is not to punish but to educate.

School Rules are as follows:

1. Be respectful.
2. Be responsible.
3. Be resilient.

When a student acts in violation of these rules, directions given by a teacher or administrator, or the Ivywood Honor Code, the school has implemented three levels of consequences:

- In-Class Behavior Protocols
- Student Behavior Protocols (Pink Slips)
- Administration Managed Behavior Protocols (Blue Slips)

In-class behavior protocols: These include the various mechanisms that teachers use for correcting and habituating student behavior, and they vary considerably based upon the class and the age of the students. This level of discipline will be managed by teachers and supported by administrators.

Student Behavior Referrals (or Pink Slips): When student misbehavior rises to the level where parents should be notified, a student will receive a Pink Slip from a teacher or administrator. All pink slips, regardless of the reason they were given, shall result in the following disciplinary consequences:

Lower School

- *Pink Slips:* Students shall receive one of the following detentions to be served on the day the slip was received. The student's parents shall be called and emailed to inform them of the incident and the consequences:

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

- **Recess** - Recess detentions shall comprise half of the student's typical allocated recess (i.e. if a student has a 20-minute recess, his detention shall be 10 minutes).
- **Lunch** - Lunch detentions shall be served for the totality of the student's scheduled lunch.
- **After-school** - After-school detentions shall be served from 3:10-3:30.

Upper School

- **Pink Slips:** The student shall receive a half-hour detention to be served on the day the slip was received; the detention shall be served after school from 3:00-3:30pm. Additionally, the student's parents shall be called and emailed to inform them of the incident and the consequences. The detention can be rescheduled ONLY for the event of after-school work hours and those hours must be verified either by showing a work schedule including that day's hours or by the student's supervisor verifying their required presence at work. Exceptions will NOT be made for any after-school activities such as clubs, dances, or athletic practices/games.

Pink Slips are cumulative in both the Upper and Lower Schools, and five are treated as equal to a Blue Slip.

1. **Blue Slips:** Blue Slips are reserved for serious offenses for which parents should be notified and could result in the suspension or expulsion of the student. Blue Slips are usually given out by the School Leader, the Assistant Head of School, or the Dean of Students.

Consequences will be tailored to the student and behavior in question. The point is to educate and improve students with an eye towards justice, not to tie every offense to a formulaic consequence.

In-class behavior protocols are generally informal tracking systems whose consequences may include poor participation grades and/or small assignments meant to correct student behavior. Pink Slips may be sent home to be signed by parents. The consequences for a Blue Slip are explained below.

Disciplinary infractions may prohibit participation in both in and out-of-school extracurricular activities.

Blue Slips

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

For consistent and/or more serious disruptions, the student will be sent to the Office and will receive a Blue Slip. Blue Slips accumulate over the course of the school year, and a student's total will not reset until the end of the spring semester. Receiving a Blue Slip indicates that a student's behavior is a serious problem, and earning repeated Blue Slips will result in more serious consequences each time. It is our hope that the consequences for receiving a Blue Slip will encourage students to display good character and act in accordance with the school's mission.

- *1st Blue Slip:* Student is sent to the office and parents are notified. Administration issues a consequence and a parent meeting is held with the Dean of Students.
- *2nd Blue Slip:* Student is sent to the office and parents are notified. Administration issues a consequence and a parent meeting is held with the Dean of Students and the Assistant Head of School.
- *3rd Blue Slip:* Student is sent to the office and parents are notified. Administration issues a consequence and a parent meeting is held with the Dean of Students and the Head of School.

Upon the student's return, a parent should attend a re-entry meeting with school leadership.

- *4th Blue Slip:* Student is sent to the office, calls home, and goes home. If the infraction is serious, a student may be suspended for more than the rest of the day. The administration will consider expulsion as a fitting consequence.

A student who receives four or more blue slips will be considered habitually disruptive by Ivywood. Once a student reaches four or more blue slips, Ivywood administration may recommend that the student be expelled.

Detention

During lunch detention, students will eat their lunches quietly. Students will not be permitted to do homework during detentions and will be assigned other appropriate tasks.

Detention takes precedence over any extracurricular activity. Students who miss detention will receive additional pink slip, will need to make up the original detention, and will serve another detention. Repeatedly missing detention may result in receiving a Blue Slip.

Restraint

If a student is disruptive to the point where he, she, or others are in danger, school faculty and personnel who have been appropriately trained are authorized to use restraint or seclusion pursuant to Michigan state law and Board Policy 5630.01. The school shall contact the parent(s) or legal guardian(s) as soon as possible after physical restraint or seclusion is used. A written report will be provided to the student's parent or guardian if such an incident occurs.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Long-Term Suspension and Expulsion

Long-term suspension of more than ten days and expulsion occur when the Board of Directors terminates the student's rights and privileges to attend school, including extra-curricular and co-curricular activities. Long-term suspension is for a specific period of time, while expulsion is for an indefinite period of time. All reinstatement, long-term suspension, and expulsion processes are outlined in Board Policy 5610.

Tobacco/Smoke Free School Zone

The use of any tobacco products and E-Cigarettes, within the school buildings, the school facilities or on the school grounds by any individual, including school personnel, volunteers, and visitors, is prohibited, in accordance with Michigan law and Michigan Clean Indoor Air Act. If a student uses or is in possession of tobacco products and/or E-Cigarettes they will be issued a five day out of school suspension. Violations by staff or visitors may result in removal from the premises and referral to appropriate authorities

Drug and Alcohol Use

The use, manufacture, possession, distribution, or dispensation of alcoholic liquor or the illegal use, manufacture, possession, distribution or dispensation of drugs or drug paraphernalia is strictly prohibited on school property, on school provided transportation, or at school-sponsored events. Ivywood shall maintain a drug-free environment at all times and the School Leader shall establish a drug-free awareness program consistent with this policy and all applicable law.

Students found in possession of alcohol or illegal drugs (including drug paraphernalia), or found to be under the influence of such substances, shall be subject to discipline up to and including long-term suspension or expulsion. The student's parent(s) will be notified and required to attend a conference with the School Leader and possibly the Board of Directors. The police will be notified and the student may be liable for arrest and prosecution.

Firearms

The federal Gun-Free Schools Act of 1994 requires school districts to expel a student from school for a period of not less than one year if it is determined that the student brought a firearm to school. Expulsion may be permanent.

In compliance with state law (Public Acts 257 and 258 of 2024), we are providing families with a firearm safety notice developed by the Michigan Department of Health and Human Services. The notice includes legal requirements, safe storage practices, and access to free or low-cost gun safety devices. This notice is available on the

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

transparency page of our school website, in the school office, and on the Michigan Department of Education [webpage](#). This information is shared with all families as part of our legal obligations and commitment to student safety.

Prohibition of Harassment, Intimidation, Bullying, and Hazing

The Academy is committed to providing a safe, respectful, and orderly learning environment and will not tolerate harassment, intimidation, bullying (including cyberbullying), or hazing of any kind.

Bullying and cyberbullying are prohibited on school property, in school-related vehicles, at school-sponsored activities or events, and through the use of electronic communication or telecommunications devices owned or controlled by the Academy. Bullying or cyberbullying that occurs off school grounds but causes a substantial disruption to the educational environment may also result in disciplinary action.

Bullying includes any written, verbal, physical, or electronic communication, including cyberbullying, that is intended or that a reasonable person would know is likely to harm one or more students, either directly or indirectly. Any reference to bullying includes cyberbullying.

Hazing is strictly prohibited. Hazing includes any intentional, knowing, or reckless act directed against a student for the purpose of initiation into, affiliation with, holding office in, or maintaining membership in any group, team, or activity, regardless of the student's willingness to participate. Hazing is prohibited under Michigan law (MCL 750.411t) and may result in school disciplinary action and referral to law enforcement.

The Academy implements Board Policy 5517.01, which establishes reporting and investigation procedures and provides for education and appropriate disciplinary action to prevent future incidents. Students and families are encouraged to review the policy, discuss it together, and promptly report any observed or suspected incidents to a teacher, administrator, or other trusted school employee. Academy employees are required to report suspected incidents in accordance with Board policy.

Violations of this policy may result in disciplinary action, up to and including suspension or expulsion. Conduct that violates state or federal law may also be referred to the appropriate authorities.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Public Displays of Affection

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

Electronic Devices

Students may use the school office phone to contact a parent or designated caregiver for school-related reasons with permission from a staff member. Families are encouraged to make transportation and after-school arrangements in advance to minimize the need for student phone use during the school day.

For purposes of this policy, wireless communication devices (WCDs) include, but are not limited to, cell phones, smartphones, smartwatches, tablets, earbuds with communication capabilities, smart glasses (including Meta or similar devices), and any other electronic device capable of sending, receiving, recording, storing, or accessing electronic communications, audio, images, video, or internet content.

In accordance with Michigan law, students may not use wireless communication devices during instructional time unless:

- the use is required by a student's Individualized Education Program (IEP), Section 504 Plan, or other documented accommodation;
- the device is needed to monitor or manage a documented medical condition;
- a teacher or administrator authorizes its use for an instructional purpose;
- the student is using a school-issued device for educational purposes; or
- its use is authorized by school administration during an emergency or other exceptional circumstance.

A student's first offense of using a phone or other electronic device during the day will result in device confiscation until the end of the day. Parents will need to pick up the WCD from the office during office hours. A student's second offense will result in the device being confiscated until the end of the day, parents will need to pick the device up, and a pink slip be administered. 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. After school, electronic devices may be used in the office and in the Eyrle.

Students may not use any wireless communication device to photograph, record, livestream, or transmit audio, images, or video of another individual without the express permission of a teacher or administrator, except as required by an approved accommodation. Students also may not use wireless communication devices to harass, intimidate, threaten, bully, discriminate against, or otherwise harm another person, including through the creation or transmission of obscene or sexually explicit material.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Such conduct may result in school discipline and, when required by law, referral to law enforcement or Child Protective Services.

Students who bring wireless communication devices to school do so at their own risk. The Academy is not responsible for lost, stolen, or damaged personal devices.

This policy is intended to comply with applicable Michigan law regarding student wireless communication devices and Board Policy 5136. Where Academy expectations are more restrictive than State law, the Academy's expectations shall apply.

E-bike, Micromobility Devices, and Motor Vehicles

For purposes of this policy, a micromobility device is a small transportation device intended primarily for one rider, including an electric bicycle, electric scooter, electric skateboard, hoverboard, one-wheel device, or similar powered or unpowered device.

Students may not bring, operate, or park bicycles, micromobility devices, mopeds, motorcycles, or other personal motor vehicles on school campus. This prohibition applies to all school buildings, grounds, parking lots, sidewalks, and outdoor areas. Possession of a valid license, permit, registration, insurance, or endorsement does not create an exception to this policy. Prohibited devices, removable batteries, and chargers may not be brought into, stored in, or charged inside school buildings.

This policy does not prohibit school-authorized transportation or vehicles used by parents or guardians to transport students during arrival and dismissal. Violations may result in parent or guardian notification, required removal of the device or vehicle from school property, or school discipline. The school assumes no responsibility for theft, vandalism, damage, or loss.

Disability-related mobility devices will be addressed individually in accordance with applicable disability laws and school accommodation procedures.

Lockers

6th Grade

Lockers are intended for the temporary storage of school-related materials and approved personal items. Each 6th grade student will be assigned a locker at the Lower School. Lockers are 12 inches wide, 16 inches deep and 3 feet tall. Locks are not permitted in the Lower School.

Upper School

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Lockers are intended for the temporary storage of school-related materials and approved personal items. Each Upper School student will be assigned a locker. Upper School students will be provided with a school-issued combination lock at the start of the school year. If a lock is lost or misplaced, students must ***purchase a replacement lock for \$15 through the main office***. Only school-issued locks are permitted unless otherwise permitted by school administration. Personal padlocks are strictly prohibited and will be removed immediately.

All Lockers

Students are expected to arrive to class on time. Tardiness due to locker use will not be excused. If a student is having difficulty with their locker, they should report it to their teacher and ask for assistance.

Students may not store items that are illegal or in violation of school policy.

Misuse of lockers—including but not limited to kicking, slamming, graffiti, and bending, prying, or jamming locks—is not allowed. No stickers, tape, adhesive, or other paint-damaging decorations are permitted inside or outside lockers. Students and parents may be held financially responsible for locker damage.

Unassigned lockers may not be used for additional storage. All food and beverages must be removed from lockers at the end of each school day. Lockers must be kept clean and organized, with no trash on the floor or in the surrounding area. To facilitate all this, biannual locker clean-up time will be allocated.

Failure to follow these rules may result in disciplinary action, including loss of locker privileges. Locker issues such as jamming should be reported to the Main Office or school maintenance staff for assistance. Please allow time for repairs.

I. Permitted & Prohibited Items

Permitted Items

- School materials (books, notebooks, supplies)
- Food/drink (must be kept in lunch box)
- Clothing (including gym uniforms and outerwear)
- Raingear (Personal hygiene items (e.g., deodorant, soap)
Note: use of perfumes and body sprays are not allowed at the lockers)
- Small amounts of cash
- School-related items (e.g., musical instruments, sports gear)

Prohibited Items

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

- Weapons, explosives, or dangerous chemicals
- Drugs, alcohol, or illegal substances
- Large sums of money
- Valuables that cannot be safely secured or are easily damaged
- Any items that pose a health hazard, security risk, or nuisance
- Items that deface or damage the locker
- Any unauthorized items that violate school rules or laws
- Personal padlocks

II. Locker Use & Maintenance

- Lockers must be kept clean, organized, and used only for permitted items
- Exterior decorations may only include Ivywood Classical Academy issued magnets
- Interior decorations may only include small magnetized items and organizational shelves
- Students are responsible for the condition and cleanliness of their assigned locker
- Lockers must be emptied at the end of the school year and when reassigned

III. Locker Inspections

- Lockers are the property of the school and may be inspected at any time
- Searches may occur based on reasonable suspicion or during routine safety checks
- When possible, searches will be conducted discreetly by a staff member of the same sex
- Parents/guardians will be notified of any search as soon as reasonably possible
- Any unauthorized or prohibited items may be confiscated and used as evidence in disciplinary action

IV. Additional Guidelines

- Lockers are assigned to individual students and must not be shared
- Students are fully responsible for the contents of their locker
- The school is not liable for any lost, stolen, or damaged items
- Failure to follow the locker policy may result in disciplinary consequences

Lunch and Snacks

School Meals and Lunchtime

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

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Ivywood is a nut-free facility.

Snacks

We understand that young students require snacks to keep them going during the day, and teachers in Grades K-2 will set aside a time in the morning and afternoon during which students can enjoy a quick bite to eat. Parents are responsible for sending students to school with a small, healthy snack that can be eaten in a couple of minutes. We ask that students bring things that can be eaten without utensils and without creating a mess.

With the exception of water bottles and K-2 snacks, food and drink are not permitted in the classrooms. Students may not chew gum.

Birthday Celebrations

If you would like to celebrate your student's birthday in class, please coordinate with the classroom teacher several days in advance. Students may bring in a non-food item to celebrate that will be distributed at the end of the school day - food items are prohibited. Our students' academic days are carefully scheduled, and we cannot accommodate last-minute celebrations.

School Wellness Policy

The Academy promotes student health and wellness in accordance with Board Policy 8510 – School Wellness Policy. This Board-approved policy supports healthy eating, nutrition education, and regular physical activity through measurable goals and school-wide practices. All foods and beverages made available on campus during the school day, including classroom celebrations, must meet the nutrition standards established by the Board and aligned with USDA guidelines. The policy also encourages parent, guardian, and community participation in the development, implementation, and periodic review of wellness practices.

Medication and Medical Care

Administration of Medication

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

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Office staff will make this form available to parents/guardians. Students may not bring any medication to school. This includes cough drops, pain medication, etc.

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

Student Medical Records

Student health records will be maintained in locked or password-protected files in order to maintain confidentiality. All health records will be managed by the office manager and any appropriate, designated staff and will only be released to service providers as allowed and dictated by district and state regulations.

Immunizations

State law and the local County Immunization Code requires all students entering Ivywood to provide evidence of having received the required immunizations for Diphtheria, Tetanus, Pertussis, Polio, Measles, Rubella, Mumps, HIB shot, Hepatitis B, and Chicken Pox. State law and local County Immunization Code prohibit Ivywood from admitting children without the required immunizations.

Immunization waivers issued by the Health Department will be accepted in lieu of immunization records. If you are unable to get an appointment at the Health Department prior to enrolling, please provide office staff with proof of an upcoming appointment.

Medical Considerations

Ivywood will:

- Participate in workshops, in-services and/or training offered by the State of Michigan regarding student health.
- Use Michigan forms for health services.
- Require part-time nurses and volunteers to have completed training in CPR/first aid, diabetic education, medication administration, and AED training, as required.

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

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

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

Medical Records and Enrollment

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

Parent/Guardian Obligations

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

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

Food Allergies

Ivywood is a nut-free school.

Sick Students

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

Students with pink eye may only return to school after 3 days of treatment have passed.

Lice Policy

Lice is an extremely contagious issue that can easily spread through a school. Children suspected of lice (scratching heads, visible lice or nits) will be checked by trained staff in the privacy of the clinic. Should lice be found, siblings may be checked as well. Children suspected of having head lice may not attend school. Parents will be notified of the situation and asked to pick up their child. Ivywood's policy requires that no lice or nits (white eggs) be present when the child returns to school. Proof of treatment must be furnished before the child is readmitted to class. Students will be rechecked within 10 days of treatment to see if further treatment is necessary. If a head lice issue prevents a child from attending school, Ivywood will provide missed work.

Physical & Mental Well-being

Our school is committed to supporting the physical and mental wellness of every student. In alignment with Board Policy 8510, we provide age-appropriate opportunities for physical activity throughout the day, including physical education, recess, and movement-based classroom activities. Students are encouraged to develop healthy habits that support lifelong wellness, such as regular exercise, balanced nutrition, and

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

responsible screen use. Our physical education program emphasizes fitness, motor skill development, teamwork, and a positive attitude toward physical activity. We also promote nutrition education and provide clean, safe eating environments with access to fresh drinking water. Families are vital partners in reinforcing these wellness habits outside of school. Together, we aim to support the whole child physically, mentally, and emotionally.

To further support student wellness, we offer access to the School Assistance Program (SAP) through a partnership with Pine Rest Mental Health Services. This program provides free, confidential counseling with up to five sessions per episode of care for students and their household members. Counseling is available for a wide range of challenges including academic stress, anxiety, grief, and family transitions. In-the-moment phone support is available 24 hours a day, 7 days a week.

In addition to counseling, SAP offers families access to:

- Personal Advantage, an online library of articles and tools on health, wellness, legal, and financial topics.
- Wallet Wisdom, a financial wellness resource with calculators, webinars, and planning tools.
- Free consultations on elder care, financial planning, legal concerns, infant feeding, and real estate questions.

All SAP services are voluntary and confidential. The school is not notified when students or families use the program. Participation in SAP does not affect a student's school record or academic standing.

To access SAP,

- Call 800.442.0809
- press 1, and follow the prompts.
- When prompted, say: "I have a SAP with [Insert School Name]."

You can also visit www.pinerest.org/PAL and enter your school-specific username. We encourage families to use this resource to promote mental well-being, strengthen family resilience, and support student success.

Concussion Awareness

In accordance with Michigan law, the Academy provides annual concussion awareness education to families of students participating in any school-sponsored athletic activity. Before participating, students and their parent/guardian must review a concussion information sheet and sign an acknowledgment form. These forms are kept on file with the school. Coaches and school staff are trained to recognize concussion symptoms and follow proper return-to-play procedures. If your child is injured during a school activity, we are committed to their health and recovery and will follow all return-to-learn and return-to-play protocols.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Emergency Contacts / Child Information Card

Each year, families must complete and return an Emergency Medical Authorization Form and Child Information Record. These documents provide critical contact information and medical directives in the event of illness, injury, or emergency. It is the parent or guardian's responsibility to keep this information accurate and up to date throughout the school year. A copy of the form will be maintained in an accessible file in the school office. Staff accompanying students on off-site events, such as field trips, athletic events, and competitions, are required to carry these emergency forms. Please notify the school immediately of any changes in phone numbers, emergency contacts, or medical conditions. Failure to provide updated information may delay emergency care.

Student Accident Insurance

The Academy cares deeply about the safety and well-being of all students. At the start of each school year, families are given the option to enroll in a group student accident insurance plan offered through an outside provider. This insurance is voluntary and paid for by the parent or guardian. Participation in certain school-sponsored athletic, co-curricular, or other higher-risk activities may require families to confirm that the student is covered under an existing insurance policy or to purchase supplemental accident insurance. A signed statement of coverage may be required before a student is allowed to participate in those activities. Information about available student accident insurance options, including how to enroll, is available in the school office.

Extracurricular Activities

We encourage students to participate in as many extra-curricular activities as they can reasonably manage, knowing that academics comes first. In order to participate in Ivywood extra-curricular activities, each student must have a passing grade in all current classes/subject areas. Every member of a club or team has a responsibility to his or her teammates to show up on time ready to participate, to remain in good academic standing, and to display Ivywood's core virtues as ambassadors for the school.

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

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

Clubs

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

The school will sponsor a number of student clubs that enhance the curriculum of the school and are in keeping with the school's mission. The school will not sponsor clubs that are open to only part of the student body, including clubs for students with particular religious or political views.

All clubs must be approved by the School Leader and have an active faculty sponsor.

Special Events

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

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

The school will host various social events, including dances, in the course of a regular school year. Students are expected to follow school rules and the Honor Code at these events, and attending students are subject to school disciplinary procedures. Eligibility to attend these events is based upon the same guidance given for all extracurricular activities, though the School Leader may make specific exceptions.

Additionally, should a student have an unexcused absence, they will not be permitted to attend any after-school activities either on the day the unexcused absence occurred, on the proceeding school days, or on the weekend (whichever occurs first). For instance, if a student has an unexcused absence on the Friday before the Regency Ball, they will not be permitted to attend the ball. This policy also extends to athletic events. Should a student-athlete have an unexcused absence the day of practice or a game, they will not be permitted to attend either.

Student Publications

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

Volunteers

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

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

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

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

Volunteer Background Checks

All volunteers to Ivywood must check in with the front office and provide identification each time they visit the school. A visitor badge will be issued to the visitor and displayed conspicuously during the visit.

If an adult plans to volunteer with students and will be responsible for student supervision, that adult must go through an additional background check, the cost of which the adult is responsible for paying. The school conducts the complete background check to ensure the individual is clear of anything in their past which would prevent them from working with children.

Volunteer Confidentiality

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

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

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

Visitors

Sign-In

Ivywood has a mandatory sign-in procedure for all visitors on campus, including parents. Any visitor to campus during school hours must first report to the school office, and will be required to furnish a U.S. federal or state-issued photo ID. The visitor's information will be stored in an electronic database to document visitors to the school.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Information stored in the electronic database may be used only for the purpose of school security, and may not be sold or otherwise disseminated to a third party for any purpose.

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

Parent Visits

Classrooms, the lunchroom, and the recess areas are closed to parents during the school day except school volunteers or parents who have scheduled a formal observation.

During the school day, it may be necessary for a parent to drop off lunch or a forgotten item. Parents making deliveries should stop by the front office, and in the event of dropping off a lunch, do so prior to their student's scheduled lunch time. One of the office staff members will be happy to deliver the item. Ivywood does not permit food delivery services on the premises.

All of our teachers welcome parent/teacher conferences as long as they are scheduled in advance and on their calendar. To schedule a meeting with a teacher, please contact him or her via email.

Inclement Weather

When weather threatens a school closing, you may answer the school robocall, tune into one of the local news stations, or check your email to find out if Ivywood will be closing. Please stay informed of the weather conditions and do not bring your child to school unnecessarily. If the school is closed there will not be a school employee on campus.

Withdrawals

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

SECTION II: ACADEMIC POLICIES

Curriculum Introduction

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

1. The centrality of the Western tradition in the study of history, literature, philosophy, and fine arts;
2. A rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions;
3. The use of explicit phonics instruction leading to reading fluency, and the use of explicit grammar instruction leading to English language mastery;
4. The teaching of Latin;
5. The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;
6. A culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty;
7. A curriculum that is content-rich, balanced and strong across the four core disciplines of math, science, literature, and history;
8. A faculty where well-educated and articulate teachers convey real knowledge using traditional teaching methods rather than “student-centered learning” methods;
9. The effective use of technology without diminishing the faculty leadership that is crucial to academic achievement; and
10. A plan to serve grades K through 12.

Homework

Homework is an important part of a classical education. Students who do not actively and consistently contribute to their own education, both in class and at home, will fall behind and sell themselves short. Homework takes place in the home, with all of the distractions that come with it. We encourage parents to provide a calm, quiet place for their children to complete their work. Television, music, movies, and video games seldom contribute to real learning, and we suggest that these be restricted while students are studying. Not restricting these distractions will extend homework time beyond what one would typically need and, at worst, will hinder real learning.

Every student may have at least some homework every day. Students in grades K-6 should spend 20 to 30 minutes every evening reading, whether or not reading homework is assigned. We encourage you to choose a book to read as a family and make a little progress on it every night.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

As a general rule, a student can expect 10 minutes of homework per grade level plus additional time for reading. So, a 1st grader may have approximately 10 minutes of homework per night (plus reading time) and a 6th grader will have approximately 60 minutes, or one hour. In the Upper School, students may expect to have 1.5 to 2 hours of homework per night plus reading time of 30-60 minutes.

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.

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

Late Homework

One of the responsibilities of homework is to teach students responsibility and accountability. In order to accomplish this, and to ensure students do not fall behind on their school work, it is essential that students complete their work on time. Students who have an excused absence will have the number of days equal to the number of days absent to make up class and homework without penalty up to 7 days.

Late work is not accepted for credit in the Upper School. If a student does not have his homework when due, he receives a zero. The student is encouraged to still complete the assignment in order to receive feedback/correct answers and to use that assignment to study for future assessments. In the Lower School, late work in grades kindergarten through second grade will be completed during lunch time or recess. In third through sixth grades, late work is accepted for 50% credit only on the next school day.

Grading

Grading is not the be-all and end-all of education. If anything, some students put more emphasis on grades than their teachers do. The grade a student receives in a class is subordinate to the knowledge the student acquires. Still, grades are a useful tool to evaluate the extent to which a student has mastered a particular subject. Therefore,

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

grades will be assigned in all classes and subjects. Ivywood will assign grades in order to accurately reflect the range between true mastery and insufficient knowledge of a subject. Grade inflation will be discouraged.

For all grades, K-12, the following grading scale is used:

<i>Grade</i>	<i>Grading Scale</i>	<i>GPA</i>
A	93-100%	4.0
A-	92-90%	3.7
B+	89-87%	3.3
B	86-83%	3.0
B-	82-80%	2.7
C+	79-77%	2.3
C	76-73%	2.0
C-	72-70%	1.7
D+	69-67%	1.3
D	66-63%	1.0
D-	62-60%	0.7
F	59-0%	0.0

Report cards will be sent electronically through PowerSchool every 9 weeks..

In order to calculate a GPA, numeric grades are converted into points based on the grading scales above. Points are awarded for each class at the end of a semester. The semester GPA is calculated by totaling those points and averaging them by the number of classes taken that semester. A final GPA is determined by adding all the points from each semester and averaging them. GPAs are rounded to a hundredth.

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 grade levels 6th-8th grade will not be factored into a student's cumulative GPA.

Because weighting procedures and level of rigor vary greatly from institution to institution, the final GPA reported on the transcript is based on courses taken at Ivywood only. Courses and final grades earned outside of Ivywood 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.

Valedictorian and Salutictorian

Valedictorian and salutatorian will be determined by the students cumulative GPA. If two or more students have the same GPA, then the deciding factor will be their grade in the Senior Thesis (Final paper and defense). If there are two or more students who have the same GPA and the same grade on the Senior Thesis the deciding factor will be a vote among the High School Faculty, the Assistant Heads of School, and the Head of

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

School.

*Students transferring after sophomore year are not eligible for consideration.

Make-Up Work

For formative assignments (including classwork, homework, quizzes, etc.) a student will have the same number of days they were absent to complete and submit any missing work. If a student is present when the assignment is given, but absent on the due date, the student must communicate with the teacher to establish a new due date.

The extra time is intended to allow students to catch up on any missed notes or lessons prior to turning in related material. Upper School students are responsible for retrieving notes and assignments for themselves, preferably from a classmate, and are expected to be respectful of their teacher's time.

An absence on the due date of a major assignment, such as a test or major paper, will not extend the deadline of that assignment if the student is absent only on that day. In cases of a single-day excused absence, the student must complete the assignment the day of his or her return. In cases of a multi-day absence, teachers will work with students to determine an appropriate deadline for major projects and a makeup time for tests.

Assessments

Student grades will be constituted by a range of formative and summative assessments.

Formative assessments should focus on forming the student's knowledge and may include assessments such as quizzes, homework, bellwork, participation, classwork, note or binder checks, study logs, etc. Students will complete 1-2 formative assessments per week per subject.

Summative assessments should focus on summarizing student learning, and may include assessments such as tests, papers, projects, recitations, translations, lab reports, writing assignments, etc. Students will be required to complete at least 3 summative assessments every 9 weeks.

Lower School

1. Formative assessments: 60%
2. Summative assessments: 40%

Upper School Uncredited Classes

1. Formative assessments: 40%

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

2. Summative assessments: 60%

Upper School Credited Classes

1. Formative assessments: 25%
2. Summative assessments: 50%
3. Midterms/Finals: 25%

Students can expect graded formative assessments returned within 2 school days of their due date. Students can expect graded summative assessments within 5 school days of their due date. Ivywood does not allow any test correction or extra credit opportunities.

Reporting Student Progress

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

- If a student is determined to be significantly below grade level, a meeting will be scheduled with a parent, the teacher, and other faculty as deemed appropriate.
- Progress reports will be available at the midpoint of the quarter (4.5 weeks) and sent home if a student has earned a D in two or more classes, or earned an F in one or more classes.
- Report cards will be emailed via the PowerSchool system every 9 weeks.
- Once a semester, parent-teacher conferences will occur to discuss the student's academic progress.
- Parents have the ability to review student progress via PowerSchool access to online teacher gradebooks.

In general, formative grades will be posted within two school days and summative grades within five school days after the due date unless otherwise notified by the teacher on the syllabus. Written assignments in the Upper School and labs may take longer to grade due to the kind and amount of feedback. Parents are able to monitor missing assignments online.

Teacher Conferences

Parent teacher conferences happen at the end of the first and third quarters. At the end of the second and fourth quarters teachers provide comments on students' report cards as needed. During the school year, a parent/teacher conference may be scheduled at

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

any time a parent or the teacher thinks one is necessary. To schedule a conference with a teacher, please contact him or her via email.

Student Placement

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

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

Promotion and Retention

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

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

Kindergarten-6th Grade

A student will be considered for promotion only if he or she can read just above grade level and is competent in the other core subjects (English, Math, History, Science, and in sixth grade, Latin). Students in Kindergarten through second grade must achieve minimum levels of mastery with the English phonograms taught in the Ivywood phonics and literacy curriculum. Students who fail end of course exams in reading or math may be retained.

7th-12th Grade

A student must attain a 1.7 GPA (C- or higher) in the core subjects (English, Math, History, Science) to pass to the next grade.

Students who fail end of course exams in reading or math may be retained.

Students must earn an average end-of-course grade of 60% or above to earn full credit for a high school credit-eligible course. In cases where a student fails a state-required end-of-course assessment, the student may be required to retake the course. Students can either retake courses the following year if the schedule allows or earn credit through another suitable program approved in advance by the school leader.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Grade level classification of students is composed of two requirements: (1) Units of credit for each grade; and (2) Sequence of courses for each grade and prerequisites for each course.

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

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

High School Graduation Requirements



Ivywood Classical Academy Graduation Requirements

(0.5) credit = 1 semester
(1.0) credit = 2 semesters, year-long class
* indicates a core course

Discipline	Ivywood Classical Academy	MI Merit
Literature *Ancient Literature (1.0 credit), *Medieval & British Literature (1.0 credit), *American Literature (1.0 credit), *Modern Literature (1.0 credit)	4.0	4.0
History *Western Civilization I (1.0 credit), *Western Civilization II (1.0 credit), *American History (1.0 credit), *Modern European History (1.0 credit)	4.0	3.0
Mathematics In addition to meeting the (4.0) credit graduation requirement, students must successfully complete *Geometry (1.0 credit) and *Algebra II (1.0 credit)	4.0	4.0
Science In addition to meeting the (4.0) credit graduation requirement, students must successfully complete *Biology I (1.0 credit), *Chemistry I (1.0 credit), and *Physics I (1.0 credit)	4.0	3.0
Government American Government (1.0 credit)	1.0	0.5
Economics and Personal Finance Economics (0.5 credit)	0.5	-
Foreign Language (4.0) credits of a Foreign Language. (1.0) credit of the (3.0) is required to be in Latin.	4.0	2.0
Rhetoric and Composition or Logic Composition (0.5 credit) and Rhetoric (0.5 credit)	1.0	-
Moral Philosophy Introduction to Moral Philosophy (0.5 credits) Moral and Political Philosophy I (1.0 credits)	1.5	-
Fine Arts (2.0) credits of Fine Arts. (0.5) credit of the (2.0) is required to be in *Music	2.0	1.0
Physical Education & Health	1.0	1.0
Electives	1.0	0.5
Total Credit Requirement:	28	18
Graduation Requirements through the MDE (MI Dept of Education):		
- Individualized Career & Academic Plan	YES	YES
- Demonstration of Knowledge		
- English: Senior Thesis Capstone	YES	varies by school
- WIN Career Readiness System	YES	YES

These graduation requirements apply to the class of 2028 and younger

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

- All students are required to complete the core courses. If a student fails a course, the course must be re-taken in lieu of an elective provided the total number of credits earned during the student's high school tenure does not fall below the state minimum credit requirement for graduation.
- At the discretion of the School Leader, a student may be required to complete remedial courses in order to graduate.
- The School Leader has the authority to waive any graduation requirement except those meeting the state requirements.
- Once enrolled full-time, a student will not receive credit from any other institution without the prior approval of the school leader.
- A special education diploma may be awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements, or who have not completed all of the requirements for a high school diploma but who have completed their Individualized Education Program (IEP).

Mathematics

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

Senior Thesis

The senior thesis is the culmination of a student's classical education and a rite of passage to a life of virtue and self-government. The student's thesis may concentrate on books, events, or themes that draw upon any of the core courses and should serve as a capstone project, one which brings together the things a student has learned during his or her time at the school.

Every senior will write, orally deliver, and defend a thesis on a topic of his or her choosing that emerges from the curriculum. Each student will adapt his or her paper into a speech which will be delivered publicly and then defended to a panel of faculty members. A satisfactory performance on the writing and presentation of the thesis is required for graduation.

Students must complete a senior thesis and present that thesis in a formal setting in order to graduate from high school.

Service Hour Requirement

Ivywood Classical Academy believes that serving others is an important part of

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

developing responsible, virtuous, and engaged citizens. To encourage students to contribute to their school and community, all students are required to complete service hours each school year.

- **7th–8th Grade:** 10 service hours per school year
- **9th–12th Grade:** 20 service hours per school year

Students may complete up to **half of their required service hours during the summer** preceding the school year. All remaining hours must be completed during the school year.

Service hours must meet the following requirements:

- Service must be performed for a school, nonprofit organization, church, community organization, or other approved organization or activity.
- Students **may not receive compensation** of any kind for service hours completed toward the requirement.
- All service hours must be accurately documented and submitted to the **Guidance Counselor** for verification.
- Service logs are available in the **Guidance Counselor's Office** and must be completed and submitted according to the school's designated deadlines.

Ivywood offers several opportunities throughout the school year for students to earn service hours by volunteering at **school-sponsored events and activities**. Students are encouraged to take advantage of these opportunities as they arise.

*Class of 2027 will not need to fulfil this graduation requirement.

Academic Honesty

Plagiarism

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

Plagiarism violations include utilizing generative AI tools in any way.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Whenever a student has been caught plagiarizing, the following consequences will be administered:

- First Offense: A blue slip is given and consequences follow from the blue slip policy. Students must re-submit the re-written work within two days of the day the blue slip was administered and may receive up to 60% credit back.
- Second Offense: A blue slip is given and consequences follow from the blue slip policy. They will receive a zero on the assignment.
- Third Offense: The Assistant Head and Dean of Students will schedule a conference to be held with the parents and student to discuss the situation.

Cheating

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

High school students found guilty of academic dishonesty or similar serious offenses may, when applicable, lose their status as valedictorian or salutatorian.

Student Services

In furtherance of our mission and in order to meet federal guidelines, Ivywood admits all students, based on available seats, without knowing the special needs of any student before a seat is offered. Ivywood will offer a continuum of special education services and placements for the special needs of students.

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

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

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Ivywood'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.

Special Education and 504 Plans

The Academy provides appropriate educational programs for children who are identified with disabilities and who have an approved Individual Educational Plan (IEP). The Academy embraces the instructional practice known as inclusion. When the IEP calls for pullout services, the student will be permitted to leave the classroom to work with a properly trained professional special educator. The goal of special education programming is to provide students with an educational program that best meets their individual needs in the least restrictive environment. This means that, to the maximum extent appropriate, students will be provided programs and/or within the regular education classroom with the necessary support.

Ivywood also enjoys an excellent working relationship with Wayne County RESA.

If you have concerns about your child's progress, arrange to speak with your child's teacher. For further information on all special education services and programming, contact the school leader.

Child Find / Academic Interventions

The objective of the Academy is to ensure that the child receives the instruction, support, and services needed to succeed in school. It is the Academy's intention to:

- Engage first in preventative and targeted instruction and intervention
- Design and conduct comprehensive evaluations that identify each student's individual learning needs, ensure proper implementation of Child Find, and determine the most appropriate instructional programs and accommodations based on the student's performance, educational opportunities, and response to high-quality instruction over time.
- Select every component of the evaluation based on its relevance for creating the student's instructional program.

Consistent with the mandates in IDEA 2004, a comprehensive evaluation includes:

- A variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child (Sec. 300.304(b)(1))
- An observation of the student in the learning environment, including the regular classroom setting (Sec. 300.305(a)(1))

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

- Determination that underperformance is not primarily the result of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency (Sec. 300.309(a)(3)(i-vi))
- Determination that underperformance is not primarily the result of a lack of instruction, i.e., student performance data indicating that the student (a) was provided appropriate instruction in regular education settings delivered by qualified personnel (Sec. 300.309(b)(1)), and (b) received repeated assessments of achievement at reasonable intervals (Sec. 300.309(b)(2)), to ensure that underachievement is not due to lack of appropriate instruction. Additionally, consideration should be given to whether the student's attendance has significantly limited their access to instruction, as chronic absenteeism is strongly correlated with reduced academic achievement.

Also consistent with IDEA 2004, the Academy believes that:

- The determination of a specific learning disability must be made by the child's parents and a team of qualified professionals (Sec. 300.308)
- Parents must be provided with the results of repeated assessments of achievement (Sec. 300.309(b)(2))
- For students participating in a Multi-Tiered Systems of Support (MTSS) program, parents must be notified about their state's policies about the collection of student performance data, strategies for increasing the child's rate of learning, and their right to request an evaluation (Sec. 300.311(a)(7)(ii))
- The MTSS process must not be used to delay or deny an evaluation but should offer data, both academic and behavioral, to help problem solve and analyze issues regarding learning and help inform the development of effective instructional plans for students found to have a Specific Learning Disability (SLD)
- Evidence of a pattern of strengths and weaknesses in performance, achievement or both should be included, and must be designed to help guide the development of the child's instructional program.

MTSS records can indicate whether or not the child (a) achieves adequately for age or grade level when provided with appropriate instruction, and (b) makes sufficient progress to meet age or grade level standards based on the child's response to scientific, research-based intervention. Evidence that the student is improving when provided with general education interventions indicates that the student is not in need of special education services, a requirement for placement in special education.

English Language Learner (ELL) Services

The school is committed to supporting English Learners (ELs) as they develop proficiency in English while accessing grade-level academic content. In accordance with federal Title III guidelines and the Michigan Department of Education's English Learner policies, the following procedures and supports are in place:

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

All students enrolling in the school complete a Home Language Survey (HLS) as required by the State of Michigan. If a language other than English is indicated, students are screened for English language proficiency using the WIDA Screener (Grades 1–12) or WIDA MODEL for Kindergarten.

Students identified as English Learners receive instructional support based on their English Language Proficiency (ELP) level. Services may include:

- Designated English Language Development (ELD) instruction
- Push-in or pull-out support from an ELL specialist or trained staff
- Use of appropriate language accommodations and instructional technologies
- Ongoing collaboration between general education and ELL staff

The amount and type of support is determined by each student's ELP level, academic needs, and classroom context.

The school reviews ELL program implementation annually and ensures compliance with Civil Rights obligations, Title I and Title III funding requirements, and MDE guidelines.

McKinney-Vento Homeless Education Assistance

The Academy is committed to supporting all students, including those experiencing homelessness. In accordance with the McKinney-Vento Homeless Assistance Act, students who lack a fixed, regular, and adequate nighttime residence have the right to:

- Immediate enrollment, even if records are unavailable at the time of registration.
- Attend their school of origin or the school nearest to their temporary home.
- Receive support services, including access to free school meals and school supplies.
- Full participation in all school programs and activities.

If your family is experiencing housing instability, please contact the school's Homeless Liaison for support and assistance. All information shared will remain confidential.

State Assessments

Ivywood will administer M-STEP, which is a state mandated assessment at grades 3-8, and 11 in Michigan. Specifically, the state requires standardized testing via the M-STEP in reading and math for Grades 3-8 as well as science and history for Grades 5 and 8. In addition to state mandated assessments, Ivywood will administer NWEA which is a district level assessment. NWEA is a computer based adaptive assessment in math and reading that will be administered up to three times a year in grades K-8. The results of these assessments are used to guide instruction, target individual student needs, and assist in the improvement of curriculum and instruction. Parents will be sent individual scores of their children when they are available. Test scores will be included in the child's cumulative folder.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

The state of Michigan requires additional testing for the Upper School. Ivywood will also administer the PSAT 8/9, PSAT 10, the ACT and the SAT to fulfill the state requirements.

In 2016, the Michigan Legislature passed PA 306 known as the Third Grade Reading Law to ensure that students exit third grade reading at or above grade level. Beginning in kindergarten, your child's literacy progress will be closely monitored. A variety of assessments will be used to help identify students who need more intensive reading instruction. Interventions will then be created to meet individual student's needs.

Within the first quarter of school, all lower school students will be assessed to determine if a reading deficiency exists. If such a deficiency is identified a reading plan will be developed for that student which includes extra instruction or support, ongoing progress checks, and a read at home plan. Parents of students with a plan will be notified and provided with a copy of the plan as well as a read at home plan so that they can help their child succeed while at home.

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 Ivywood 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 Grammar School math, for instance, follows a rational order that deepens and broadens student knowledge, but not in an order that aligns perfectly with the math subjects in the state exams. In order to do well on these assessments, we will supplement our curriculum where necessary.

On state testing dates, campus is closed and students may not be picked up early from school. Please plan accordingly.

Controversial Subjects

Controversial subjects are defined as contemporary problems, issues, or questions of a political or social nature where there are entrenched differences of opinion and passions run high. Controversial issues will be explored only when emanating from some part of the curriculum. 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 at Ivywood Classical Academy without School Leader approval.

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

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

slip for the student to be excused.

Religion

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

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

Evolution

Ivywood 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.

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

Ivywood recognizes a clear distinction between science and scientism. Science is the continued research into the natural world in order to find the most plausible explanations for natural phenomena. Scientism is the belief—and it is a belief—that science is the only means of understanding our world, thus excluding other ways of interpreting the world, such as through literature or religion. Keeping in mind this distinction, the teachers at Ivywood will leave matters of faith up to students and their parents.

The role of a teacher in a public school is neither that of preacher nor of skeptic. Science teachers will teach science without comment on religion. Teachers, students, and parents must realize that a biology class has a particular purpose and is not the proper venue for a philosophical or theological discussion on the existence of God or claims relating to the activity of God or absence thereof in the natural world.

Human Sexuality

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

At Ivywood, 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 the emotions. Because it is a part of the whole human experience, it must be taught with circumspection and sensitivity.

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

In the course of our usual science curriculum, 5th grade students will learn about human reproductive organs, reproduction, and the menstrual cycle. Parents will have the opportunity to preview the materials the class will be reading.

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

In addition, as mandated by the state, sex education will be taught in the high school in the context of human health. Sex education via the health class will be taught in a gender-separated environment.

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

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

Videos in the Classroom

From time to time, videos or other media may be used to support a classroom lesson. To be used in class they must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers must receive prior approval from the School Leader to show a video more than 15 minutes in length. Students will not be shown a full movie in class without prior parent permission.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

SECTION III: ADDITIONAL POLICIES AND PROCEDURES

Admissions and Enrollment

For current enrollment information, including grades offered, class sizes, admissions deadlines, and enrollment lotteries, please visit the school's website: <https://ivywoodclassicalacademy.com/>. A child is eligible to enroll in kindergarten if the child is at least five years old on or before September 1 of the school year of enrollment. A child who will turn five after September 1 but on or before December 1 may also enroll if the parent or legal guardian provides the notice required by Michigan law.

Admissions Eligibility

Ivywood is open to all students who reside within the state of Michigan, subject to availability. At the time of enrollment and re-enrollment, students will be required to demonstrate permanent residency within the state of Michigan. Students whose residence is not fixed or regular will be evaluated on a case-by-case basis in keeping with governing state and federal laws.

Ivywood 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 expelled from another school will be admitted at the discretion of the school leader. The School Leader will admit students who are being processed for expulsion and/or suspension on a case-by-case basis. In general, students facing suspension and/or expulsion for discipline problems related to drugs, alcohol, or violent behavior will not be admitted.

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

Limited Availability

Ivywood will determine the number of seats to be offered in each grade on an annual basis. While it is our expectation that such numbers will be determined prior to the open enrollment period, the school may decide to revise these numbers prior to the beginning of the new school year. Open enrollment will be held during the spring semester each year; exact dates will be posted on the school's website and will be available in the school office. Families of enrolled students who wish to re-enroll 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.

At the end of the open enrollment period, the school will admit students in the following order:

1. Current students who have submitted intent to return forms.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

2. Applicants who have siblings already admitted to the school.
3. Applicants who are next-of-kin to any teachers, staff, or board members.
4. All other applicants.

If the number of applicants exceeds the number of available seats in any grade, a random lottery process will be used to select admitted students from the pool of applicants. The lottery will also establish the order of the waitlist.

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

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

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

Field Trips

Field trips should be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Field trips must be approved by the School Leader at least two weeks prior to their proposed date. The field trip planner will work with administration to ensure that all procedures are followed.

A permission slip must be signed and returned to the teacher by the parent/guardian of each student prior to the field trip. Students may be required to pay a fee to attend field trips. School uniforms are required on all field trips unless specifically noted otherwise and approved by the school leader. Students who have received one or more Blue Slips may be prohibited from attending field trips altogether or else, if allowed, attended by a parent. The School Leader will make all final decisions in such cases.

Extended Field Trips

An extended field trip is one that requires an overnight stay. All extended field trips require individual Board approval a minimum of 90 days (180 days outside US) prior to the proposed trip. All students attending the extended field trip must have School Leader approval.

All adults attending the field trip are required to be currently registered volunteers. The field trip planner will work with administration to ensure that all procedures are followed.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

School Communication Procedures

Parent Communications to Administration, Faculty, and Staff

Ivywood values the conversation that takes place between parents and teachers about the education of children. Nonetheless, this conversation must follow certain guidelines in order to be fruitful and to allow teachers to devote themselves to their classes during the day. Parents may use any of the following to contact or communicate with the Administration, Faculty, and Staff:

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

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

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

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

Students may only communicate with school faculty and staff via their official school emails, and they must courtesy copy/carbon copy their parents and/or the Assistant Head of School.

1.9 Channels of Communication

To ensure inquiries and concerns reach the appropriate staff member, please reference the chart below:

Topic	Initial Contact
-------	-----------------

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Academic progress, classroom behavior, daily schedule, assignments, class procedures, field trips, student-to-student conflict, classroom expectations	Classroom Teacher
Classroom behavior, questions about student	Student Advocate/ Dean of Students
Special Education Services, Behavior Support Programs	Student Supports Coordinator
Curriculum questions, unresolved classroom concerns, school-wide events, instructional methods	Assistant Heads of School
School policies, School safety concerns, etc.	Head of School
Attendance, dismissal changes, arrival procedures, school calendar, lost and found, registration/enrollment documents, billing and accounts, schoolwide communications, McKinney-Vento homeless liaison support, parent involvement, and facilities questions	Front Office Staff

General Communication with the School Community

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

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

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

1. The school website.
2. The official weekly newsletter.
3. The official Facebook page.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

4. Correspondence from school administration, including emails and postal correspondence.
5. Notices sent home with students and/or distributed by the school office.

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

Social Media

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

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

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

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

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

Student Privacy and Media Consent

The school is committed to protecting the privacy and safety of all students in accordance with the Family Educational Rights and Privacy Act (FERPA) and internal policy. To honor this commitment, staff and volunteers will not photograph, video

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

record, or audio record students whose parents or guardians have submitted written notice opting out of media permissions.

Upon enrollment, families are asked to complete a media consent form indicating their preferences regarding photography, video, and audio recordings of their student. These images or recordings may be used in newsletters, social media, classroom apps, marketing materials, or news stories that promote the school's mission and culture. If a parent or guardian chooses to opt out, the school will make every effort to exclude the student from any public-facing content.

Classroom- or teacher-directed use of digital platforms (such as communication apps or learning portfolios) that include student photos or videos will not occur if parent or guardian chooses to opt out. This includes apps like ClassDojo, Seesaw, or Google Classroom. Staff will not privately share media content that features students and will only post content through approved school communication channels.

Parents and guardians may update their media consent preferences at any time by contacting the school office in writing. The school will honor all opt-out requests promptly and respectfully.

Communicating with Parents with Joint Custody

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

Student Acceptable Use of Technology Policy

Students are encouraged to use the Academy's computers, network, devices, applications, and internet access for educational purposes under staff supervision. Students must complete a mandatory training session/program before using Academy Information & Technology Resources and/or being assigned a school email address, in accordance with AG 7540.03 and 7540A. Before being granted access to Academy technology resources or a school-issued email account, students and a parent or guardian must also sign the Academy's Acceptable Use Agreement. These tools support learning, creativity, communication, and research. Use of technology resources is a privilege, not a right, and students are expected to act responsibly, ethically, and legally at all times.

Unauthorized or inappropriate use, including violations of this policy, may result in loss of technology privileges, disciplinary action in accordance with the Student Handbook, and/or legal consequences. Students will receive instruction on the responsible use of Academy technology resources and must sign the Academy's Acceptable Use Agreement before accessing Academy technology resources or receiving a school-issued email account. Parents and guardians are encouraged to discuss

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

responsible technology use with their children and reinforce the expectations outlined in this policy. Students should make choices that reflect both their family's values and the Academy's standards.

The Academy's technology systems, including student use of wireless communication devices (WCDs) when on school property, at school events, or connected to school systems, rely on users following the guidelines below.

Students must comply with all Academy-established cybersecurity and acceptable use procedures.

A. GENERAL TECHNOLOGY USE GUIDELINES

- Students must use Academy technology for academic purposes only.
- Internet use must relate to learning, assignments, or approved educational activities.
- Students will not be provided with the Academy's shared network or wireless passwords. Students may be provided individual login credentials for approved educational accounts and systems. Students must protect these credentials and may not share them with others.
- Recreational use, such as gaming, streaming, or social media browsing, is not allowed.
- Students may only use their own accounts. Sharing or using another person's username or password is prohibited.
- Students are responsible for the physical condition of devices issued to them. Devices must be returned in good condition, and any damage or loss must be reported immediately. Devices may not be repaired independently.
- Accessing, changing, or deleting others' files or impersonating other users is not permitted.
- Students may not use school devices or networks for illegal actions, including:
 - Hacking or bypassing security systems
 - Piracy or copyright infringement
 - Harassment, threats, or stalking
 - Distributing obscene or explicit content (including sexting)
 - Selling drugs or other illegal goods
- Content or activities that violate state/federal laws or school policy are prohibited.
- Using school technology for personal gain, product sales, or political campaigning (unless directly tied to coursework) is not allowed.
- Students with disabilities who qualify for a Section 504 or Individualized Education Program (IEP) will receive accommodations in accordance with their Section 504 plan or IEP. Accommodations are determined by the student's IEP or Section 504 team in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.
- All technology platforms used must be vetted for SOPPA compliance, including verification that vendors do not sell student data, use it for targeted advertising, or build student profiles beyond educational purposes.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

- Parents/guardians may request activity summaries, content filtering categories, or opt out of well-being AI monitoring. Requests should be submitted in writing to the school administrator.

B. NETWORK ETIQUETTE

- All digital communication must be polite, respectful, and school-appropriate.
- Offensive, obscene, or abusive language is strictly prohibited.
- Students may not share personal information (e.g., phone numbers, addresses, passwords) without parent and teacher approval.
- Never agree to meet anyone contacted online without guardian permission.
- Students should manage their inboxes by deleting unneeded messages regularly.
- Any message that is inappropriate, threatening, or uncomfortable, especially with sexually explicit content, must be reported immediately.
- Students and staff are discouraged from accessing school systems from personal home devices due to security risks.
- Use of school systems must comply with all district content filtering and monitoring protocols, and students may not attempt to bypass them.

C. PROHIBITED CONTENT

Students may not use Academy networks or devices to view, send, post, or share content that includes:

- Cyberbullying — repeated and hostile online behavior such as:
 - Spreading rumors or insults online
 - Sending harassing or threatening messages
 - Sharing embarrassing or explicit photos/videos
 - Posting misleading or altered images to cause harm
- Inappropriate material — including:
 - Pornographic, explicit, or obscene content
 - Hate speech or discriminatory messages
 - Graphic violence not related to schoolwork
 - Content promoting illegal activity or self-harm
 - False or defamatory claims about others
 - Commercial or for-profit advertisements (exceptions may apply for class projects)
 - Political lobbying not connected to academic assignments
 - Note: Expressing views to elected officials is allowed and not restricted.
- The Educational Service Provider may temporarily or permanently unblock educational content that was mistakenly filtered. All unblocking requests must be submitted using the designated form, include a documented educational purpose, and be approved by the supervising teacher and the Web Accessibility Coordinator. All decisions will be logged and reviewed quarterly. If a request is denied, the requesting staff member may appeal to the School Leader, whose decision is final.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

- All filtering decisions must comply with the Children's Internet Protection Act (CIPA), and requests to unblock content must include a documented educational purpose.
- Temporary access to blocked educational content may be requested by submitting a justification form. Access requires approval by a teacher and administrator, with all requests logged and reviewed quarterly.
- Instructional content that includes sensitive or mature material must have a clear academic purpose, be appropriate for the students' age and developmental level, and receive prior written approval from the Superintendent.

D. COPYRIGHT AND DOWNLOADING

- Students must respect copyrights and cite all sources appropriately.
- Plagiarism, including copying online content without credit, is prohibited.
- Downloading to school hard drives is not allowed. Files may be downloaded to approved storage devices only with teacher supervision.
- All downloaded files must be scanned for viruses.
- Students who create innovative tech projects should share them with the School Leader for possible recognition and to address ownership rights when hosted on school servers.
- All student use of copyrighted materials must follow fair use guidelines.
- Copyright violations or unauthorized use of subscription-based platforms will result in consequences aligned with academic dishonesty policies.

E. ONLINE COMMUNICATION

- Students may not use group emails, forums, chats, or similar platforms.
- Unauthorized use of private messaging apps or chat rooms is prohibited.
- All communication through school platforms must follow school policies.
- Personal emails cannot be sent or received using school accounts or systems.
- Students are expected to use communication platforms that are accessible and compliant with district accessibility standards.

F. PRIVACY AND MONITORING

- Students have no expectation of privacy when using Academy devices or networks. All activity may be monitored. Parents/guardians may request activity summaries with reasonable notice, which will be provided in redacted form to protect other users' confidentiality.
- The Academy may monitor all files, emails, websites, and communications for compliance purposes; however, all data collection, use, and disclosure must align with SOPPA and be limited to what is educationally necessary.
- Illegal or threatening behavior will be reported to law enforcement or other appropriate authorities.
- The Academy designates a Web Accessibility Coordinator to oversee digital accessibility, content filtering, and compliance with CIPA, COPPA, and ADA. This individual coordinates training and responds to content access requests or alerts.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

- Digital content used in instruction or communication will meet accessibility standards. In cases where monitoring software interferes with a student's disability-related needs or accommodations, alternative methods of access and supervision will be developed in consultation with the student's support team.
- Vendors with access to student data must have written agreements with the Academy that include provisions for data breach notifications, data destruction timelines, and restrictions on further data sharing, consistent with SOPPA requirements.
- Parents/guardians have the right to inspect, review, and correct information maintained by third-party vendors and may request a list of all operators and platforms with whom their child's data is shared.

G. USE OF ARTIFICIAL INTELLIGENCE (AI) TOOLS

- Students may not use AI tools to create, revise, translate, summarize, analyze, or complete work submitted for academic credit.
- AI tools may not be used during examinations, quizzes, assessments, or other academic evaluations.
- Students may not use AI to produce or substantially assist with work presented as their own, even if the material is later edited or revised.
- Students may not use AI for academic purposes on school devices, school networks, or during school hours.
- Violations may be treated as academic dishonesty and may result in disciplinary action under Academy policies.
- Approved accessibility accommodations may include AI-powered captioning or transcription for students with documented impairments, when authorized through the Academy's accommodation process.
- Accessibility technology may be used only to provide access to instruction; it does not permit AI use for academic production, composition, translation, summarization, or assignment completion.
- The Academy will not provide curriculum-based instruction in AI systems, prompt engineering, generative AI, or AI-assisted academic methods.
- Students must not enter student records, personal information, confidential school information, or other protected data into AI systems.
- Parents and guardians may raise concerns about Academy-used AI technology, including concerns about privacy, security, accessibility, and age-appropriateness.

H. LEGAL REFERENCES

This policy complies with the following laws and regulations:

- Board Policies 7000s (view on school website)
- H.R. 4577, P.L. 106-554 – Children's Internet Protection Act of 2000
- 47 U.S.C. 254(h), (l) – Communications Act of 1934, as amended
- 20 U.S.C. 6801 et seq. – Elementary and Secondary Education Act
- 18 U.S.C. 2256, 1460, 2246 – Federal laws on child safety and explicit content
- 29 U.S.C. § 794 – Section 504 of the Rehabilitation Act

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

- 42 U.S.C. § 12101 – Americans with Disabilities Act (ADA)
- Individuals with Disabilities Education Act
- 20 U.S.C. § 1232g – Family Educational Rights and Privacy Act (FERPA)
- 15 U.S.C. §§ 6501–6506 – Children’s Online Privacy Protection Act (COPPA)
- 105 ILCS 85 – Student Online Personal Protection Act (SOPPA)

Any inappropriate use of technology by a student will be subject to disciplinary action.

Interrogations and Searches

Student Searches by School Staff and Privacy

In accordance with Board Policy 5771 and to maintain a safe and orderly learning environment, school administrators may search student belongings when there is reasonable suspicion that a school rule or law has been violated. This includes backpacks, bags, lockers, desks, cubbies, electronic devices, vehicles on school property, and other personal belongings.

Students do not have a reasonable expectation of privacy in school-owned property, including lockers, desks, and other school-issued storage areas. These areas may be inspected at any time and are subject to routine checks.

Searches of a student's person or intimate personal belongings will occur only in exceptional circumstances when the health or safety of the student or others is immediately threatened. Such searches will be conducted by a staff member of the same gender, with another adult present whenever practical, unless immediate action is necessary to protect health or safety.

When practical, the student will be informed of the reason for the search and the items the school is seeking. Items prohibited by law or Board policy may be confiscated and turned over to law enforcement or other appropriate authorities when required. Parents or guardians will be notified as appropriate.

The school may coordinate with law enforcement to conduct canine searches of lockers, vehicles, or common areas when appropriate. These searches do not include the search of an individual student without the legal authority required by law.

All searches will be conducted respectfully, privately, and in accordance with Board Policy 5771. Written documentation of the search and any items confiscated will be maintained by the School Leader.

Interrogations by Law Enforcement or Outside Agencies

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

The school has legal custody of students during the school day and at school-sponsored events. Consistent with Board Policy 5540, it is the responsibility of school leadership to protect students' rights during any interaction with law enforcement or outside agencies.

When a student is questioned at school by law enforcement or agency officials:

- A school administrator or designee will be present during the interview. If no school representative is immediately available, questioning will be delayed until one can be present unless there is an immediate safety concern.
- The school will make every reasonable effort to notify a parent or guardian before the interview. This includes contacting all emergency phone numbers on file, leaving voicemails when possible, and emailing all addresses on record. Unless there is an imminent threat to health or safety, questioning will be delayed for up to one (1) hour to allow for a parent or guardian to respond.
- If a student is taken into custody, the school will request that law enforcement follow all applicable legal procedures, including informing the student of their legal rights.

As required by law and outlined in Board Policy 5540, representatives of the Michigan Department of Health and Human Services or other authorized child protective agencies may interview students on school premises without parent notification or school staff presence when investigating suspected child abuse or neglect. School personnel do not participate in or attend these interviews.

Non-Discrimination Policy

Ivywood does not discriminate against applicants, employees or students on the basis of race, color, religion, sexual orientation, gender and gender identity, disability, age, national origin, political belief, marital status, sex, age, height, or weight in its programs or activities. Sexual harassment will not be tolerated in Ivywood employment practices and/or educational programs or activities.

Inquiries regarding compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, or the Age Discrimination Act of 1975, or any other federal or state regulations, may be directed to the School Leader, the Michigan Department of Education, or the Director of the Office of Civil Rights, U.S. Department of Education.

Sexual Harassment

Ivywood does not discriminate against applicants, employees, or students on the basis of race, color, religion, sexual orientation, gender, gender identity, disability, age, national origin, political belief, marital status, sex, age, height, or weight in its programs or activities. In addition, students and families who believe they have experienced

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

discrimination based on race, color, or national origin may file a complaint under Title VI of the Civil Rights Act of 1964. Complaints may be submitted through the school's internal grievance process or directly to the Michigan Department of Education, Office of Civil Rights, or the U.S. Department of Education, Office for Civil Rights.

Sexual harassment will not be tolerated in Academy employment practices and/or educational programs or activities.

Inquiries regarding compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, or the Age Discrimination Act of 1975, or any other federal or state regulations, may be directed to the School Leader, the Michigan Department of Education, or the Director of the Office of Civil Rights, U.S. Department of Education.

Sexual Harassment

The Academy is committed to providing a working and learning environment based on dignity and respect, free of harassment or intimidation. All those associated with the Academy are expected to foster a climate that is supportive, respectful, and conducive to teaching and learning. Title IX of the Education Amendments of 1972 (Title IX) and the Department of Education's implementing regulations prohibit discrimination based on sex in federally assisted education programs and activities.

"Sexual harassment is unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment of a student can deny or limit, based on sex, the student's ability to participate in or to receive benefits, services, or opportunities in the school's program. Sexual harassment of students is, therefore, a form of sex discrimination prohibited by Title IX under the circumstances provided in this guidance" ("Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, U. S. Department of Education, Office for Civil Rights, January 2001).

Sexual harassment is among the behaviors that are destructive to a positive working and learning climate, and as such is prohibited by state law, federal law, and school board policy. Any member of the school community who engages in sexual harassment as defined below will be in violation of this policy. The Employee Manual is explicit in its discussion of sexual harassment and consequences of inappropriate behavior by employees.

This policy encompasses behavior of adults towards adults or students, and students towards students or adults.

DEFINITION:

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

It is a violation of this policy when a person makes any sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when submission to or rejections of advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of benefits, privileges, employment or placement services or as a basis for the evaluation of academic achievement; or such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's education or career by creating an intimidating, hostile, humiliating or sexually offensive educational or employment environment.

Sexual harassment, as defined above, may include, but is not limited to, the following:

- Verbal or written harassment or abuse,
- Pressure for sexual activity,
- Repeated remarks to a person with sexual or demeaning implications,
- Unwelcome touching,
- Suggesting or demanding sexual involvement accompanied by implied or explicit threats including, but not limited to, one's grades, and job.
- Display of lewd or sexually explicit materials, inappropriate jokes, or language of a sexual nature.

RESPONSIBILITIES:

All persons associated with the Academy are responsible for:

1. Ensuring that his/her behavior does not sexually harass any other person associated with the schools.
2. Reporting any observed or experienced harassment or mistreatment immediately to the Sexual Harassment Grievance Officer and cooperating fully in the investigation of alleged sexual harassment; and
3. Actively participating in the Academy's effort to prevent sexual harassment in the schools.

Retaliation of any form, including threats, intimidation, reprisal or harassment, towards any person who makes a sexual harassment complaint, or who assists in or participates in an investigation, proceeding, or hearing is unlawful and will not be tolerated and can be considered grounds for dismissal of staff and/or removal of a student from school.

FALSE REPORTS:

False (fabricated) claims of sexual harassment can cause permanent damage to the victim of such claims and must therefore be treated as a very serious matter. A false claim may be considered grounds for dismissal of staff, or discipline including the removal from the educational setting for a student, who makes a false claim.

CONFIDENTIALITY:

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Reports and complaints of sexual harassment will be kept as confidential as possible consistent with the rights of all parties.

SEXUAL HARASSMENT GRIEVANCE OFFICER:

The Board of Directors has appointed the Chief Administrative Officer, or their designee, as the Grievance Officer who will be responsible for processing all sexual harassment complaints in accordance with the procedure outlined below.

COMPLAINT PROCEDURES:

1. What one person may consider acceptable behavior may be viewed as sexual harassment by another person. Therefore, the victim should make clear to the harasser that the behavior is offensive and must stop. If the victim is uncomfortable in addressing the harasser they should be made to feel comfortable talking to a trusted adult or a member of the school leadership team. If the harasser does not stop the behavior or the victim is uncomfortable confronting the harasser, or if the behavior warrants further action in the opinion of the victim, the victim should lodge a complaint with the School Leader/Title IX officer/contact.
2. Upon receipt of a written formal complaint submitted by the complainant, their parent or guardian, or signed by the Title IX Coordinator, the school will initiate the Title IX grievance procedure in accordance with 34 CFR §106.45. The respondent is presumed not responsible for the alleged conduct until a final determination is made following a thorough and impartial investigation. The complaint should be as specific as possible, including names, dates, times, places, witnesses, and specific words or actions which were experienced as offensive. In cases involving students, the student's parents and guardians will be notified immediately of the complaint, the steps to be followed, and the ways in which they will be involved in the process.
3. All complaints of sexual harassment will be promptly investigated. Depending on the circumstances, the investigation may encompass any or all of the following:
 - a. The alleged victim may write a letter to the alleged harasser describing the offensive behavior, the circumstances under which it took place, the way the behavior made the victim feel, and requesting that the harasser apologize and promise not to repeat the behavior. The School Leader/Title IX officer or assigned investigator will then meet with the alleged harasser, hear the harasser's account of the situation, present the victim's letter, and discuss the matter.
 - b. Where appropriate in the opinion of the School Leader/Title IX officer or assigned investigator a meeting will be held between the alleged victim

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

and the alleged harasser to clarify the facts and to attempt to mediate a resolution.

- c. The School Leader/Title IX officer or assigned investigator may interview all parties and witnesses to the alleged harassment.
4. In cases of alleged student harassers, the School Leader/Title IX officer or assigned investigator will determine if these facts constitute harassment. Disciplinary consequences such as detention, suspension, or expulsion consistent with school rules may be implemented. In cases of alleged adult harassers, the School Leader/Title IX officer or assigned investigator will report the facts of the alleged harassment and will determine if these facts constitute harassment. The School Leader/Title IX officer or assigned investigator will recommend to the Board of Directors appropriate action, which could include disciplinary action up to and including termination of employment by Choice Schools Associates, LLC.
5. If disciplinary steps are taken, copies of the reports of facts and the written decision will go to the harasser, the personnel file in cases of adult harassers, and to the parents and guardians in cases of student harassers. The victim, and his or her parents, if the victim is a student, will also be informed of the determination as to whether harassment occurred.
6. Repeated or extreme forms of harassment, violence, or civil rights infringements will result in a recommendation for expulsion or termination from the Academy.

The School Leader/Title IX officer or assigned investigator will make complete records of all sexual complaints, facts, steps taken, determinations, and resolutions, and those records will be securely maintained in the School Leader's office for a minimum of seven years, or longer if required due to ongoing litigation, appeals, or state/federal audit requirements.

Ivywood follows a Title IX grievance procedure consistent with 34 CFR §106.45. This includes a clear standard of evidence (preponderance of the evidence), offering supportive measures regardless of whether a formal complaint is filed, and ensuring equitable treatment of complainants and respondents. In accordance with Title IX regulations, K–12 schools are not required to hold live hearings as part of the grievance process. Instead, a trained, impartial decision-maker will objectively review all evidence gathered during the investigation and make a final determination based on the preponderance of the evidence standard. Both parties will have equal opportunity to submit and review relevant documentation and to appeal the final outcome.

The school does not presume the respondent responsible prior to the conclusion of the investigation.

STATE and FEDERAL REMEDIES:

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

In addition to the above, if someone believes he/she has been subjected to sexual harassment, he/she may file a formal complaint with either or both governing agencies set forth below. The complaint process does not prohibit filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim (EEOC - 180 days: MCAD - 6 months).

1. The United States Equal Employment Opportunity Commission (EEOC)
2. State of Michigan

Title IX Coordinator

The Board of Directors has designated a Title IX Coordinator to oversee compliance with Title IX and related Board policies. Reports of sex discrimination or sex-based harassment may be made in person, by mail, by telephone, by email, or by any other means that results in the Title IX Coordinator receiving the report.

Title IX Coordinator: Kayla Cruthers
Email: kaylacruthers@choiceschools.com
Phone: 248.207.1757

Emergency Policy

To protect the safety of students and staff during emergencies, our school uses the Standard Response Protocol (SRP), a nationally recognized framework developed by the “I Love U Guys” Foundation. SRP is a clear, action-based emergency response model designed to equip schools with consistent terminology and procedures for addressing a range of incidents, including weather events, accidents, intruders, and hazardous conditions.

The SRP provides five specific directives that guide our response to different types of emergencies. These actions are easy to learn, simple to follow, and universally understood within the school community. They are reinforced through routine training and drills throughout the school year.

These five (5) actions are used when SRP is initiated:



HOLD - In your classroom or area
Protocol used when hallways need to be kept clear of occupants.



SECURE - Get Inside. Lock Outside Doors
Protocol used to safeguard people within the building.



LOCKDOWN - Locks, Lights, Out of Sight
Protocol used to secure individual rooms and keep occupants quiet and in place.



EVACUATE - Evacuate may be followed by a location, and is used to move people from one location to a different location in or out of the building.



SHELTER - State the hazard and the safety strategy for group and self-protection.

All staff receive annual SRP and Emergency Operations Plan training. Students participate in required safety drills including lockdown, evacuation, and severe weather scenarios, in full compliance with state law and Board Policy. These efforts ensure that everyone on campus knows how to respond appropriately in various situations.

In the event of an emergency, families will be notified promptly through our automated messaging system by phone, text, and email as quickly as it is safe and practicable to do so. Should relocation or extended response procedures be necessary, instructions will be shared clearly and promptly. The SRP strengthens the school's overall emergency preparedness by providing a reliable and unified language and approach to safety for staff, students, and families.

Tornado Drills

Tornado drills are regularly scheduled to educate students in safe practices in case of an emergency. The teacher will review rules of safety and evacuation routes with students. Evacuation routes and tornado watch locations are posted in each classroom and common use areas of Ivywood. The teacher or person responsible for a group of students will take class attendance to determine the presence of all students who are in attendance on that day. Students and staff will return to class when the teacher is given approval by the school leader.

Students will not be dismissed from school when there is a tornado watch or warning. During a tornado watch, students will remain inside the building, instruction will continue, and local weather will be monitored. During a tornado warning, all students and staff members will remain in the building. Everyone will take shelter in designated areas and will follow outlined safety protocols. Students may be detained beyond the usual dismissal time. Parents who have come to the school to pick up students are

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

encouraged to stay at school until the tornado warning has passed and safe conditions prevail.

Fire Drills

Fire drills are regularly scheduled to educate students in safe practices in case of an emergency. The teacher will review rules of safety and evacuation routes with students. Evacuation routes and tornado watch locations are posted in each classroom and common use areas of Ivywood. The teacher or person responsible for a group of students will take class attendance to determine the presence of all students who are in attendance on that day. Students and staff will return to class when the teacher is given approval by the school leader.

Lockdown Drills

The State of Michigan has made it mandatory for schools to practice two Lock Down Drills per year. We will follow this mandate just as we do for Fire Drills and Tornado Drills. These drills will be conducted in coordination with the local emergency management coordinator and police department.

Student Drivers and Parking

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

Vehicles parked on campus are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the presence of the student. A copy of a student's driver's license and insurance must be on file in the school office.

Students who have received a driver's license and are in good standing may drive to school and park in designated parking spaces. Students must receive a parking pass in order to park on campus. Due to limited space on campus, passes will be distributed first to seniors, then to juniors, then to sophomores, through a lottery process as established by the school administration. Students who receive their driver's license during the course of the school year may apply for a parking permit if spaces are available.

The school shall not issue more than one parking pass per family. And the school will set the fee for a parking pass each year before the start of school.

Senior Off Campus Lunch Program Policy

As seniors near the end of their classical education, they will be offered an opportunity to put into practice the virtues of self-government and responsibility. The senior off

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

campus lunch program will serve as an extension of that formation in the community. This privilege is granted to seniors who consistently demonstrate the moral and academic standards set at Ivywood Classical Academy. We believe opportunities like these are important in forming good habits; yet, because this is a privilege, administration reserves the right to permanently cancel the program for individual students, or the senior class as a whole, at any time for not adhering to the rules of the off campus lunch program. We trust that this privilege will not be taken advantage of and that our scholars can start to put into practice the virtues of respect, prudence, and temperance.

Seniors will be allowed to leave campus for lunch once a week, as designated by administration, from the beginning of lunch to the end of studium.

Being enrolled in this program requires adherence to the following rules:

- Signed student/parent liability waiver
- Checking out and checking in with designated staff members when leaving campus
- Maintaining proper decorum while off campus at all times (staying in uniform, following local traffic laws, showing respect and proper behavior while in public etc.)
- Good academic and behavioral standing
- Zero Tolerance for tardiness, if a student is tardy they will lose this privilege for the rest of the quarter.
- No food or drinks allowed back in building

Facility Use

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

Pesticide Use

Ivywood utilizes an Integrated Pest Management (IPM) approach to control pests. IPM is a pest management system that utilizes all available and appropriate techniques to attain the goal of preventing pests from reaching unacceptable levels or to reduce an existing population to an acceptable level. Pest management techniques emphasize pest exclusion and biological controls. However, as with most pest control programs, chemical controls may also be utilized at our facility. This notice has been provided in compliance with MCL 324.8316. We are also required to notify you of your right to review the IPM Plan and IPM records. View the [Prior Notification Request form here.](#)

You also have the right to be informed prior to any application of an insecticide, fungicide or herbicide made in or at the school grounds or buildings during this school year, with the exception of bait or gel formulations. In certain emergencies, such as an

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

infestation of stinging insects, pesticides may be applied without prior notice to prevent injury to students, but you will be notified following any such application.

At least 48 hours before an application, advance notification will be given by: (1) posting at commonly used entrances to the facility; and (2) by email. Advance notification flyers will be posted at the following commonly used entrances.

The Facilities Director is responsible for pesticide application procedures.

In addition to the above methods of notice, the parent/guardian is entitled to receive the notice by first-class U.S. mail postmarked at least 3 days before the application. If you need prior notification via mail, please contact the school office in order to coordinate accommodations.

Asbestos Management

As per AHERA (40 CFR 763.80) Rule, Ivywood is required to notify all students, staff, legal guardians, outside contractors and community members of the availability of the AHERA Management Plan for their inspection and review. A copy of this plan is available at the school office for your review during normal business hours. Periodic (6 month) inspections are performed by properly trained staff members. At this time there are no planned asbestos abatement activities for the upcoming year. Should the need for abatement arise, all building occupants and their legal guardians will be notified in writing.

Parent Teacher Organization

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

All parents, adult family members, teachers, staff, and community members are encouraged to volunteer on a team and attend regular meetings. IPO meetings are an excellent opportunity to obtain information and engage in discussions about the school.

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

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

Fundraising

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Students may solicit only for Academy-sponsored activities. The School Leader, or Board of Directors, when appropriate, must approve fundraisers in writing prior to announcement of fundraising activities, placing orders, or making commitments. Academy students are prohibited by Board Policy from door-to-door solicitation of any type in the community. There will be no exchange of money among students for any purpose unless authorized by the School Leader. Any crowd-sourced fundraising requires School Leader approval.

SECTION IV: GOVERNANCE AND MANAGEMENT

Board of Directors, Authorizer, and Management Company

Ivywood Classical Academy (the “School”) is a non-profit corporation, recognized as a 501(c)3 organization by the Internal Revenue Service. The corporation is governed by its Board of Directors (the “Board”). The Board operates in accordance with its bylaws and using the principles of policy governance. The Academy operates under a Charter Contract issued by Central Michigan University (the “Authorizer”). The Authorizer appoints the members of the Board and holds the Academy accountable for fulfilling its Charter Contract. The bylaws and Charter Contract are available on the School’s website: <https://ivywoodclassicalacademy.com/>

The Board has contracted with Choice Schools Associates, LLC (“Choice Schools”) to provide educational management and employment services for the Academy.

5251 Clyde Park Avenue Southwest
Wyoming, MI 49509
Phone: 616-785-8440
Fax: 616-785-8455

Board Responsibilities and Obligations

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

Ivywood Classical Academy teaches and equips scholars to become moral and intellectual leaders in a self-governing society. We inspire wonder.

The Board’s governance responsibilities include;

- Establishing and protecting the Academy’s mission;
- Adopting Board policies;
- Approving and monitoring the Academy’s budget;
- Monitoring academic, financial, operational, and legal compliance;
- Ensuring fidelity to the Charter Contract;

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

- Evaluating the performance of the management company under the management agreement; and
- Taking action on matters specifically reserved for the Board by law, the Charter Contract, Board policy, or the management agreement.

The Board governs the Academy but does not manage its daily operations. The Board does not employ, supervise, evaluate, direct, discipline, or terminate the Head of School, teachers, administrators, or other faculty. Those responsibilities have been delegated to Choice Schools under the management agreement.

Individual Board Members have no independent authority to direct the Head of School or staff. The Board may act only as a collective body during a properly noticed public meeting. Board oversight of the management agreement does not create an employment or joint-employment relationship between the Board and any employee of Choice Schools, assigned to Ivywood Classical Academy.

Board Meetings

The Academy Board of Directors meetings are scheduled for the 3rd Tuesday of the Month at the Upper School. In compliance with the state's Open Meetings Laws, the Board will:

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

The Board welcomes public comments at each regular Board meeting. Community Comments are limited to 2 minutes. To ensure the accurate representation of the comments in the Board's meeting minutes and to ensure that the Board can accurately address the issues presented, it is requested that these comments also be submitted in writing. Concerns involving individual students, employees, or daily school operations will be referred to the appropriate level of Academy or Choice Schools administration. The Board will not investigate, direct, supervise, or discipline employees through the public-comment process. Confidential student and personnel matters will be handled through the appropriate administrative, legal, and governance procedures.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Role of the School Leader (Principal/Headmaster)

The School Leader will implement a traditional, classical, liberal-arts curriculum. They make final decisions on curriculum, subject to the approval of the Board of Directors. The school leader, while chiefly the academic leader, is also responsible for the discipline, moral culture, operations, and financial priorities of the school.

Chain of Command

Questions and concerns should be addressed at the level closest to the issue. Following the communication chain allows the person with the most direct knowledge and authority to respond appropriately.

Unless the concern involves an immediate safety issue, suspected legal or regulatory violation, or another matter requiring immediate escalation, families should use the following communication chain:

1. Classroom Teacher
2. Dean of Students or Assistant Head of School
3. School Leader
4. Superintendent

Skipping steps may delay resolution because the individuals responsible for reviewing the concern may not have the necessary information or an opportunity to address it.

Grievance Policy

Grievance Related to the Classroom

Ivywood firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the following chain of command. Issues that arise in a particular classroom should always be addressed to the teacher first since the teacher always has more direct knowledge of the student than anyone else.

- *The Teacher:* Parents should schedule a meeting with the teacher through the office. Under no circumstance is it ever acceptable for a parent to confront a teacher about an issue with students present, including his/her own.
 - *The Assistant Head of School:* If a grievance cannot be resolved with the teacher, the parent should discuss the matter with the Assistant Head of School.
 - *The School Leader:* If the grievance cannot be resolved with the teacher,

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

the parent should discuss the matter with the school leader.

- **The Superintendent:** If a grievance cannot be resolved with the school leader; the parent should discuss the matter with the Superintendent.
- **The Board:** if the concern involves a matter within the Board's governance authority, the parent should refer the matter to the Board, preferably in writing.

Grievance Related to Administration

A concern involving an administrator who reports to the School Leader should first be addressed with that administrator and then with the School Leader. A concern involving the School Leader should be submitted to the Superintendent or other supervisor designated by Choice Schools. Because the School Leader is employed and supervised by Choice Schools, concerns regarding the School Leader's employment performance, conduct, supervision, or discipline are handled by Choice Schools, not by individual Board members. If the concern remains unresolved after the Choice Schools management process has been completed and relates to the Board's governance responsibilities or Choice Schools' performance under the management agreement, it may be submitted in writing to the Board. Nothing in this grievance procedure authorizes the Board or an individual Board member to supervise, direct, evaluate, discipline, or otherwise act as the employer of the School Leader or another Academy employee. The Board retains only the governance authority assigned to it by law, the Charter Contract, Board policy, and the management agreement.

SECTION V: PRIVACY

Family Educational Rights Privacy Act (FERPA)

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

- The right to inspect and review the student's education records within 45 days of the day the school receives the request for access. Parents or eligible students should submit to the School Leader or appropriate school official a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible student may ask the school to amend a record that they believe is inaccurate or misleading. They should write the School Leader or appropriate

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605107

Protection of Pupil Rights Amendment (PPRA)

The Academy values transparency and respects the rights of families. Under the federal Protection of Pupil Rights Amendment (PPRA), parents and guardians and eligible students (18 years or older) have the right to:

- Inspect instructional materials and surveys before they are administered.
- Opt their child out of participation in surveys that include sensitive information, such as political beliefs, mental health, sexual behavior, illegal behavior, or family income (other than as required by law).
- Be notified of any physical exams or screenings not required by state law.
- Review and decline the sharing of student information with third-party marketers or surveyors.

Questions or concerns may be directed to the school office or Head of School.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Directory Information and Opt-Out Form

According to Board Policy 8330, the Academy may disclose appropriately designated "directory information" without written consent unless the parent or adult student advises the School to the contrary by filling out, signing, and returning the Directory Information Opt-Out Form to the Academy. The primary purpose of directory information is to allow the School to include this information in certain school publications.

The following list of uses are those the Academy would commonly disclose a student's directory information.

Common Uses of Directory Information

- Playbill /Event Program
- Annual Yearbook
- Honor roll or other recognition
- Graduation Programs
- Sports and Activity Sheets
- Colleges or post-high school institutions

Directory information, generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's or adult student's prior written consent. Two (2) Federal laws require the Board to provide military recruiters, upon request, with three (3) directory information categories, names, addresses, and telephone listings unless parents and guardians or adult students have advised the Academy that they do not want their student's information disclosed without their prior written consent.

Directory Information

- Student's name
- Participation in officially recognized extra-curricular activities/sports
- Height and weight, if a member of an athletic team
- Date of graduation
- Achievement awards or honors received; honor rolls
- Scholarships
- Photographs or videos of students participating in school activities, events, or programs

The Board will make the above information available upon a legitimate request unless a parent, guardian, or adult student has opted out of the provision of this information by returning the Opt-Out Form to the School Office within 14 days of receipt. Directory information will not be provided to any organization for profit-making purposes. If you do not wish to opt out of any of the above common uses, you do not need to take any action.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Student Information

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

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

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

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

Signature: _____ Date: _____

Honor Code

An Ivywood Classical Academy student is honest in word and deed, dutiful in study and service, and respectful and kind to others. The student aspires to courage, respect, excellence, integrity, humility, self-government, and wonder.

Parent Pledge

I have carefully discussed the Ivywood 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 prudence, justice, moderation, courage, and wisdom.

Name(s): _____

Signature(s): _____

Date: _____

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Student Pledge—To be signed by all students in grades 5-12

I understand the Ivywood 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 courage, respect, excellence, integrity, humility, self-government, and wonder.

Name: _____

Signature: _____

Date: _____

APPENDIX: ATHLETIC CODE OF CONDUCT

Introduction

This Athletic Code of Conduct is designed for Ivywood Classical Academy student-athletes and their parents to help define the role of educational athletics as it relates to the student experience at Ivywood. The basic goals of Interscholastic Athletics are defined, and the policies and regulations necessary to achieve these goals are presented. It is imperative that both the student-athlete and parent have knowledge of this material before participating in school-related sports.

The athletic program shall be conducted in accordance with existing Ivywood policies, rules, and regulations. Athletics are an important component of Ivywood's classical education model; teaching virtue and wisdom, developing character, and nurturing the student-athlete's overall growth and development. Overall success, school unity, and pride are greatly enhanced by student participation in school-sponsored activities. At all times, the athletic program will be conducted in such a way that it is an educational activity. While the school takes pride in winning, it will not condone a winning at all costs mentality. Any and all pressures that might lead to neglecting academic achievement, good sportsmanship, and good health will not be tolerated.

Athletic Code

Participation in Ivywood athletics is regarded as a privilege and not a right. All athletes shall abide by a code of ethics and conduct that will earn them the honor and respect that participation and competition in the interscholastic program affords. Any conduct that results in dishonor to the athlete, team, or school will not be permissible. Acts of unacceptable conduct tarnish the reputation of everyone associated with the athletic program and the Ivywood school community. When a student voluntarily participates in interscholastic athletics, he/she agrees to abide by the Athletic Code of Conduct throughout his/her student-athletic career. The Code of Conduct begins with a student's first day of participation in interscholastic athletics and continues through their date of graduation and is in effect during vacation breaks, summer recess and off-season times.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Requirements for Participation

1. *Physical Examination:* A yearly physical examination is required and must be submitted to the office before a student can participate in practice and contests. The examination covers all sports for the entire school year provided it was administered after April 15 of the previous school year. The form will be kept on file at Ivywood. A copy of the form can be found [here](#).
2. *Emergency Medical Authorization:* An Emergency Medical Authorization sheet must be completed giving permission for treatment by a physician or hospital when a parent is not available (this is included as the last section of the physical form). The information will be kept with the head coach for availability at all practices and contests. Please note that Ivywood does not carry insurance to cover student athletic injuries.
3. *Parental Acknowledgement of Athletic Policies:* Each parent/guardian and athlete shall read the Athletic Code of Conduct and certify that they understand the athletic eligibility rules and policies of Ivywood. This signed document will be kept on file at Ivywood.
4. *Scholastic Eligibility:* In order to participate in Ivywood Classical Academy athletics, each student-athlete must have a passing grade in all current classes/subject areas for middle school students and have a passing grade in all current classes/subject areas and maintain at least a 2.25 GPA throughout the course of the season for high school students. If a student-athlete falls below 60% in any class/subject area at any time throughout the season, they will immediately be deemed academically ineligible for athletic contests until the grade improves to the minimum of 60%. Each student-athlete will receive 1, 1-week grace period for 1 failing grade throughout the season. If the student-athlete does not bring their grade above a 60% by the following week, they will become immediately ineligible until their grade rises above 60%. If a grade (in any class) falls below a 60% throughout the course of the season a second time or more, they will be immediately ineligible until the grade rises above 60%. If a student-athlete has two or more failing grades at any time, the 1-week grace period will be bypassed, and the student-athlete will be ineligible until all grades rise above a 60%.
 - a. Throughout the course of the season, student-athletes will be required to obtain bi-weekly grade checks from their teachers to ensure that eligibility requirements are being met. During change overs from one academic quarter to the next, the previous quarter grades will be used to determine eligibility until the first two weeks of the new quarter are complete and there are at least four grades in the grade book for the quarter.
5. *Behavioral Eligibility:* In order to participate in Ivywood Classical Academy athletics, each student-athlete will be responsible for maintaining high standards of behavioral conduct throughout the course of the school day. Any student-athlete who receives a behavioral referral to school administration may be deemed ineligible for participation in school-sponsored athletics. Any

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

student-athlete who receives a suspension or repeated referrals to school administration may be removed permanently from the team.

6. *Equipment Responsibilities:* All athletes are responsible for the proper care and security of equipment and jerseys/uniforms issued to them. School-furnished uniforms/jerseys are to be worn only for school-sponsored contests only. All equipment and jerseys/uniforms not returned in good condition at the end of the season will be subject to a financial penalty.

Objectives of the Ivywood Classical Academy Athletic Program

1. The student-athlete learns the value of teamwork, self-discipline, the development of a strong work ethic, and personal sacrifice. Contributions to the team are more important than personal goals or individual achievements.
2. The student-athlete learns to embody the Ivywood virtues of respect, excellence, wonder, integrity, self-government, humility, and courage through good sportsmanship and engaging in their personal best.
3. The student-athlete develops a spirit of encouragement, teamwork and cooperation.
4. The student-athlete learns to be a humble winner as well as a gracious loser in defeat. Good sportsmanship is a major objective for all Ivywood teams.
5. The student-athlete learns to appreciate the skills and abilities of his/her opponent as a means to improve his/her own personal practice.
6. The student-athlete learns an appreciation for playing by a given set of rules.
7. The athlete learns the value of physical fitness that leads to a high-functioning body, sound mind, and a lifetime of healthy habits.

Athletic Training Rules

1. *Alcohol, Tobacco, Drugs:* Any student using and/or possessing alcohol, tobacco, or drugs, or any illegal performance-enhancing drugs or substances shall be in violation. This rule is in effect twelve months of the year. Students in the presence of illegal activity may also receive penalties.
 - *Penalty for Violation:* The Athletic Director and School Leader shall meet to determine the penalty according to the degree of the infraction. Other consequences may be implemented due to the seriousness of the infraction. Potential consequences include suspensions and removal from the team and/or athletics department at Ivywood.
2. *School Discipline:* Any student-athlete referred to school administration for a school rules violation may be denied the privilege of participation in all athletic activities for a period determined by the School Leader and athletic director.
3. *Fighting or Flagrant Unsportsmanlike Conduct:* Fighting, taunting, or displaying any sort of poor sportsmanship will not be tolerated during practices or contests. Any athlete that receives a technical, red card, or ejection must meet with the

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

athletic director to discuss the behavior. Such instances could result in suspension or removal from the team.

4. *Coach's Rules/Expectations:* Coaches may establish additional rules and regulations for their respective sport with the approval of the athletic director. These additional rules will be stated in writing and explained fully at the start of the season.
5. *Dropping from a Team:* Quitting is an unacceptable habit. A student-athlete who quits a team may lose the privilege of participating in Ivywood athletics. There will be no partial or full refunds of participation fees in the event a student-athlete drops from a team. On occasion, however, an athlete may find it necessary to drop a sport for a good reason. If this is the case the following procedure must be followed:
 - Consult with the head coach.
 - Consult with the athletic director.
 - Check in all equipment and uniforms.
6. *Missing Practice:* A student-athlete must consult with the coach prior to missing a scheduled practice. Missing practice (or a game) without good reason will be handled by the coach. Please avoid scheduling any appointments or events during practice times or contests. Communicate any planned absences as soon as possible. Missed practice time, regardless of the reason, will result in decreased playing time during contests as determined by the coach.
7. *Travel:* All student-athletes must arrange transportation to practices and contests. A signed permission form must be on file with the coach and school office to participate in arranged carpools to practices or contests.
8. *Grooming and Dress Policy:* An athlete shall abide by the Ivywood dress code policy and dress presentably during contests, assemblies, and banquets. Only uniforms issued by the school will be worn for contests. Athletes must follow sport-specific jewelry and uniform rules.
9. *Conflicts with Extracurricular Activities:* The athletic department recognizes that all students should have the opportunity for a broad range of experiences and extracurricular activities and will attempt to schedule school events in a manner to minimize conflicts. Students have the responsibility to avoid continuing conflicts. They must also immediately notify the coaches involved when a conflict arises. Students that participate on non-school teams must communicate with the school coach to determine an agreed-upon schedule for the season. In general, school sports take precedence over non-school sports or activities.
10. *School Attendance:* Students must be in attendance at least half of the school

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

day in order to participate in a contest or practice. Students missing a half or full day of school to participate in an athletic contest must have prior approval from the coach. All work should be made up at the discretion of the teacher. If a detention should be served on the day it is given, the student may be ineligible for practice or competition on that day. The final authority for infractions of this rule will rest with the school leader.

11. *Vacation Policy:* Taking a vacation during a sports season is discouraged. In the event of an unavoidable absence for a vacation, an athlete must communicate with the coach well in advance and be willing to assume consequences related to his/her status on the team (as a starter, if applicable).
12. *Reporting of Injury:* All injuries should be reported to the head coach. If the injury requires medical attention from a doctor, the athlete must obtain the doctor's written permission to return to the activity.
13. *Social Media:* All school or personal use of social media should be conducted in a virtuous, responsible, and respectful manner. Irresponsible social media behavior will result in disciplinary consequences as determined by the athletic director and school leader.
14. *Hazing:* All student-athletes should treat their fellow teammates with the utmost respect at all times. Absolutely no hazing is allowed.

Parent Guidelines

1. Uphold the Ivywood virtues of respect, excellence, wonder, integrity, self-government, humility, and courage during all interactions with all coaches, players, officials, and other families.
2. Ensure timely pick-up and drop-off of student-athletes for all practices and contests. Student athletes should be dropped off and picked up within 5 minutes of the practice start and end time. Arrive 20 minutes early to each contest and pick up within 5 minutes of the contest end time.
3. Refrain from coaching your student-athlete from the sideline during practices and contests. Please be a cheerleader, not a coach.
4. Try to enjoy yourself at competitions. Your unhappiness can cause your child to feel guilty. Remember your student-athletes are watching you. Make them proud, not embarrassed.
5. Communicate with the coach about your child in a respectful manner. Inform them of any pertinent issues at home that might affect your child at practice.
6. Respect the coach's decision on playing time. Playing time during contests is based on practice attendance, effort, and skill development. If there is an issue with playing time, encourage your student-athlete to discuss it with the coach

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

first.

Resolving Athletic Issues

If you have a concern to discuss with a coach:

1. Encourage the athlete to solve his or her own problems first with the coach.
2. Call/email the coach to set up an appointment.
3. Do not attempt to confront a coach immediately before or after a contest. These can be emotional times for both the parent and the coach. In an effort to reach a logical and rational decision, please wait 24 hours before discussing an issue.

If the meeting with the coach did not provide a satisfactory resolution:

1. Call and set up an appointment with the Athletic Director (248) 207-1757) to discuss the situation.
2. At this meeting the appropriate next step(s) can be determined.

Dual Participation

Student-athletes are allowed to participate in more than one sport each season. In such a case the student-athlete, his/her parents, the coaches, and the athletic director must meet to discuss and design the practice/contest schedule for the athlete. A primary and secondary sport must be designated. Student-athletes are subject to multiple participation fees.

Physical Education and Participation

All student-athletes who are in PE must participate in all activities during class, regardless of after-school practices or game commitments. If modifications need to be made, the student-athlete should speak with the PE instructor. Student-athletes are strongly encouraged to be exceptional role models for all the objectives listed above including sportsmanship, teamwork and cooperation, playing by a given set of rules, and the value of physical fitness during physical education classes.

Uniform Policy

All school-issued uniforms/jerseys and equipment are to be used for athletic contests and practices only. These items are not to be worn in PE class, in school, in the community, or at home. The only exception is if an entire team wears their school-issued apparel for a special occasion approved by the coach. Lost or damaged items will result in a fine.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

(please return this section to the athletic office)

We have read and understand the Ivywood Classical Academy Athletic Code of Conduct and agree to comply.

Student-Athlete Name (Printed)

Student-Athlete Signature

Sport

Date

Parent/Guardian #1 Name (Printed)

Parent/Guardian #1 Signature

Date

Parent/Guardian #2 Name (Printed)

Parent/Guardian #2 Signature

Date

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Student and Parent/Guardian Acknowledgment

The Academy provides students with access to technology resources, including computers, devices, software, networks, internet access, electronic communication systems, and other digital learning tools, to support teaching and learning.

Use of Academy technology resources is a privilege, not a right, and all users are expected to use these resources safely, responsibly, ethically, and in accordance with Academy policies.

Before a student is granted access to Academy technology resources or a school-issued email account, this agreement must be reviewed and signed by both the student and a parent or guardian.

Student Acknowledgment

By signing below, I acknowledge that:

- I have read, understand, and agree to follow the Academy's Student Acceptable Use of Technology Policy contained in the Student Handbook.
- I understand that use of Academy technology resources is a privilege that may be suspended or revoked if I violate Academy policies or applicable laws.
- I understand that I have no expectation of privacy when using Academy-owned devices, networks, internet services, email, or other technology resources. My activity may be monitored, reviewed, and retained in accordance with Board policy and applicable law.
- I understand that I must use Academy technology for educational purposes and in a safe, respectful, ethical, and legal manner.
- I understand that misuse of Academy technology, including cyberbullying, harassment, unauthorized access, plagiarism, copyright violations, inappropriate use of artificial intelligence (AI), attempts to bypass security measures, or other violations of the Student Handbook, may result in disciplinary action, loss of technology privileges, financial responsibility for damages, referral to law enforcement when appropriate, or other consequences permitted by law.
- I understand that I am responsible for protecting my username, password, and Academy-issued devices and for reporting any damage, loss, security concern, or suspected misuse immediately to a staff member.

Parent/Guardian Acknowledgment

By signing below, I acknowledge that:

- I have read and understand the Academy's Student Acceptable Use of Technology Policy contained in the Student Handbook.
- I understand that the Academy monitors student use of Academy technology resources in accordance with Board policy and applicable law.
- I understand that my child has no expectation of privacy when using Academy technology resources.
- I understand that Academy technology resources are provided for educational purposes and that misuse may result in disciplinary action or loss of technology privileges.
- I understand that the Academy utilizes online educational services and technology platforms that comply with applicable federal and state student data privacy laws, including the Children's Online Privacy Protection Act (COPPA), the Family Educational Rights and Privacy Act (FERPA), the

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

Children's Internet Protection Act (CIPA), and the Student Online Personal Protection Act (SOPPA), when applicable.

- I authorize the Academy, when necessary for educational purposes, to provide the limited student information required for my child to participate in approved educational technology services.
- I understand that I may exercise any parent rights described in the Student Handbook regarding student educational records, student data privacy, approved technology platforms, artificial intelligence (AI) tools, and technology monitoring.

Student Agreement

I have read and understand this Acceptable Use Agreement and agree to comply with the Academy's Student Acceptable Use of Technology Policy and all applicable Academy rules governing the use of technology resources.

Student Name: _____

Student Signature: _____

Date: _____

Parent/Guardian Agreement

I have read and understand this Acceptable Use Agreement and acknowledge my responsibilities as outlined above. I understand that my child's access to Academy technology resources is contingent upon compliance with Academy policies.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.

School, Parent, Student Compact

Ivywood Classical Academy and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the 2024-2025 academic year.

Ivywood Classical Academy will:

- Establish a school culture of moral virtue, holding all members of the school community to high standards.
- Provide students and their families with a content rich curriculum.
- Use tried and true pedagogical practices in a teacher lead classroom.
- Provide families with ongoing educational opportunities (e.g. reading lists, cultural suggestions, etc.)
- Provide parents with opportunities to encounter classical education.
- Hold parent teacher conferences twice (2) a year.
- Provide parents with frequent reports on their child's progress.
- Provide parents with reasonable access to staff.
- Provide a safe, respectful, disciplined, and studious environment.

Parents:

We as parents understand that we are the primary educators of our children therefore we will support our children in the following ways:

- Monitor attendance
- Make sure our children are at school on time.
- Help our children get a good night's rest.
- Monitor the amount of screen time our children use.
- Stay informed about my child's academic progress.
- Stay informed about school events by interacting with school communications including emails, phone calls, MyPowerHub and newsletters.
- Reach out to the school or teacher directly with a concern or grievance.
- Cultivate a reading culture in my home where books are honored, read and discussed.
- Help my child take responsibility for their education and their moral development.

Student:

I understand that in order to be a moral and intellectual leader I must take responsibility for my own education. Therefore I strive to do the following:

- Come to school in proper attire, adequate supplies, and a humble attitude.
- Be honest in word and deed.
- Complete my assignments on time and to the best of my ability.
- Participate in class, aspiring to wonder, humility and respect.
- Respect the school by following the student handbook.
- Give gratitude to my parents and nation by trying my best to embrace the education they are providing for me.
- Take responsibility for my actions and inactions.
- Seek assistance from teachers when I need help.
- Strive for excellence in everything I do.

This handbook is an administrative guideline developed under Board Policy 1230.01. It supports Board policy and aligns with law and the charter contract.